

Adopt

PLAN

ADMINISTER

FINALIZE

Interpret

Implement

FORMS E and F

Planning and
Implementation Guide

FORMS E and F

Planning and Implementation Guide

Version 3



Developed at The University of Iowa by

Iowa Testing Programs

Acknowledgments

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RIVERSIDE



HOUGHTON MIFFLIN HARCOURT

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About This Guide

Purpose

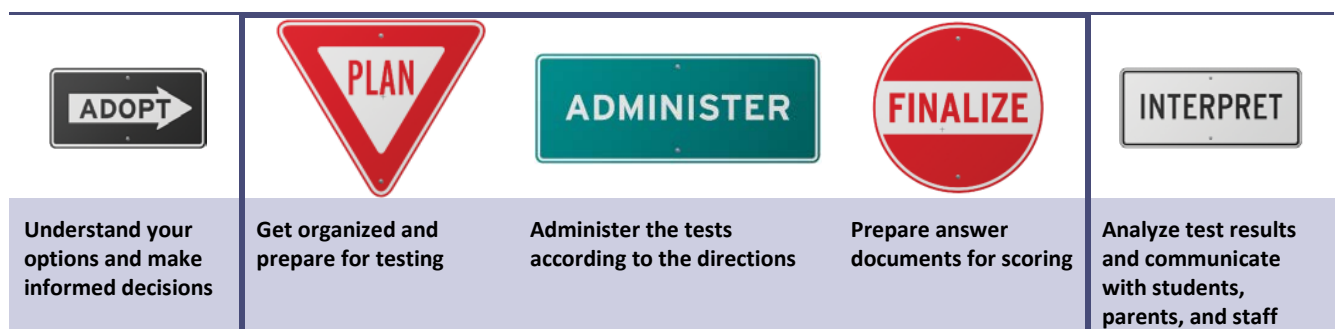
This *Planning and Implementation Guide* helps test coordinators plan for testing, support test administration, and distribute score reports for *Iowa Assessments™*. Using this guide helps ensure accurate and complete test results.

This guide provides information relevant to individuals in any of the following roles:

- Testing program decision-maker – Responsible for making decisions regarding the testing program
- School-system test coordinator – Responsible for leading test coordination for a multi-school or multi-building school system or district
- Building test coordinator – Responsible for coordinating testing activities in one school building, working in conjunction with a school-system test coordinator
- Independent-school test coordinator – Responsible for coordinating testing for a school that is independently managing its own testing program

How to Use This Guide

This guide focuses primarily on activities that occur in the **Plan** phase of the assessment life cycle but also includes information about events that take place in the **Administer** and **Finalize** phases. Completion of these activities directly affects the validity and timely receipt of test results.



We suggest that you approach this guide in the following manner:

1. Read “Part 2: Getting Started.”

Review the “Roles and Responsibilities” topic on page 3, which describes the roles “test coordinator” and “testing program decision-maker” as they are used in this guide.

The checklists that begin on page 6 specify the activities of an *Iowa Assessments* test coordinator. Use these lists to understand fully the scope of responsibility for this role.

2. Identify the individuals who will perform each of these roles, as applicable to your testing situation:

- testing program decision-maker
- school-system test coordinator
- building test coordinator
- independent-school test coordinator

3. Use the rest of this guide to understand, plan, communicate, and execute the activities required for a successful assessment implementation.

Getting More Help

If you need help beyond the information provided in this guide, please make use of the following resources:

- Your Riverside Assessment Consultant
- Riverside Customer Service
E-mail: RPC_Customer_Service@hnhpub.com
TEL: 1-800-323-9540

In Brief

Every testing situation is unique. The planning and execution of a successful assessment program requires the coordination of many activities and, potentially, many people. It is critical to understand some key roles and to identify in advance who will fulfill each role in your testing program.

This part of the guide provides the following information:

- descriptions of the roles and responsibilities of the testing program decision-maker, school-system test coordinator, building test coordinator, and independent-school test coordinator, as these roles are used throughout this guide
- chronologically ordered checklists of activities performed by test coordinators

Roles and Responsibilities

This guide differentiates among four broad roles:

- testing program decision-maker
- school-system test coordinator
- building test coordinator
- independent-school test coordinator

Different individuals usually fill these roles. In some testing situations, however, the same individual may fill all four roles.

To use this guide effectively, first identify who will fulfill the following roles based on the descriptions below. Ensure that everyone involved recognizes his or her role as it relates to the actions detailed in this guide.

Role of the Testing Program Decision-Maker

Throughout this guide, many actions for the test coordinator begin “Confirm that...,” which implies someone else is the testing program decision-maker. In your school system, who makes the following decisions?

- What are the purposes (objectives) of testing?
- Which grades will be tested?
- Which batteries and tests will be administered?
- Which mode of test administration (paper and pencil or online) will be used?
- Will practice materials be used? If so, in which classes?

- How will student information be added to answer documents? Will barcode labels be used?
- Will there be any supplemental coding requirements? If so, what are they?
- What quantities of required materials have been ordered? If scanning locally, what quantities of answer documents must be printed?
- What score reports will be ordered and who will receive which reports?

As planning for the administration of *Iowa Assessments* begins, so should an ongoing dialogue between you (the school-system test coordinator) and the testing program decision-maker. This partnership requires clear communication and an understanding of the decisions and actions needed to achieve your school’s testing purposes.

Role of a School-System Test Coordinator

A school-system test coordinator is responsible for leading test coordination for a multi-school or multi-building school system or district. When someone else (often a school administrator) is responsible for testing-program decisions (for example, grade levels to be tested or barcode usage), communication and coordination between these individuals is essential throughout the assessment process.

This guide provides checklists, which are divided into school-system and building-level tasks, to support such activities. For large school systems, we suggest that a school-system test coordinator implement the testing program with the help of test coordinators for each building. If you work in a smaller school system, you may be responsible for both sets of tasks.

Check your school’s policies and procedures for requirements and guidelines related to your role and responsibilities.

Role of a Building Test Coordinator

Working in conjunction with a school-system test coordinator, a building test coordinator is responsible for coordinating testing activities in one school building. If one or more individuals are assigned to assist the school-system test coordinator, use the checklists later in this part of the guide as a suggested division of tasks between the school-system test coordinator and building test coordinator(s).

Role of an Independent-School Test Coordinator

If you are leading test coordination for a school that is independently managing its own testing program (not part of a multi-school or school-system-wide testing program), yours is a hybrid role—a combination of school-system test coordinator and building test coordinator. Review both the school-system-level and building-level checklists later in this guide and determine the tasks that apply to your testing program. A few topics in this guide (for example, how to pack answer documents to send to Riverside Scoring Service™) are unique to the role of an independent-school test coordinator. In those instances, the topic title will specify “Independent School.”

Using This Guide with Different Administration Modes

There are three modes of administration for *Iowa Assessments*: paper-and-pencil testing with central scanning of answer documents, paper-and-pencil testing with local scanning of answer documents, and online testing. Local scanning of answer documents and online testing require the Houghton Mifflin Harcourt—Riverside® *DataManager*™ system, a comprehensive online resource for managing your assessment program that enables you to organize, assign, and implement your test events and also to access and manage your test results online. For more information about *DataManager*, see www.riversidepublishing.com/products/datamanager/.

Paper-and-pencil testing with central scanning of answer documents – Students mark their answers in machine-scorable test booklets or answer documents purchased from Riverside. Test booklets and answer documents are sent to Riverside Scoring Service for scanning and scoring.

Note: Customers who use optical mark recognition (OMR) scanners to locally scan their answer documents for reporting through Riverside *DataManager* should refer to the *Optical Mark Recognition User's Guide* for information on the OMR scanning solution—from setting up and installing the scanner to sending the scanned results to scoring.

Paper-and-pencil testing with local scanning of answer documents – Students mark their answers in plain-paper answer documents that you download from *DataManager* and print at your school system or school. Answer documents are scanned using equipment at your school system or school and the scan file is transmitted to Riverside Scoring Service for scoring.

Online testing – Students take the tests online through *DataManager*. Answers are transmitted to Riverside Scoring Service for scoring.

While most of the information presented in this guide is applicable to all three administration modes, certain planning and implementation tasks are specific to a given administration mode. The table below serves as a navigational guide to planning and implementing *Iowa Assessments* based on administration mode. This is **not** an exhaustive list. Consider it a starting point for matching your needs to topics in this guide.

Part	Administration Mode		
	Paper-and-pencil testing with catalog answer documents	Paper-and-pencil testing with plain-paper answer documents	Online testing
Part 2: Getting Started	✓	✓	✓
Part 3: Confirm Testing Decisions	✓	✓	✓
Part 4: Special Considerations for Online Testing			✓
Part 5: Schedule the Tests	✓	✓	✓

Continued on next page...

Part	Administration Mode		
	Paper-and-pencil testing with catalog answer documents	Paper-and-pencil testing with plain-paper answer documents	Online testing
Part 6: Communicate Testing Information	✓	✓	✓
Part 7: Train the Staff	✓	✓	✓
Part 8: Distribute Materials	✓	✓	
Part 9: Respond to Testing Irregularities	✓	✓	✓
Part 10: Prepare for Scoring	✓	✓	
Part 11: Distribute Score Reports	✓	✓	✓

Quick Reference Checklists

Review the checklists on the pages that follow. They provide a suggested chronological listing of activities performed by test coordinators during three distinct time periods:

- before testing begins
- during testing
- after testing is complete

Based on the scope of the testing program, decide whether you can perform the test coordinator role at both the school system and building levels or whether you need assistance from building test coordinators. Use the checklists as a starting point for allocating tasks if you engage the help of building test coordinators.

If you are an experienced *Iowa Assessments* test coordinator, the checklists may be sufficient to guide the test planning, administration, and follow-up activities. For details on a particular checklist item, refer to the page referenced in the checklist.

If you are new to the role of *Iowa Assessments* test coordinator, use the checklists to learn more about your role, schedule tasks, and track your progress throughout the assessment process. Before you take a particular action, turn to the page referenced in the checklist for details.

The checklist columns provide the following information:

Pg	Page Number – A page reference for more information on an action item
Action	A brief description of the action item itself
Date	A place for you to write a completion date for your planning purposes
✓	A place to indicate completion of the action item

Pretesting Checklists

School-system-Level Tasks (also applies to Independent Schools)

Pg	Action	Date	✓
12	Confirm the purposes (objectives) of testing		
13	Confirm the grades to be tested, the test levels and batteries to be administered, and the mode of administration (paper and pencil with catalog answer documents, paper and pencil with plain-paper answer documents, or online)		
23	Order testing materials and, if applicable, barcode labels from Riverside		
30	If testing online, testing with plain-paper answer documents, or ordering web reports, create and submit data files to Riverside		
3	Determine whether building test coordinator help is needed; identify staff for the role		
15	If administering both <i>Iowa Assessments</i> and the <i>Cognitive Abilities Test™ (CogAT®)</i> , determine whether results will be reported together; confirm or select the method to be used for obtaining combined scores		
18	Create or confirm a school-system-wide preliminary testing schedule; include make-up tests		
19	If using practice materials, purchase from Riverside		
20	Develop or confirm a staffing plan for test administration		
20	Plan and schedule staff training dates; communicate preliminary testing decisions		
20	Distribute a copy of the school system's assessment policies to building test coordinators		
21	Coordinate information gathering on testing accommodations or modifications needed		
22	If applicable, develop a supplemental coding plan		
23	Confirm sufficient quantities of all testing materials are available; package and distribute to each building test coordinator in a secure manner		
26	Confirm how answer documents will be scanned and scored; add posttesting tasks to your testing plan		
36	Develop a school-system-wide testing schedule; include make-up tests		
41	Develop or assist with communication about testing to staff, parents, students, etc.		
46	Train building test coordinators		
53	Oversee the secure packaging and distribution of testing materials to test coordinators		
63	Establish procedures for handling completed answer documents		

Building-Level Tasks

Pg	Action	Date	✓
13	Identify classes, teachers, and students that will be part of the testing plan		
18	Schedule the testing period on the building's annual calendar		
18	Identify testing rooms, test administrators, and proctors		
21	Develop a list of students and classrooms that require testing accommodations or modifications		
22	Implement supplemental coding plan; affix barcode labels to answer documents, if applicable		
23	Obtain sufficient quantities of all testing materials from the school system; order additional materials if needed		
36	Develop a test administration plan and create a schedule for make-up testing for the building		
49	Lead or assist with training of test administrators and proctors in your building		
57	Distribute testing materials to test administrators in a secure manner		

During-Testing Checklists

School-system-Level Tasks

Pg	Action	Date	✓
59	Be available to answer questions from building test coordinators and test administrators		

Building-Level Tasks

Pg	Action	Date	✓
59	Answer questions from test administrators and respond to irregularities and emergencies that may occur during testing		

Posttesting Checklists

School-system-Level Tasks

Pg	Action	Date	✓
59	Be available to answer questions from building test coordinators and test administrators about posttest handling of answer documents		
63	Coordinate activities related to the return of testing materials, including make-up tests, from all buildings		
68	Confirm scoring and report order with testing program decision-maker; plan packaging of answer documents accordingly		
70	Supervise the preparation of the shipment of answer documents for scoring, if central scanning		
76	Account for all testing materials; return unused materials to Riverside		
–	Be available to answer questions from Riverside Scoring Service about the answer documents submitted		
77	Receive, verify, organize, and distribute score reports (or web keys for web reports) to designated staff members		
–	Remain available to support posttesting issues		
–	Solicit and compile suggestions from building test coordinators that might improve future test administrations		

Building-Level Tasks

Pg	Action	Date	✓
60	Document the need for retesting and make-up testing; schedule and coordinate testing sessions		
63	Answer questions from test administrators about posttest handling of answer documents; report irregularities or incidents that might impact the quality of the test data		
63	Confirm receipt of testing materials from each test administrator; inspect answer documents for irregularities		
68	If scanning locally, transfer answers from machine-scorable test booklets (Levels 5/6–9) to locally-printed answer documents		
71	Follow preparation and packaging requirements for combined reporting of <i>Iowa Assessments</i> and <i>CogAT</i> test results, if applicable		
72	Organize answer documents for the building; complete the Building ID Sheet		

Continued on next page...

Posttesting Checklists, continued

Pg	Action	Date	✓
74	Package documents for shipment; arrange delivery of building testing materials to the school-system test coordinator and confirm receipt		
77	Receive score reports for your building; confirm your report order is complete		
80	Organize and distribute score reports to designated staff members within the building; train staff to verify data integrity and read and interpret the score reports they receive		
—	Remain available to support posttesting activities and issues		

In Brief

Before you begin planning for the administration of *Iowa Assessments*, it is important to confirm a number of decisions and requirements with the testing program decision-maker. This information forms the basis of a testing plan.

This part of the guide:

- provides information useful for discussions with the testing program decision-maker
- suggests an approach to communicate testing-related information to staff
- helps you confirm that the correct testing materials have been ordered and other supplies are available

Key Testing Plan Decisions

Use this list to gather information from the testing program decision-maker. Detailed information about each of these items follows the list.

- What are the purposes (objectives) of testing?
- Which grades will be tested?
- Which test levels and batteries will be administered?
- What tests within each battery will be administered?
- Which mode of test administration (paper and pencil or online) will be used?
- Will *Iowa Assessments* scores be reported with *CogAT* scores?
- What are the testing dates?
- Will practice materials be used? If so, in which classes?
- Will the use of calculators be allowed during the Mathematics test?
- Which staff members will be involved or affected by the testing program?
- What policies and guidelines govern testing irregularities and retesting?
- Which students require testing accommodations or modifications? What are those accommodations or modifications?
- How will student information be added to answer documents? (Will barcode labels be used?)
- Will there be any supplemental coding requirements? If so, what are they?

- What quantities of required materials have been ordered? What is the procedure for obtaining additional testing materials? If scanning locally, what quantities of answer documents must be printed?
- How will answer documents be scanned (locally or by Riverside Scoring Service)? Will the school system receive paper or web reports?

Purposes of Testing

What are the school system's objectives for testing?

The *Iowa Assessments* have been designed to fulfill a number of educational purposes, summarized below. Your school system's reasons for testing may include additional objectives. Use the list below to confirm the school system's testing purposes with the testing program decision-maker.

- **Identify strengths and weaknesses** – Make relative comparisons by content area of student performance for both groups and individuals; identify patterns in performance that suggest areas for enrichment and/or areas that may benefit from additional learning opportunities.
- **Inform instruction** – Make student-centric decisions about personalized instruction.
- **Monitor growth** – Measure change in student performance over time, both at the group and individual level, with a valid and reliable scale.
- **Determine college readiness** – Compare student achievement levels to established benchmarks, tracking academic preparedness.
- **Measure mastery of core standards** – Determine the degree to which students have mastered core learning standards.
- **Implement Response to Intervention (RTI)** – Identify students who may benefit from intensive, systematic learning interventions.
- **Inform placement decisions** – Place students into appropriate groups, levels, and programs to support enrichment or remediation.
- **Make comparisons** – Compare student performance to that of local and national groups according to research-based evidence.
- **Evaluate programs** – Guide administrative evaluation of the effectiveness of instructional programs, professional development, and curriculum.
- **Predict future performance** – Apply current assessment results to project student performance on future assessments and adjust programs accordingly.
- **Support accountability** – Provide reliable and valid information to support school system and state reporting requirements.

Batteries, Levels, and Tests

Who will be tested?

Confirm the grades to be tested at each school/building. Note that in some school systems, individual schools may test different grades. Understand the link between this decision and the testing objectives. For example, suppose your school system plans to implement a new reading curriculum. To monitor student achievement and gain one measure of the new curriculum's effectiveness, you would need to administer the same assessment (using appropriate test levels) to the same students for two or more consecutive years.

What batteries, levels, and tests will be administered?

The students and grades you plan to test determine which test levels to administer. The content you wish to assess and the specific scores you wish to obtain determine which test battery is best to use.

The table below summarizes the relationship among the three *Iowa Assessments* batteries.

Battery	Tests in the Battery
Complete	Consists of the entire collection of tests in order to measure the broadest range of skills.
Core	(Levels 7–17/18 only) Consists of the same tests as the Complete Battery except the Science and Social Studies tests, which are not included.
Survey	(Levels 7–14 only) Consists of the Language or Written Expression test and a subset of questions from the Reading and Mathematics tests.

The table below provides the following information:

- the relationship between grade levels and test levels
- the tests that comprise the batteries available for each test level

Iowa Assessment Batteries and Tests by Level

Level	Grade	Battery	
		Complete (Core in Bold)	Survey
Level 5/6	K	Vocabulary Word Analysis Listening (Core Battery not available for Level 5/6)	Language Mathematics Reading* (2 parts) (Survey Battery not available for Level 5/6)
Levels 7 and 8	1–2	Vocabulary Word Analysis Reading (2 parts) Listening Language	Mathematics (2 parts) Computation Social Studies Science Reading Language Mathematics

Continued on next page...

Iowa Assessment Batteries and Tests by Level, *continued*

Level	Grade	Battery		
		Complete (Core in Bold)	Survey	
Levels 9–14	3–8	Reading (2 parts) Written Expression Mathematics (2 parts) Science Social Studies Vocabulary	Spelling Capitalization Punctuation Computation Word Analysis (Level 9 only) Listening (Level 9 only)	Reading Written Expression Mathematics
Levels 15–17/18	9–12	Reading Written Expression Mathematics Science	Social Studies Vocabulary Computation	(Survey Battery not available for Levels 15–17/18)

* For the two-part Level 5/6 Reading test, it may be preferable to give only the Part 1 (Words, Pictures, and Word Attack) to students who are just starting to recognize printed words. Students who take only Part 1 of the Reading test do not receive a Reading Total, ELA Total, or composite score on paper reports. On web reports, students will receive a Reading Words score only and no Reading Total, ELA Total, or composite score.

It is not necessary to administer all the tests in a battery; however, in order to obtain total and composite scores on score reports, you must administer certain tests. For example, to obtain an English Language Arts Total for Level 5/6 tests, you must administer the Reading, Language, and Vocabulary tests. Appendix A, beginning on page 81, identifies which tests must be administered in order to obtain a particular total or composite score on score reports and how the scores are calculated. Use this information to make decisions about which tests must be given to ensure that all the scores needed by the school will be obtained.

Modes of Administration

Which mode of administration will be used?

Confirm the mode of administration for each grade to be tested at each school/building.

- Paper-and-pencil testing with central scanning – Students will take the test using catalog answer documents purchased from Riverside. After testing, the answer documents will be packaged and shipped to Riverside Scoring Service for scanning, scoring, and report generation.
- Paper-and-pencil testing with local scanning – Students will take the test using plain-paper answer documents printed locally from *DataManager*. After testing, the answer documents will be scanned using equipment at your school or school system, and the scanned data will be transmitted to Riverside Scoring Service for scoring and report generation.
- Online testing – The test will be administered using *DataManager* and students will take the test online. As students complete each test, the answers are automatically transmitted to Riverside Scoring Service for scoring and report generation.

Important

Once a student begins testing in a given mode (paper-and-pencil or online), he or she must complete the test in that mode. If a situation arises that necessitates switching the mode of testing mid-assessment (for example, online to paper-and-pencil), the student must start again from the beginning and complete the entire assessment using only one mode of testing.

Students taking the Level 5/6, 7, or 8 test online must complete the test using either the proctor-led mode or the online with audio mode.

Online modes of administration must not be mixed across proctor-led and audio once a student begins testing.

Score Reporting

Will results be reported from *Iowa Assessments* and *CogAT*?

If you are administering both *Iowa Assessments* and *CogAT*, you have the option of combining results to produce score reports that display both ability and achievement scores. If your testing program calls for combined reporting, there are several ways to accomplish that goal, depending on your circumstances and administration mode. The table below summarizes these methods and the requirements for completing each one. Ensure that your testing plan accommodates the requirements of the method you select.

Important

Scores from Form E or Form F of the *Iowa Assessments* can only be reported with scores from Form 7 of *CogAT*. Similarly, **predicted scores** (using *CogAT* results to predict *Iowa Assessments* performance) are available only if *CogAT* Form 7 is given with *Iowa Assessments* Form E or Form F.

Methods for Combining Score Reporting

Method	Planning Requirements	Outcome
Paper-and-pencil Testing with Central Scanning of Answer Documents		
Submit combined answer documents for <i>Iowa Assessments</i> and <i>CogAT</i> .	<ul style="list-style-type: none"> Order combined answer documents. NOTE: This method cannot be used with machine-scorable test booklets from Levels 5/6, 7, or 8 or the machine-scorable version of <i>Iowa Assessments</i> Level 9. For the most accurate combined score reports at those levels, order barcode labels for the machine-scorable test booklets. Administer <i>Iowa Assessments</i> and <i>CogAT</i> in the same testing time frame. 	This method produces the most accurate reports because there is no need to match separate answer documents.

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Methods for Combining Score Reporting, *continued*

Method	Planning Requirements	Outcome
Submit separate <i>Iowa Assessments</i> and <i>CogAT</i> answer documents (both with barcode labels).	<ul style="list-style-type: none"> Order <i>Iowa Assessments</i> answer documents and <i>CogAT</i> answer documents. Use barcode labels for every student taking <i>Iowa Assessments</i> and <i>CogAT</i>. Administer <i>Iowa Assessments</i> and <i>CogAT</i> in the same testing time frame. Submit answer documents to Riverside Scoring Service at the same time. 	This method produces accurate matches between answer documents with matching barcode labels.
Order combined <i>Iowa Assessments</i> and <i>CogAT</i> reports using <i>CogAT</i> scores from an earlier test administration.	Confirm assessment form compatibility: Scores from <i>Iowa Assessments</i> Form E or Form F can be reported with scores from Form 7 of <i>CogAT</i> . <i>CogAT</i> Form 7 will provide predicted <i>Iowa Assessments</i> Form E or Form F scores.	<ul style="list-style-type: none"> Riverside Scoring Service data repository links the new <i>Iowa Assessments</i> scores for each student with previously stored <i>CogAT</i> scores for that student. As long as historical data for a given student exist, this score-matching capability allows for the generation of <i>Iowa Assessments</i> longitudinal reports as well as combined <i>Iowa Assessments/CogAT</i> reports.
Submit separate answer documents for <i>Iowa Assessments</i> and <i>CogAT</i> under the same class header sheet.	<ul style="list-style-type: none"> Order <i>Iowa Assessments</i> answer documents and <i>CogAT</i> answer documents. Administer <i>Iowa Assessments</i> and <i>CogAT</i> in the same testing time frame. Ensure that each student's name, birth date, and gender are marked identically on both answer documents. Submit answer documents to Riverside Scoring Service at the same time. 	<ul style="list-style-type: none"> Riverside Scoring Service matches answer documents based on identical demographic data, such as student name, date of birth, and gender. Differences in coding student demographic data may prevent the proper match of some answer documents. Riverside Scoring Service matches an <i>Iowa Assessments</i> answer document and a <i>CogAT</i> answer document based on demographic data from the <i>Iowa Assessments</i> document.
Paper-and-pencil Testing with Local Scanning of Answer Documents		
Scan separate <i>Iowa Assessments</i> and <i>CogAT</i> answer documents.	<ul style="list-style-type: none"> Locally print <i>Iowa Assessments</i> answer documents and <i>CogAT</i> answer documents. Administer <i>Iowa Assessments</i> and <i>CogAT</i> in the same testing time frame. Scan answer documents locally and submit the data file to Riverside Scoring Service for scoring. 	This method produces accurate matches between plain-paper answer documents.

Continued on next page...

Methods for Combining Score Reporting, *continued*

Method	Planning Requirements	Outcome
Online Testing		
Order combined <i>Iowa Assessments</i> and <i>CogAT</i> reports using <i>CogAT</i> scores from an earlier test administration.	Confirm assessment form compatibility: Scores from <i>Iowa Assessments</i> Form E or Form F can be reported with scores from Form 7 of <i>CogAT</i> . <i>CogAT</i> Form 7 will provide predicted <i>Iowa Assessments</i> Form E or Form F scores.	<ul style="list-style-type: none"> • Riverside Scoring Service data repository links the new <i>Iowa Assessments</i> scores for each student with previously stored <i>CogAT</i> scores for that student. • As long as historical data for a given student exist, this score-matching capability allows for the generation of <i>Iowa Assessments</i> longitudinal reports as well as combined <i>Iowa Assessments/CogAT</i> reports.
Order combined <i>Iowa Assessments</i> and <i>CogAT</i> reports using <i>CogAT</i> scores from an earlier test administration.	Confirm assessment form compatibility: Scores from <i>Iowa Assessments</i> Form E or Form F can be reported with scores from Form 7 of <i>CogAT</i> . <i>CogAT</i> Form 7 will provide predicted <i>Iowa Assessments</i> Form E or Form F scores.	<ul style="list-style-type: none"> • Riverside Scoring Service data repository links the new <i>Iowa Assessments</i> scores for each student with previously stored <i>CogAT</i> scores for that student. • As long as historical data for a given student exist, this score-matching capability allows for the generation of <i>Iowa Assessments</i> longitudinal reports as well as combined <i>Iowa Assessments/CogAT</i> reports.

For all methods: If the testing plan calls for reporting combined *Iowa Assessments* and *CogAT* results, confirm that the *Iowa Assessments/CogAT* combined options have been selected on the Order Form for Riverside Scoring Service (OSS). You can choose one *CogAT* score to use for calculating predicted scores on the *Iowa Assessments*. Reports that can display both *Iowa Assessments* and *CogAT* results include the following:

- *List of Student Scores*
- *Class Summary, Building Summary, and System Summary*
- *Student Profile Narrative*

For information on ordering reports with the combined test results option, refer to the Order Form for Riverside Scoring Service (OSS). For information on preparing answer documents for combined reporting, refer to “Preparing for Combined Reporting of *Iowa Assessments* and *CogAT* Test Results” on page 71.

Testing Dates and Logistics

When will testing occur?

Fall, midyear, or spring testing dates each have their own advantages. A key factor in selecting the time of year for testing is one of long-term stability. The time of year for testing should remain consistent from year to year so that scores are comparable; then estimates of individual growth and measures of year-to-year improvement are accurate and reliable.

Many score interpretations and most score uses depend on annual testing with approximately one year between test administrations. Over time, consistent testing dates provide the trend data needed to gauge performance improvement for individual students and the school.

Test administration at each building should occur on approximately the same dates to expedite receipt of test results for a school system and to keep results within the same norming window: fall (August 1–November 30), midyear (December 1–February 29), or spring (March 1–July 31). Ensure that specific testing dates do not conflict with holidays or other blackout dates (such as events that cause some or all of the student body to have a planned absence). Confirm testing dates with the testing program decision-maker, school-system administrators, and building principals.

What other factors influence the test schedule?

Testing Rooms

Review the number of students to be tested and the testing rooms available. If you will be administering online tests, reserve a computer lab if one is accessible. Ensure that one or two spare computers or iPads are available in the event of a computer or iPad malfunction.

A common way to begin planning room assignments (particularly at the elementary school level) is to identify classrooms or homerooms and the teachers and students in each. When selecting rooms, keep in mind the following guidelines:

- Classrooms are generally preferable to larger venues, such as gymnasiums, auditoriums, and multipurpose rooms.
- Testing rooms should have the following characteristics:
 - good lighting
 - enough space to prevent overcrowding
 - adequate writing surfaces for students, especially those who must manage both an open test booklet and an answer document
- If administering online testing,
 - ensure that there is adequate space between workstations; if needed, place dividers between computers to ensure that students are separated
 - make sure that workstations have sufficient space for students to use scratch paper and a pencil or pen during the online test (see the *Directions for Online Administration* for a list of tests that require scratch paper)

- If using online testing with audio,
 - check that audio is enabled on the computer or iPad and that it is not muted
 - adjust the volume on the computer or iPad and headphones as needed

Practice Tests

The Practice Tests for the *Iowa Assessments*, available in paper-and-pencil format, have been designed to help students, educators, and parents become familiar with the answer documents and the types of questions in the tests. Determine whether the Practice Tests will be used. If they will be, determine whether they will be used across the school system, in specific buildings or grade levels, or for a few specific individuals who are likely to need the extra practice, such as English language learners (ELL).

If Practice Tests will be used, confirm that the testing schedule allows time for their administration. The testing schedule for each grade level or class using practice materials should specify the following information:

- which Practice Tests will be administered to whom
- the date, time, location, and test administrator for each Practice Test administration

For guidance on when and how to administer Practice Tests, refer to the *Practice Test Directions*, available through *DataManager*. The Practice Tests may be divided into multiple testing sessions, with each session administered immediately before the corresponding regular *Iowa Assessments* test, or administered in a single session immediately before the first session of regular testing.

Make-up Tests

Students should complete make-up tests within one to two weeks after the regularly scheduled testing. Prompt make-up test administration is important for these reasons:

- It helps ensure group test data are reliable. Long delays in make-up testing allow make-up test participants the advantage of additional instruction time their peers did not receive before taking the test. Further, such delays could cause results to be reported in different norming windows (for example, make-up tests could be reported using midyear norms rather than fall norms).
- Tests can be efficiently scored so that make-up test scores are included in group results. If you are sending your answer documents to Riverside Scoring Service for scanning, plan to submit all answer documents at the same time.

For more information on make-up tests, see “Scheduling Make-up Tests” on page 39.

Test Administration Roles

What roles will staff fulfill in test administration?

With the scope and timing of the testing established, you can now determine which staff members will be involved or affected and what additional help (for example, proctors) will be needed.

Create a preliminary resource plan as follows:

- one test administrator for each room being used during a given testing session
- additional test administrators to work with students who cannot be tested in a group setting because they need accommodations for testing
- proctors, if available, to assist a test administrator in these situations:
 - testing students in kindergarten through second grade – While the test administrator reads the instructions and test questions, a proctor can help students navigate through the test booklet or online test, replace broken pencils, and so forth.
 - testing large groups of students – For paper-and-pencil testing, a test administrator or proctor can reasonably supervise up to 30 students. When more than 30 students are testing, consider adding additional proctors. For example, a testing room with 68 students would need one test administrator and two proctors.

For online testing, a test administrator or proctor can reasonably supervise up to 15 students at Levels 5/6–8 or up to 20 students at Levels 9–17/18. When more than 15 students are testing at Levels 5/6–8 or more than 20 students are testing at Levels 9–17/18, consider adding additional proctors. For example, a testing room with 38 students would need one test administrator and two proctors at Levels 5/6–8 or one test administrator and one proctor at Levels 9–17/18.

Expect this resource plan to change and expand as more testing decisions are made. For example, if a large number of students need test accommodations, you may need to add more testing rooms and test administrators.

Testing Policies

Will calculators be allowed during the Mathematics test?

(Levels 9–17/18 only) If your school system/school policy permits, calculators approved for classroom use may be used on the Mathematics test, or students may use the calculator available in the online Mathematics test. Students are prohibited from using calculators during the Computation test.

Important

DataManager automatically enables the online calculator for the Mathematics test during test event setup. If your school system/school policy does not permit calculators, then the online calculator must be disabled during test event setup. See the *DataManager Assessments User's Guide* for more information.

Will students be allowed extra time to complete their tests?

Test administration times for Levels 5/6–8 are approximations; the *Directions for Administration* state that test administrators should allow time for all students who are capable of doing so to complete each test.

For Levels 9–17/18, however, the testing times indicated in Appendix B are time limits that allow the majority of students to complete the tests. (See testing times for Levels 9–17/18 beginning on page 92.) When possible, you should adhere to these times so that the scores will be meaningful when compared with scores of other students and groups. Administration times may be adjusted by school-system policy for individuals or groups; responsibility for such adjustments lies with the testing program decision-maker, not the test administrators.

How will retesting be handled?

Learn what your school-system or school policy is for retesting due to irregularities in test administration. In case retesting of some students is necessary, develop your plans to account for additional testing materials, retesting time and staff, and so on. For more information, refer to “Handling Irregularities and Emergencies” on page 59.

Accommodations and Modifications

Do any students require testing accommodations or modifications?

Familiarize yourself with the accommodations and modifications commonly used in the administration of the *Iowa Assessments*. (Refer to Appendix C, beginning on page 95.) Then, work directly with teachers to obtain a list of students and classrooms that require accommodations or modifications. Ask the following questions and document the answers.

- Which classrooms and individual students require accommodations or modifications?
- What types of accommodations or modifications are needed?
- What supplies, room setups, or other preparations are needed for the accommodation or modification?

After gathering information on the accommodations and modifications needed, determine what impact this has on the testing plan in terms of staffing and testing locations. Modify the plan or confirm changes as necessary to prepare test sites and train test administrators to handle accommodations and modifications.

Student Identification and Demographic Information

Which method will be used?

Determine which approach your school system has chosen for providing student identification and demographic information on the answer documents.

Barcode labels or pre-labeled answer documents – Barcode labels are encoded with student identification and demographic information and are affixed to catalog answer documents. This shortens test-administration time and promotes greater accuracy in the demographic information on reports and in score data files. The school system can either

order barcode labels separately or place a special order with Riverside for catalog answer documents with barcode labels already affixed.

Determine whether your school system has purchased barcode labels or pre-labeled answer documents. If your school system orders barcode labels separately, modify or confirm the test plan to include the following actions.

- Identify when barcode labels will be affixed to catalog answer documents and who will affix them. Barcode labels must be affixed to the catalog answer documents before testing begins.
- Instruct teachers and/or other test administrators on how and when to affix barcode labels.

For more information on barcode labels, including guidelines and an illustration on affixing barcode labels, see the *Barcode Ordering Guide*, available through *DataManager*.

Plain-paper answer documents – The school system submits data files containing student identification and demographic information to Riverside, and then prints answer documents locally using *DataManager*. The answer documents are encoded with student identification and demographic information drawn from the *DataManager* database; students (or test administrators) mark the student name circle, but do not need to mark dates of birth or other identifying information prior to the start of the first testing session. This shortens test-administration time and promotes greater accuracy in the demographic information on reports and in score data files.

If your school system will use plain-paper answer documents, modify or confirm the test plan to include local printing of answer documents. See “What planning applies to local printing and scanning of answer documents?” on page 25 for more information.

Manual coding – Students and/or school personnel hand mark information on the student information page of catalog answer documents.

Online testing – The school system submits data files containing student identification and demographic information to Riverside, who uploads the data files to *DataManager*. The school system then administers online tests through *DataManager*.

Will supplemental coding be used?

Supplemental coding captures information that is useful in analyzing the performance of subgroups of students and in customizing score reports. Supplemental coding is optional and should be used only in cases where the school system or school administration indicates it is needed.

If your school system will use barcode labels, test with plain-paper answer documents, or test online, supplemental data can be included—saving time while providing highly accurate coding.

To include supplemental coding in barcode labels, you must provide the coding information for each student in the Barcode Data File you submit to Riverside when you place your barcode label order. For more information on barcode labels, see the *Barcode Ordering Guide*, available through *DataManager*.

Supplemental coding for students testing with plain-paper answer documents or testing online is included in the Student Data File your school or school system submitted to Riverside when your *DataManager* account was set up. There are no additional steps required.

If your school system plans to hand mark student information on catalog answer documents, the testing program should include the following information regarding supplemental coding:

- the coding scheme to be used on the individual answer documents
- the people responsible for manually marking the codes and the schedule for doing so
(**Note:** Manual marking of supplemental codes should be done by the test administrator or other school personnel after testing has been completed. Supplemental coding should not be marked by students.)

For information on why and how to use supplemental codes, refer to the *Supplemental Coding Guide*, available through *DataManager*.

Testing Materials

This guide assumes that materials have already been ordered for the administration of *Iowa Assessments* and, if applicable, *CogAT* that you will coordinate.

What materials are required for this test administration?

Paper-and-Pencil Testing

The following table identifies the materials needed for paper-and-pencil administration of *Iowa Assessments*.

Materials	Paper-and-pencil Testing					
	Level 5/6	Level 7	Level 8	Level 9	Levels 10–14	Levels 15–17/18
<i>Directions for Administration</i>	✓	✓	✓	✓	✓	✓
Test booklet ²	✓	✓	✓	See note 1	✓	✓
Separate answer document ³				See note 1	✓	✓
No. 2 pencils with erasers	✓	✓	✓	✓	✓	✓
Place marker ⁴	✓					
Scratch paper ⁵	✓	✓	✓	✓	✓	✓
Calculator (optional) ⁶				✓	✓	✓
Timing device				✓	✓	✓
Extra materials ⁷	✓	✓	✓	✓	✓	✓

1. For Level 9 of the *Iowa Assessments*, there is an option to use either a machine-scorable booklet or a reusable test booklet with a separate answer document. Each format has its own *Directions for Administration*. There are two different Level 9 answer documents, depending on whether the Word Analysis and Listening tests will be administered.
2. Provide one test booklet for each student plus a test booklet for the test administrator.

3. If your school or school system opted for local scanning, confirm a plan for printing plain-paper answer documents locally. If scanning locally, transfer answers from machine-scorable test booklets (Levels 5/6–9) to locally-printed answer documents. See “Transferring Answers to another Answer Document” on page 68 for more information.
4. A place marker is a teacher-made 2- by 4-inch piece of cardboard used by students taking Level 5/6 to help them focus on one item at a time within the test booklet.
5. If necessary, scratch paper may be used with any Level 5/6–8 test. For Levels 7 and 8, each student should have one sheet of scratch paper for Part 2 of the Mathematics test and another for the Computation test. For Levels 9–17/18, each student should have a supply of scratch paper for all test sessions.
6. The use of calculators for the Mathematics test (but not the Computation test) is determined by school-system/school testing policy.
7. Provide test administrators with extra No. 2 pencils with erasers, blank scratch paper for each student, and extra calculators (if calculators are allowed).

Online Testing

The following list identifies the materials needed for online administration of *Iowa Assessments* (all levels).

- *Directions for Online Administration* – Available for download from *DataManager* for all *DataManager* customers.
- Scratch Paper – Scratch paper may be used with any Level 5/6–8 test. For Levels 7 and 8, each student should have one sheet of scratch paper for Part 2 of the Mathematics test and another for the Computation test. For Levels 9–17/18, each student should have a supply of scratch paper for all test sessions.
- Pencils – When scratch paper is used, each student should have one sharpened pencil with an eraser.
- Session Code – The session code corresponds to the testing session you are administering.
- Student Login Information – Student login information consists of the first name, last name, birth month, and birth day of each student or the student’s unique ID number.
- Spare Computers or iPads – Verify that one or two spare computers or iPads are available to replace a computer or iPad that is not working properly.
- Headphones – If you are administering the test with audio, you will need a pair of headphones for each student. Verify that one or two spare headphones are available to replace a pair that is not working properly.

Checking Testing Material Quantities

For paper-and-pencil testing, we recommend that you confirm you have an adequate supply of testing materials at least six weeks before the first day of testing. The six-week lead time allows for standard shipping of materials, checking materials upon receipt, and providing in-service training to test administrators before testing begins.

To ensure you have adequate testing materials, complete the following actions:

- Confirm the quantities of materials needed for the upcoming test administration.
- Upon receipt of your order, inventory all materials and confirm that you have sufficient quantities.

- Immediately report discrepancies in items ordered or quantities received to Riverside Customer Service so adjustments can be made.
- Coordinate with your testing program decision-maker or school administration to order additional testing materials, if necessary.

Obtaining Additional Testing Materials

If you need to order additional testing materials for paper-and-pencil testing after you completed the inventory, contact Riverside Customer Service immediately to determine what arrangements can be made.

For more information on ordering testing materials, refer to the *Riverside Education Assessments Catalog* or www.riversidepublishing.com.

What planning applies to local printing and scanning of answer documents?

If your school system will print and scan its own answer documents, confirm a plan that specifies the staff, equipment, and time needed to complete these tasks.

Note: To print answer documents, you need Adobe® Reader®. You can download a free copy from the Adobe website.

Review the following guidelines for printing and copying answer documents:

- Print the master answer document.
 - Use a high-quality laser printer (600 dpi or better).
 - Do not create answer documents on an ink-jet or dot-matrix printer.
 - Use multipurpose copy paper that meets the following specifications:
 - 8.5" x 11"
 - 20 lb. plain white
 - nonrecycled
 - 84-brightness or higher
 - When you print the answer document from Adobe Reader, verify that **Size Options** is set to **Actual Size** and the **Orientation** is set to **Auto portrait/landscape** in the **Print** dialog box.
- Copy the master answer document:
 - Use a high-quality copier set to print single-sided.
 - Do not use a high-capacity, low-quality duplication system.
 - Copies must be the same size as the original (not enlarged or reduced) and not distorted in any way.

- Use the scanner bed when copying by placing the answer document face-down on the glass; do not use the automatic document feeder.
- If the registration marks (the squares in the corners of the answer document) are in the wrong positions or distorted, scanning may fail.
- Ensure the quality of the answer documents distributed to students. Be sure the answer documents are good, crisp copies centered squarely on the page.

For more information about printing answer documents for plain-paper scanning, see the *DataManager Assessments User's Guide*, available through *DataManager*.

Test Scanning and Score Reports

How will completed tests be processed?

Confirm with your testing program decision-maker the assessment package your school selected. The assessment data package dictates how completed tests are handled and what score-report capabilities will be available. The table below provides information to help you do the following:

- Determine what needs to be done with answer documents after testing has been completed and develop a posttesting plan accordingly.
- Determine who will have access to score reports, in what media, and with what capabilities.

Data Package	Answer Document Process	Score Reports
Basic Data	Paper-and-pencil administration with catalog answer documents <ul style="list-style-type: none"> • Order catalog answer documents from Riverside • Ship completed catalog answer documents to Riverside Scoring Service for scanning and scoring 	Paper-based score reports
Data Plus	Paper-and-pencil administration with catalog answer documents <ul style="list-style-type: none"> • Order catalog answer documents from Riverside • Ship completed answer documents to Riverside Scoring Service for scanning and scoring 	<ul style="list-style-type: none"> • Web-based score reporting • Option to purchase paper-based score reports

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Data Package	Answer Document Process	Score Reports
Platinum Data	<ul style="list-style-type: none"> • Paper-and-pencil administration with plain-paper answer documents <ul style="list-style-type: none"> – Print plain-paper answer documents locally – Scan plain-paper answer documents locally and submit the scan file to Riverside Scoring Service for scoring • Online administration <ul style="list-style-type: none"> – No answer documents required; completed tests are sent to Riverside Scoring Service automatically 	<ul style="list-style-type: none"> • Web-based score reporting • Option to purchase paper-based score reports

Details on how to organize and package answer documents being sent to Riverside Scoring Service for scanning and scoring are explained in Part 10 of this guide, beginning on page 63. If answer documents will be scanned locally, verify the required tasks and activities with your local scanning staff and incorporate those into your testing plan. If you have questions about any of these posttesting activities, contact your local Assessment Consultant or Riverside Customer Service.

Part 11, beginning on page 77, provides guidelines for working with paper-based reports. If your school system opts for web-based reporting, work with your testing program decision-maker to determine who will have access to the score reports and how test results will be shared with those who need them.

Test Coordinator Action Plan

-
- ✓ Use the “Key Testing Plan Decisions” on page 11 to guide a discussion with the testing program decision-maker.
-
- ✓ Request testing objectives from the testing program decision-maker as soon as that information is available.
-
- ✓ Review the testing objectives and identify the benefits of testing for school staff, test administrators, and students.
-
- ✓ Prepare to explain testing objectives and the benefits of testing during pretest staff training.
-
- ✓ Confirm the grades to be tested in each building.
-
- ✓ Confirm the test levels and batteries to be administered.
-
- ✓ Confirm the mode of administration.
-

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Test Coordinator Action Plan, *continued*

-
- ✓ Verify whether the results from *Iowa Assessments* will be reported with results from *CogAT*. If the testing plan calls for combined reporting, confirm or select the method you will use to obtain combined scores and ensure that the applicable planning requirements are addressed.
-
- ✓ Determine whether Practice Tests will be given. If so, which ones and to which classes?
-
- ✓ Create a preliminary testing schedule that accommodates the following considerations:
 - receipt of test results in time to support testing purposes
 - administration of Practice Tests, if applicable
 - scheduling constraints (holidays and other school blackout dates)
 - administration of make-up tests
-
- ✓ Confirm the testing schedule with the testing program decision-maker, school-system administrators, and principals.
-
- ✓ Confirm testing policies, such as the use of calculators, with the testing program decision-maker.
-
- ✓ Gather and document information on the accommodations and modifications that will be needed during testing.
-
- ✓ Determine how student identification and demographic information will be captured based on the mode of administration.
-
- ✓ Modify or confirm changes to the testing plan to include preparation of test sites and training of test administrators to handle accommodations.
-
- ✓ Determine whether supplemental coding is required. If it is, identify specific data needs.
-
- ✓ Determine whether barcode labels were ordered, and if so, with what supplemental coding information.
-
- ✓ Communicate to the appropriate school personnel how to distribute and apply barcode labels (if applicable).
-
- ✓ If applicable, develop or confirm the plan for manually marking supplemental coding on catalog answer documents. Specify the coding scheme, who will do the coding, and when it will be done.
-
- ✓ Confirm how answer documents will be scanned and scored.
-
- ✓ Include relevant posttesting tasks in your testing plan based on your school system's decisions on answer-document scanning and score reporting.
-

In Brief

Iowa Assessments can be administered as an online test through the *DataManager* system. *DataManager* is a comprehensive online resource for managing your assessment program and for organizing, assigning, and implementing test events.

Once you have confirmed the basis of your testing program with the testing program decision-maker, you are now ready to begin planning for online testing. This part of the guide provides an overview of the online testing process and the information needed for planning an online testing program.

Overview of the Online Testing Process

This section provides an overview of the online testing preparation process. Subsequent sections provide detailed information for each of the steps listed below. Some of the tasks in this section are performed in *DataManager*. To perform these tasks, you must have a *DataManager* user account with the appropriate permissions. Specific instructions on how to perform these tasks, along with the required permissions, are provided in the *DataManager* user guides and online help.

Step 1: Create and submit data files to Riverside. Using the data files you submit, Riverside will set up locations, staff/users, and students in *DataManager* and create the proper associations among students, teachers, classes, grades, and buildings.

Step 2: Create test events. A test event in *DataManager* is established as the midpoint of a range of dates within which tests will be administered. Based on your testing schedule, identify your testing midpoint and create the test event in *DataManager*.

Step 3: Create test assignments. Assign students to test groups and specify the test levels within a given grade for a specific test event.

Step 4: Create testing sessions. Using the Proctor application within *DataManager*, set up a testing session for each test you plan to administer. You can set up testing sessions at any time before testing.

Step 5: Prepare testing rooms. Ensure the technical environment and workstations are ready for testing.

Step 6: Train test administrators and proctors. Ensure test administrators and proctors are familiar with *DataManager* and online testing procedures.

Create and Submit Data Files to Riverside

In order to manage your assessment programs in Riverside *DataManager*, you must set up your locations, staff/users, and students and create the proper associations between students, teachers, classes, grades, and buildings. This ensures that students can be assigned to take tests and results are reported correctly.

To set up locations, staff/users, and students, you must create and submit data files to Riverside to be imported into *DataManager*. A data file is an ASCII text file in comma-delimited (.csv) format. Data from a Microsoft® Excel® spreadsheet can be saved in .csv format using the "Save as" function in Excel. Riverside provides templates to assist you in creating properly formatted data files. The following three data files must be prepared and submitted to Riverside in order to use *DataManager*:

- Location – Contains the places associated with staff/users and students who are involved in testing.
- Staff/User – Contains identification, location, and roles and permissions information for all teachers and staff members who will use *DataManager*.
- Student – Contains demographic and location information for students who will be assigned to take tests with *DataManager*.

Note: In some cases, only the Location or Location and Student Data Files are needed, for example:

- You are the only person in your school who requires access to *DataManager*.
- You are using *DataManager* only to access web reports.

Riverside imports the data into *DataManager* so that you are able to set up your online testing events and manage your assessment program.

For more information

See the *Creating and Submitting Data Files* guide, available through *DataManager*, for further information about data files and instructions for creating and submitting these files to Riverside.

Create Test Events

A test event in *DataManager* is established as the midpoint of a range of dates within which you will administer tests. For example, if you administer tests beginning September 1 and ending September 30, select September 15 as your test event date.

Test administration can begin up to 30 days prior to the test event date and must conclude no later than 30 days after the test event date. During this time, you may administer tests to multiple schools within a school system and multiple grades within a school.

It is important to consider how you would like your test results to aggregate before you set up test events. Test results submitted under the same test event aggregate into summary reports

for classes, buildings, and the school system as a whole. Conversely, when results are submitted under different test events, data do not aggregate into group summary reports.

For example, if you plan to administer *Iowa Assessments* in the fall across your school system and you want to receive summary test results for the entire school system, you should set up a single test event for the entire school system. You should not set up test events for each school or class within the school system. If you would like to combine reporting of test results for *Iowa Assessments* and *CogAT*, then you must set up separate test events using the same test event date.

In the process of planning your school system's test event, you will likely find that testing takes place over the course of several days or weeks. Test events will automatically expire after a period of 30 days from your established test event date. While not recommended, it is possible to extend the test event window beyond 30 days and reopen a test event if needed. The Account Holder can reopen a test event once it has been closed. (The Account Holder is the primary contact for Riverside.) If testing is completed in less than 30 days, which is often the case, it is also possible to close a test event prior to its thirty-day expiration so that scores can be aggregated and reports produced.

For more information

For specific instructions on how to create test events, see the *DataManager Assessments User's Guide*, available through *DataManager*.

Create Test Assignments

A test assignment consists of the specific test group and level you want to administer and the students you assign to take the test. The *DataManager Assessments* application allows you to assign test groups and test levels within a test family to different groups of students or individual students within a given grade for a specific test event.

Whenever possible, you should create a single test assignment for all schools and classes in a given grade. This is the most efficient way to create school-system-wide test assignments. If some schools or classes are not participating in a test event, select only those schools that are participating.

For more information

For specific instructions on how to create test assignments, see the *DataManager Assessments User's Guide*, available through *DataManager*.

Create Testing Sessions

The *DataManager* Proctor application is used to set up, manage, and administer *Iowa Assessments* tests online. Similar to paper-based administration, online testing sessions are tests planned for administration to a given group of students for a particular test level. You must set up a testing session in *DataManager* for each test you plan to administer. These sessions can be administered at any time within the test event time frame.

A Getting Started tutorial is available to help familiarize students with the online testing environment. In order for students to take the tutorial, you must create a testing session for the tutorial just as you would for a test.

For more information

For more instructions on how to create testing sessions, see the *DataManager Proctor User's Guide*, available through *DataManager*.

Prepare Testing Rooms

Your school's IT department is typically responsible for setting up the testing environment. If necessary, reserve the online testing room(s) per the testing schedule. Allow adequate time for your school to prepare online testing rooms so technical issues can be resolved well before testing begins. **Note:** If you are testing using iPads, the HMH/RIVERSIDE DATAMANAGER student testing app can be downloaded from the Apple App Store. For information on how to download, install, and configure the app, see the *Quick Start Guide: Online Testing Installation Instructions* available through *DataManager*.

Train Test Administrators and Proctors

Ensure test administrators are familiar with *DataManager* and online testing procedures by providing them with the *Directions for Online Administration* in advance of online testing. The *Directions for Online Administration* describes the procedures that test administrators should follow when administering *Iowa Assessments Online* with *DataManager*.

Important

It is important that test administrators read this guide thoroughly before the first day of testing and follow the directions carefully. This will ensure that the test administration will be consistent with all others and that the scores you receive will be meaningful and useful.

Use the *Directions for Online Administration* to guide online testing training for test administrators and proctors. See "Pretesting Training Sequence and Strategy," beginning on page 46, for suggested training topics to prepare test administrators and proctors for online testing administration.

Test Coordinator Action Plan

-
- ✓ Create and submit data files to Riverside.

 - ✓ Establish test event window and set up test event date in *DataManager*.

 - ✓ Assign tests for the test event in *DataManager*.

 - ✓ Create testing sessions in *DataManager*.

 - ✓ Reserve online testing rooms per the testing schedule.

 - ✓ Ensure test administrators and proctors are familiar with *DataManager* and online testing procedures.

In Brief

This part of the guide provides information and examples to help you create a detailed testing schedule. It includes:

- guidelines for scheduling tests
- a sample testing schedule
- guidelines for make-up testing

Getting Ready

Before you begin to develop a detailed testing schedule, follow the steps below to gather relevant information.

1. If you have not already done so, confirm the following decisions:

✓ testing dates (approved by school administrators at the school-system and building levels)

✓ grades that will be tested

✓ test levels and batteries to be administered

✓ mode of test administration (paper and pencil or online)

✓ the order in which tests will be administered

✓ number of students to be tested at each level

✓ use of Practice Tests (including decisions about which groups or individuals will take these tests and how they will be administered)

✓ students to be tested with accommodations or modifications

2. Review the tables of testing times in Appendix B, beginning on page 89. Note the total testing time indicated for each test level and battery to include in your schedule.
3. Discuss your school system's testing policies and the guidelines provided in this part of the guide with the testing program decision-maker.
4. Consider any testing recommendations, requirements, or constraints that may affect test scheduling.

Guidelines for Scheduling Tests for Levels 5/6–8

Refer to the *Directions for Administration* for recommendations on scheduling these tests. Review the following guidelines and determine which will influence your test schedule.

- For all modes of administration:
 - All tests for Levels 5/6–8 are untimed. Refer to Appendix B, beginning on page 89, for approximate working times for each test. The actual time required for a given test depends on the skill level of the students being tested, their familiarity with test taking, and the pacing of test administration. Allow enough time so all but the slowest students can complete each test.
 - Levels 5/6–8 include at least one sample question at the start of each test to acquaint students with question types they will encounter in the test. At Level 5/6, there are also four practice questions to use before students begin testing. Schedule additional time to administer the Practice Tests for the *Iowa Assessments*, if applicable.
 - We recommend that the tests be administered over multiple days, rather than all on a single day. Your school or school system can decide on the number of tests to administer per day, the order in which to administer the tests, and the number of days to test.
- For paper-and-pencil testing, all materials must be distributed before each testing session begins and collected at the end of each session. Therefore, add 10 minutes to the test administration times for each session to distribute and collect testing materials.
- For online testing:
 - Allow five to ten minutes of additional time per testing session to log students in to the system, read directions to the students, and answer any questions.
 - Allow an additional five minutes before the first testing session for students to take the Getting Started tutorial.

Guidelines for Scheduling Tests for Levels 9–17/18

Refer to the *Directions for Administration* for recommendations on scheduling these tests. Review the following guidelines and determine which will influence your test schedule.

- For all modes of administration:
 - Research shows that the test administration times listed in Appendix B, beginning on page 89, are sufficient to allow the majority of students to complete the test. When possible, adhere to these times so that the norm-referenced interpretation of test results will be meaningful. At the discretion of the testing program decision-maker, however, you may adjust these times for all students. Keep in mind that if a school allows extra time one year, it must maintain that adjustment from year to year if it intends to use test results to gauge student growth.

Important

If test administration times are adjusted, a norm-referenced interpretation of the scores may not be appropriate.

- We recommend that you administer the assessment battery over multiple days, rather than try to complete the entire battery in a single day. Shorter testing sessions minimize the effects of student fatigue on performance. Your school or school system can decide on the number of tests to administer per day, the order in which to administer the tests, and the number of days to test.
- Testing sessions may encompass one or more separately timed tests. If you plan to administer more than one test in a given testing session, we recommend allowing a few minutes of rest between the tests.
- For paper-and-pencil testing:
 - All materials must be distributed before each testing session begins and collected at the end of each session. Therefore, add 10 minutes to the test administration times for each session to distribute and collect testing materials.
 - If using catalog answer documents and you choose to have the students manually code the student identification and/or demographic information on their answer documents at the start of the first day of testing, allow approximately 15 minutes for this task.
- For online testing:
 - For Level 9 Word Analysis and Listening proctor-led administrations, allow additional time per testing session to log students in to the system, explain test taking tasks, read directions to the students, and answer any questions.
 - For audio administrations, allow additional time per testing session for students to log in to the system and ask questions.
 - For all administrations, allow an additional five minutes in the first testing session for students to take the Getting Started tutorial.

Create a Testing Schedule

Review the information you gathered and confirmed with the “Getting Ready” checklist on page 33. One approach to creating a testing schedule is summarized below.

1. Create a preliminary testing schedule by grade and test level that the school system/school wishes to follow.

Use a planner like the one shown below. If applicable, include sessions for Practice Tests and the Getting Started tutorial before the start of regular *Iowa Assessments* testing.

Planning Worksheet*					
Building: Riverside Elementary					
Grade 3 Level 9 No. of Students 24					
Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
AM	Vocabulary		Written Expression		Reading
PM					
Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
AM		Mathematics		Spelling Capitalization	
PM					

* A blank planning worksheet is located on page 99.

2. For each building, develop a detailed schedule for each grade and test level that shows:
 - the dates and timing of each test session
 - the number of students to be tested
 - the testing rooms (typically classrooms or, if online testing, computer labs)
 - the test administrators and proctors for each test session
3. Compile a list of students who require accommodations or modifications that necessitate special scheduling. For example, a student who is easily distracted or who would be disruptive in a large-group setting may require one-on-one testing in a separate room with a dedicated test administrator.
4. Verify you have accounted for all students to be tested.

Sample Testing Schedules

The samples on the following pages display excerpts of detailed scheduling information for grades 1 and 2 at one school building. These samples illustrate one method for completing a testing schedule for paper-and-pencil testing and for online testing; your particular schedule must contain information that is specific to your school-system and building testing decisions.

Building: Riverside Elementary

Testing Schedule Worksheet: Paper-and-pencil Testing*

Date	Session Time	Grade/Room	No. of Students	Test Level	Tests	Test Admin	Proctor(s)
Grade 1							
10/17 – Mon.	9:30–10:30 AM	1 – Room 101	24	7	Vocabulary Word Analysis	Mrs. Nelson	
10/19 – Wed.	9:30–10:45 AM	1 – Room 101	24	7	Listening Language	Mrs. Nelson	
10/21 – Fri.	9:30–10:15 AM	1 – Room 101	24	7	Mathematics	Mrs. Nelson	
10/25 – Tues.	9:30–10:30 AM	1 – Room 101	24	7	Reading (Part 1) Reading (Part 2)	Mrs. Nelson	

Grade 2							
10/17 – Mon.	9:30–10:15 AM	2 – Room 222	42	8	Vocabulary Word Analysis	Ms. Ling	Mr. Alton
10/19 – Wed.	9:30–10:30 AM	2 – Room 222	42	8	Reading (Part 1) Reading (Part 2)	Ms. Ling	Mr. Alton
10/21 – Fri.	9:30–10:40 AM	2 – Room 222	42	8	Listening Language	Ms. Ling	Mr. Alton
10/25 – Tues.	9:30–10:40 AM	2 – Room 222	42	8	Mathematics (Pt 1) Mathematics (Pt 2)	Ms. Ling	Mr. Alton

* A blank testing schedule worksheet is located on page 100.

In the example above, the plan designates one test administrator for the Level 7 testing room, and one test administrator and one proctor for the Level 8 testing room. See “Test Administration Roles” on page 20 for guidelines on planning staffing for each room.

Testing Schedule Worksheet: Online Testing*							
Date	Session Time	Grade/Room	No. of Students	Test Level	Tests	Test Admin	Proctor(s)
Grade 1							
10/17 – Mon.	9:15–9:30 AM	Computer Lab	36	7	Student Login and Getting Started Tutorial	Mrs. Nelson	Mr. Alton Ms. Walsh
	9:30–10:30 AM	Computer Lab	36	7	Vocabulary Word Analysis	Mrs. Nelson	Mr. Alton Ms. Walsh
10/19 – Wed.	9:15–10:45 AM	Computer Lab	36	7	Student Login and Listening Language	Mrs. Nelson	Mr. Alton Ms. Walsh
10/21 – Fri.	9:15–10:15 AM	Computer Lab	36	7	Student Login and Mathematics	Mrs. Nelson	Mr. Alton Ms. Walsh
10/25 – Tues.	9:15–10:30 AM	Computer Lab	36	7	Student Login and Reading (Part 1) Reading (Part 2)	Mrs. Nelson	Mr. Alton Ms. Walsh

Grade 2							
10/17 – Mon.	9:15–9:30 AM	Computer Lab	42	8	Student Login and Getting Started Tutorial	Mrs. Nelson	Mr. Alton Ms. Walsh
	9:30–10:15 AM	Computer Lab	42	8	Vocabulary Word Analysis	Ms. Ling	Mr. Alton Ms. Walsh
10/19 – Wed.	9:15–10:30 AM	Computer Lab	42	8	Student Login and Reading (Part 1) Reading (Part 2)	Mrs. Nelson	Mr. Alton Ms. Walsh
10/21 – Fri.	9:15–10:40 AM	Computer Lab	42	8	Student Login and Listening Language	Mrs. Nelson	Mr. Alton Ms. Walsh
10/25 – Tues.	9:15–10:40 AM	Computer Lab	42	8	Student Login and Mathematics (Pt 1) Mathematics (Pt 2)	Mrs. Nelson	Mr. Alton Ms. Walsh

* A blank testing schedule worksheet is located on page 100.

In the example above, the plan designates one test administrator and two proctors for each testing room. See “Test Administration Roles” on page 20 for guidelines on planning staffing for each room.

Make-up Tests

When students are absent from testing or mark answers in a way that indicates an error in following directions, consider scheduling the students for make-up tests. The following examples are instances in which make-up testing may be appropriate:

- A student misses all or part of a testing period because of illness, a scheduling conflict, or some other reason.
- A student’s pattern of responses indicates a lack of understanding of the test directions (for example, the last response is marked for every item).

Make-up testing may not always be a reasonable response. Advise the test administrator to have a discussion with the student after testing to determine whether he or she, if retested, will be able to respond better to the test-taking tasks. Retesting could involve using a different form of the test (when possible), retaking the same test, or retesting at a lower test level. If you believe the student will not benefit from a make-up test, consult with a test coordinator or other school-system personnel to determine whether to send the answer document for scoring and whether the student's scores should be reported.

Scheduling Make-up Tests

Promptly schedule make-up tests after the completion of regular testing to prevent delays in test scoring and enable the rapid return and analysis of score information. It is also important for maintaining standard testing conditions within the school system.

For example, a student who takes the Mathematics test a month after completing the other tests in the battery would receive Mathematics scores not directly comparable to his or her other scores. The student's extra month of real growth in math, relative to his or her growth in other test areas, would make it difficult to properly interpret the scores and identify relative strengths and weaknesses.

Schedule make-up tests within one week (and concluding no longer than two weeks) after completion of regular testing. While you cannot anticipate the number of students requiring retesting as you create a testing schedule, you can plan dates, testing sites, and staffing. Monitor needs based on test administrator feedback on daily test attendance and test-taking irregularities.

Scoring Considerations

If make-up testing for any student(s) must occur well after the original testing dates, determine how the make-up tests will be scored. Plan with the following considerations in mind:

- For paper-and-pencil testing with catalog answer documents:
 - If Riverside Scoring Service scores your answer documents, you could submit all answer documents completed by a given date and hand score answer documents for tests given after that date. Understand that the resulting class averages you receive from Riverside Scoring Service will be based on the answer documents submitted in your scoring order.
 - If Riverside Scoring Service will score answer documents for make-up tests administered after submission of your original scoring order, submit the make-up test answer document as a separate scoring order. Complete an Order Form for Riverside Scoring Service (OSS) indicating the make-up test date and the required norms (which may differ from the norms of the original test date).

Example

Your original test administration took place in late October and you requested fall norms when you submitted the Order Form for Riverside Scoring Service (OSS) with that scoring order. In early January, a number of new students enter your school

system and you test them along with other students requiring make-up tests. You request midyear norms on the OSS for the January test-takers' answer documents, thereby obtaining results reflective of the later testing date.

- For paper-and-pencil testing with plain-paper answer documents or for online testing:
 - Administer all tests, including make-up tests, within the scheduled test event window. The resulting class averages will be based on the tests submitted within the test event window.
 - If you send answers to Riverside Scoring Service for make-up tests administered after the test event window is closed and you want the student's results included in group averages, then the Account Holder must reopen the test event. See the *DataManager Assessments User's Guide*, available through *DataManager*, for more information.

Test Coordinator Action Plan

✓ Confirm schedule-related decisions and data with the testing program decision-maker.

✓ Develop a detailed testing schedule.

✓ Plan for make-up testing.

Part 6

Communicate Testing Information

In Brief

Communication between school and home before testing begins can help make testing run smoothly and prepare students to do their best. Communication with staff members ensures that tests are administered according to standard procedures.

This part of the guide contains suggestions on how to communicate testing information to students, parents/primary caregivers, and staff. Consider the ideas offered in preparing your communication plan.

Provide Information on Upcoming Testing

The table below offers suggestions on the type of testing information to communicate to each of the audiences involved in the testing process.

Testing Information Topics			
Information Type	Audience		
	Staff	Students	Parents/Primary Caregivers
Dates and administration of Practice Tests (if applicable)	✓	✓	✓
Testing dates	✓	✓	✓
Purposes for testing	✓	✓	✓
How to prepare students	✓		✓
How results will be used	✓	✓	✓
How to administer the Practice Tests and <i>Iowa Assessments</i> *	✓ (Test administrators and proctors)		

* Refer to “Pretesting Training Sequence and Strategy” on page 46, which offers a recommended sequence of training topics to prepare test administrators and proctors for their roles.

Match the testing information and level of detail that you communicate to the needs of the intended audience. For example, informing school staff about how test results will be used requires a different perspective and level of detail than informing students about how their results will be used.

Plan the Timing and Types of Communication

For maximum impact, plan to use several types of media and repeat messages over a period of time as you approach the testing dates. The table below provides suggestions on the type and timing of messages you might use to communicate key testing information.

Timing Before Testing	Audience	Media	Key Points
6–8 weeks	School Staff	E-mail	Provide a general overview of these topics: <ul style="list-style-type: none"> the assessment(s) to be administered and mode of administration (paper and pencil or online) dates the Practice Tests (if applicable) and the actual assessment(s) will be administered the purposes and benefits of testing how results will be used how to prepare students training dates and topics
6–8 weeks	Community	School system/school website and/or newsletter	Provide a general overview of these topics: <ul style="list-style-type: none"> the assessment(s) to be administered and testing purposes testing dates and who will be tested
2 weeks	Parents and Primary Caregivers	E-mail or Letter	Inform parents/primary caregivers about these topics: <ul style="list-style-type: none"> the assessment(s) to be administered the purposes and benefits of the test how the school will use the results testing dates and who will be tested how to support their student(s)
2 weeks	Students	Teacher-class discussion	Provide age-appropriate information on these topics: <ul style="list-style-type: none"> the upcoming test(s) and testing dates the purposes and benefits of the test how results will be used how we will prepare
1–2 weeks	Test Administrators	Meeting/ Training*	Provide practical information and skills on these topics: <ul style="list-style-type: none"> when and how testing materials will be distributed use of Practice Tests (if applicable) how to prepare materials and administer the test how to handle testing irregularities/emergencies how to package and return materials (paper-and-pencil testing)
2 days	Parents and Primary Caregivers	Automated phone message	A quick reminder on these points: <ul style="list-style-type: none"> testing dates how to support their student(s)

* Refer to “Pretesting Training Sequence and Strategy” on page 46, which offers a recommended sequence of training topics to prepare test administrators and proctors for their roles.

Test Coordinator Action Plan

✓ Determine who will issue communications about testing and in what media.

✓ Develop or assist with testing communications, as requested.

In Brief

Your test planning paves the way for the successful administration of *Iowa Assessments*. For testing to run smoothly and produce optimal results, all staff members involved in test administration must be prepared to perform their duties.

This part of the guide prepares you to organize staff training by providing information on the following topics:

- the importance of standard procedures
- recommended training topics for building test coordinators, test administrators, and proctors

The Importance of Standard Procedures

In the context of administering assessments, the term **standard procedures** refers to the practice of administering a test under the same conditions and following the same directions that were used when the test was first developed. Standard procedures ensure that all students who take the test follow the same procedures as the representative sample of students who first took the test and whose performance determined the national norms. The test experience is the same for everyone—no student or class is given an advantage, and no one is at a disadvantage because of the procedures used.

Why Training on Standard Procedures Is Important

The usefulness of test results depends on the accuracy of the scores, which in turn depends on two critical factors:

- the ability of test administrators to conduct each testing session following standard procedures
- the testing environment created for the test administration

As test coordinator, be prepared to organize and perhaps lead training that prepares the school staff—and the test administrators, in particular—for their roles in the testing process.

Recommended Training Topics

Training plans vary based on the experience of the participating staff. Consider the following factors as you formulate a training plan:

- How much have local conditions and student demographics (for example, class sizes and number of ELL students) changed since the previous test administration?
- How much have the tests or related materials changed since the previous test administration?
- How much experience do staff members have with *Iowa Assessments*?
- Has there been significant staff turnover or staff movement among buildings since the previous test administration?

Pretesting Training Sequence and Strategy

Training topics may be applicable to more than one role or to different roles. When considering your training sequence and strategy:

- Begin with the topics relevant to the broadest audience (all staff members).
- Follow up with role-specific training for building test coordinators, test administrators, and proctors.
- Provide training far enough in advance of test administration so that staff members are prepared and confident in taking on their assigned roles, but not so far in advance that people forget what to do and how to do it.

The tables on the following page offers suggested topics to prepare four different audiences for their roles in test administration. Separate tables are provided for paper-and-pencil testing and online testing.

Paper-and-pencil Testing					
Suggested Delivery	Key Training Topics ¹	Audience			
		All Staff	Building Test Coordinator	Test Administrator	Proctor
E-mail, Staff meetings	Test dates and locations	✓			
	Importance, purposes, and benefits of testing	✓			
	School policies regarding testing and test results	✓			
	How to prepare the test environment	✓			
	How to prepare students	✓			
	Security of testing materials	✓			
Pretesting workshop	Detailed testing schedules		✓	✓	
	The importance of following standard procedures for test administration		✓	✓	
	Distribution and security of testing materials		✓	✓	
	Prepare answer documents (including use of barcode labels and supplemental coding, if applicable)		✓	✓	
	How to train test administrators and proctors		✓		
	Other tasks unique to this role and task timing		✓	✓	
	Prepare the test room			✓	
	Administer the Practice Tests and the tests			✓	
	Identify and handle non-standard answer documents			✓	
	Organize and return testing materials			✓	
	Handle testing irregularities and emergencies			✓	✓
Pretesting meeting with test administrator	Detailed testing schedules				✓
	The role of a proctor				✓
	How to perform the tasks associated with this role				✓

¹Use the following resources: contents of this guide; checklists for building test coordinators (beginning on page 6); *Practice Tests Directions* (if applicable); *Directions for Administration* (ensure that each test administrator receives a copy of the *Directions for Administration* specific to the test level being administered and uses it during test administration)

Online Testing					
Suggested Delivery	Key Training Topics ¹	Audience			
		All Staff	Building Test Coordinator	Test Administrator	Proctor
E-mail, Staff meetings	Test dates and locations	✓			
	Importance, purposes, and benefits of testing	✓			
	How to prepare the test environment	✓			
	School policies regarding testing and test results	✓			
	How to prepare students	✓			
Pretesting workshop	Detailed testing schedules		✓	✓	
	The importance of following standard procedures for test administration			✓	
	How to train test administrators and proctors		✓		
	Other tasks unique to this role and task timing		✓	✓	
	Prepare the test room			✓	
	Administering the Practice Tests			✓	
	Logging on to <i>DataManager</i>		✓	✓	
	Creating a test session		✓	✓	
	Printing a test-session list		✓	✓	
	Finding test sessions			✓	
	Printing student login information		✓	✓	
	Helping students log in			✓	✓
	Confirming the roster			✓	
	Administering a proctor-led test			✓	
	Completing the test session			✓	
Handling testing irregularities and emergencies			✓	✓	
Pretesting meeting with test administrator	Detailed testing schedules				✓
	The role of a proctor				✓
	How to perform the tasks associated with this role				✓

¹Use the following resources: contents of this guide; checklists for building test coordinators (beginning on page 6); *Practice Tests Directions* (if applicable); *Directions for Online Administration* (ensure that each test administrator receives a copy of the *Directions for Online Administration* specific to the test level being administered and uses it during test administration)

In many school systems, a mentoring program works well for training new staff members in the procedures used for test administrations. A new building test coordinator could be paired with an experienced one who can review and explain responsibilities and address questions that arise. In this same way, a new teacher could be paired with an experienced teacher in that building to carry out the training necessary for a test administrator.

Although your training topics might be similar from year to year, your school's test implementation could be affected by changes in state law, new interpretations of school-system policy, or new policies meant to resolve problems detected in the previous year.

Important Even an experienced staff will benefit from some training. Highlight any procedural changes and reinforce procedures for the most complex tasks.

Training for Building Test Coordinators

If you are coordinating testing for your school system, you may be responsible for training test coordinators at the building level. Adopt or modify the approach suggested in "Pretesting Training Sequence and Strategy" on page 46 for building test coordinators. Review the checklists for building test coordinators beginning on page 8 for additional topics to cover in training. Provide each building test coordinator with a copy of this guide to use for training and reference.

If you are administering online testing, refer to the topics identified on page 46 for a list of training topics specific to this mode of administration. For paper-and-pencil testing, conduct a training session to review relevant activities in the test plan such as receiving testing materials at the school, maintaining security of the tests, affixing barcode labels, involving school staff in pretest activities, and coding answer documents after testing is complete.

Additional training topics for all modes of administration may include:

- implementing assessment policies
- using accommodations and modifications
- testing out of level
- training test administrators and proctors

Training for Test Administrators

Test administrators must be properly trained to ensure they are prepared to follow the standard testing procedures required to produce scores that are meaningful and useful.

Before you plan and deliver training for test administrators, read the *Directions for Administration* or the *Directions for Online Administration*. Each guide details how each test should be administered and includes exact scripting of what test administrators should say and when. At least one to two weeks before testing, give each test administrator a copy of the *Directions for Administration* or the *Directions for Online Administration* for the level he or she will administer so he or she can become familiar with the testing procedures.

The topics listed below are grouped by timing—before, during, and after testing—but training on all these topics should take place before the first day of testing. Customize training topics so they are applicable to your school’s testing strategy.

Before Testing

Testing Overview and Communication

- The objectives of this testing program, an overview of the test, and the benefits that the test results will provide to teachers, students, and the school/school system
- The importance and responsibilities of the test administrator role
- A detailed daily testing schedule and test coordinator contact information
- The effect of teacher attitudes and behavior on how students approach test taking
- How parents/primary caregivers will be informed about the testing schedule and its implications, the purposes of testing, and the reporting and use of test results
- Suggestions for informing students about the purposes of testing and the use of test results

Testing Policies and Procedures

- How to adjust the physical classroom to make it suitable for testing, including seating arrangements and the handling of test-related or distracting information on display
- Check-in/check-out procedures and secure storage of testing materials
- How to administer Practice Tests to students (if applicable)
- How to handle test accommodations and modifications
- How to follow the standard procedures as described in the *Directions for Administration* or the *Directions for Online Administration*
- The importance of timing tests properly (if applicable)
- How to pace oral administrations in kindergarten through grade 2
- The role of a proctor and how to prepare a proctor to assist in test administration (if applicable)
- How to code demographic information on student answer documents (if applicable)

During Testing

- What test administrators can and cannot say to students once testing is underway
- How to handle emergencies or irregularities during testing (for information on this topic, refer to “Handling Irregularities and Emergencies,” beginning on page 59)
- How to handle technical issues during online testing

After Testing

- Information to communicate to the test coordinator at the end of each day and at the end of the test administration
- How to complete supplemental coding (if applicable)
- How to prepare Grade/Class ID sheets
- How to package answer documents and return materials once testing has been completed
- How make-up testing will be scheduled

Review this guide and the *Directions for Administration* or the *Directions for Online Administration* for more information on the topics listed above.

Training for Proctors

Because proctors play a part in test administration, they need to be prepared to follow standard procedures relative to their role. Although training need not be extensive, some advance preparation will help ensure these individuals proctor effectively. Ideally, the proctor will meet with the test administrator whom he or she will assist before the first day of testing. At this meeting, the test administrator can familiarize the proctor with the testing location, testing materials, and duties of the role.

Develop a list of training topics appropriate for test proctors and applicable to your school's testing strategy. Distribute the list to test administrators, who may modify the list based on the role a specific proctor will play. Training of test proctors may include the following points:

- Instruct proctors to arrive before testing is scheduled to begin. Late arrivals are distracting to both the test administrator and the students.
- If administering paper-and-pencil testing, give proctors the opportunity to review a test booklet under secure conditions immediately before testing so they can better understand the nature of the test questions. If separate answer documents are being used, allow the proctors to examine one of those as well.
- Explain to proctors what kind of help and encouragement are permissible, and be explicit about what they should not do or say. They may provide help with general procedures but **not** with specific test questions.
- Assign each proctor a specific area of the room to supervise. Depending on the grade level and room configuration, it might be certain rows of desks or a certain portion of the room.
- If more than one proctor will be used, make sure proctors understand that unnecessary conversation between them might be distracting to students and should be avoided.
- Advise proctors where to stand and how to move about their area. A proctor need not move constantly, nor should the proctor stand for a long time next to a particular student. Both actions can be distracting to students.

- Explain how to handle special problems that could arise, such as a student who becomes ill or students who appear to be collaborating. Ask proctors to alert the test administrator to any student behaviors that seem unusual or inappropriate. For example, proctors should let the test administrator know if any student appears to be marking an answer document in a patterned or random way.
- Specify the procedure that will be used for collecting materials at the end of a testing session so the materials can be distributed efficiently at the start of the next session.
- After the completion of a testing session, inform proctors of any changes they should make to better perform their duties in subsequent sessions.

Posttesting Training

Adhering to standard procedures ensures that each test administration will be consistent with all others and that the scores received capture important information about students' reasoning abilities. Staff members need a working knowledge of *Iowa Assessments* reports and the types of scores reported in order to establish the integrity of their score information, interpret scores and ability profiles, and use the test results appropriately. Consider scheduling a workshop at the time score reports will be available to train staff to perform the following tasks:

- Verify report data integrity. Refer to "Verify Report Data Integrity" on page 80.
- Identify and act on reporting errors. Communicate how you will assist in confirming an apparent error and seek resolution.
- Read and interpret score reports. Address relevant topics in the *Iowa Assessments Score Interpretation Guide*, which covers interpreting score reports in detail.

Test Coordinator Action Plan

-
- ✓ Develop a training strategy and schedule to prepare building test coordinators, test administrators, and proctors for their responsibilities before, during, and after testing.
-
- ✓ Ensure that staff members are trained (or otherwise provided with the information and materials they need to perform their duties).
-
- ✓ Ensure staff members are trained on testing material check-in/check-out procedures and how to securely store testing materials.
-
- ✓ Ensure staff members are trained on how to code demographic information on student answer documents (if applicable).
-

In Brief

As the first day of testing approaches, you will need to ensure the security of the testing materials during distribution to buildings and test administrators.

If you are administering online tests, then material distribution is limited to the items listed below; the remainder of this part pertains only to paper-and-pencil testing.

- Practice Tests (if applicable)
- *Directions for Online Administration* for all levels that will be tested (if not distributed during test administrator training)

If you are administering paper-and-pencil tests, this part of the guide prepares you to secure and distribute the materials needed by providing the following information:

- the importance of maintaining security throughout the packaging, delivery, and distribution of testing materials
- a list of testing materials and supplies needed for test administration
- procedures for packaging and distributing testing materials to buildings and classrooms

Maintain Security of Testing Materials

Security is a top priority when you store, distribute, package, and ship testing materials. Establishing single points of security at the school system and building levels creates accountability and prevents unauthorized individuals from obtaining and using testing materials. Unauthorized access to testing materials could invalidate scores and jeopardize the usefulness of the entire testing program.

As the school-system test coordinator, plan security based on the following key points:

- You are responsible for the security of testing materials during storage at the school-system level and during packaging and delivery to each building test coordinator or designee.
- A single individual (typically, a building test coordinator) should be appointed to oversee the security of testing materials during receipt and distribution at each building.
- Test administrators are responsible for the security of testing materials from the time of receipt until they return all materials to the building test coordinator.

When testing is complete, it is just as important to ensure the security of the testing materials so that test booklets and answer documents are not lost, damaged, or tampered with prior to scoring. For suggestions on handling answer documents after testing, refer to “Part 10: Prepare for Scoring,” beginning on page 63.

Checklist of Testing Materials and Supplies

The lists that follow identify the materials and supplies needed at each building where *Iowa Assessments* testing is scheduled.

- If you are packing and shipping testing materials from a school-system office, use the lists to gather the materials and pack shipments for each building involved in testing.
- If you are the test coordinator for your building or school, use the lists below to check a shipment sent by your school-system test coordinator or to gather the materials needed at your site.

Materials Checklist for Test Levels 5/6–8

Material	Shipped from Riverside	Downloaded from <i>DataManager</i>	Provided by School System/School
✓ Practice Test materials (if applicable)	✓ (Student Practice Tests)	✓ (Practice Test <i>Directions for Administration</i>)	
✓ Test booklets (final quantity should include enough copies for students and test administrators)	✓		
✓ Answer documents for local scanning (required only if transferring students' answers from machine-scorable test booklets to plain-paper answer documents printed from <i>DataManager</i>)		✓	
✓ Barcode labels (if applicable)	✓		
✓ <i>Directions for Administration</i> for all levels that will be tested (if not distributed during test administrator training)	✓	✓	
✓ Grade/Class ID sheets	✓		
✓ Building ID sheets	✓		
✓ No. 2 pencils with erasers (Even if students are responsible for bringing their own, have extras on hand.)			✓
✓ Scratch paper			✓
✓ "Testing in Progress – Do Not Disturb" signs for testing room doors			✓
✓ (Level 5/6 only) Place markers: 2- by 4-inch pieces of plain cardboard, one per student			✓

Materials Checklist for Test Levels 9–17/18

Material	Shipped from Riverside	Downloaded from DataManager	Provided by School System/School
✓ Practice Test materials (if applicable)	✓ (Student Practice Tests)	✓ (Practice Test Directions for Administration)	
✓ Test booklets – one for each student and test administrator: <ul style="list-style-type: none"> • For Level 9: machine-scorable or reusable test booklet • For Levels 10–17/18: reusable test booklet 	✓		
✓ Answer documents for central scanning for use with all reusable test booklets	✓		
✓ Answer documents for local scanning		✓ (plain-paper answer documents)	
✓ Barcode labels (if applicable)	✓		
✓ <i>Directions for Administration</i> for appropriate level(s) (if not distributed during test administrator training)	✓	✓	
✓ Grade/Class ID sheets	✓		
✓ Building ID sheets	✓		
✓ No. 2 pencils with erasers (Even if students are responsible for bringing their own, have extras on hand.)			✓
✓ Scratch paper			✓
✓ Calculators (if allowed by school-system policy)			✓
✓ Timing devices			✓
✓ “Testing in Progress – Do Not Disturb” signs for testing room doors			✓

Distribute Testing Materials across a School System

If you are responsible for coordinating testing across multiple schools or buildings, follow the steps below to maintain security while distributing testing materials to individual buildings and to each test administrator.

Gather Testing Materials

Refer to the “Checklist of Testing Materials and Supplies,” beginning on page 54, to gather the materials needed for testing.

Package Testing Materials for Buildings

Establish a procedure for packaging materials and supplies for delivery to each building and arrange for assistance with this task. Use the following packaging guidelines to ensure the security of testing materials during delivery to each building and to each test administrator.

- **Number the boxes.** Clearly mark the outside of the first box “Building X: Box 1 of ____.” If additional boxes are needed, continue labeling them “Building X: Box 2 of __,” “Building X: Box 3 of __,” etc. When packing is complete, fill in the total number of boxes for that building (or school) at the end of each label.
- **Provide instructions for returning materials.** The instructions for returning materials should clearly explain a secure procedure for returning materials to the school system central office after testing. This document should include information on reusing the shipping boxes and how to arrange the booklets and answer documents for return. Insert these instructions in box #1.
- **Include a packing list.** The packing list provides an inventory of the shipment to be delivered to each school. Insert the list on top of the other materials in box #1.
- **Provide instructions for supplemental coding (catalog answer documents only).** If your school system requires supplemental coding on answer documents, include coding instructions in the shipment. The instructions should provide details on what to code, how to mark codes, and who should do so. For guidance on how to plan and mark supplemental coding, see the *Supplemental Coding Guide*, available through *DataManager*. Insert the supplemental coding instructions in box #1.
- **Provide instructions for barcode labels (catalog answer documents only).** If your school system uses barcode labels, include directions for confirming that the shipment includes the correct number of barcode labels and answer documents, as well as directions on how to affix the barcode labels to answer documents. See the *Barcode Ordering Guide*, available through *DataManager*, for more information. Insert these instructions in box #1.
- **Provide test booklets.** Each student, as well as the test administrator, will need a test booklet.
- **Provide catalog answer documents or plain-paper answer documents.** The type of answer documents used in testing depends on the scanning method, test level, and assessment.

- **Provide *Directions for Administration*.** Each test administrator will need a *Directions for Administration* booklet specific to the test level to be administered.
- **Provide Practice Tests.** If your school system (or a particular building) will administer *Iowa Assessments Practice Tests*, include these materials.

Distribute Testing Materials to Test Administrators

Plan to ship materials to each building so that the materials are received with sufficient time for the building test coordinator to check the shipment and, if necessary, request additional supplies before testing begins.

When the shipment of testing materials arrives at a school building, the designated building test coordinator should verify the contents of each box and distribute the materials. Following this guideline helps to maintain accountability and the security of testing materials.

Building test coordinators should follow the procedure below to efficiently check, secure, and distribute the materials:

1. Open box #1 and locate the shipment packing list.
2. Unpack the boxes and check the contents of the shipment against the packing list.
3. Save and store the shipping boxes in a secure location. Reuse the boxes to return testing materials to the school-system test coordinator when testing is complete.
4. Refer to the testing schedule. Organize testing materials for each classroom or testing room based on the testing schedule and number of students.

For each testing room, do the following:

- Count out the correct number of test booklets and separate answer documents (if applicable) corresponding to the level being tested.
- Provide one or more copies of the appropriate *Directions for Administration*
- Include other necessary testing materials (Grade/Class ID Sheet, pencils, timing device, etc.) as indicated on the applicable materials checklist.

If your school is using barcode labels, do **one** of the following:

- Properly affix barcode labels to answer documents.
 - If test administrators are to affix the barcode labels, make copies of the instructions and include those instructions with the testing materials. (Refer to the *Barcode Ordering Guide*, available through *DataManager*.) Identify and separate the barcode labels that belong to each test administrator's set of materials.
5. If your school is using supplemental coding on catalog answer documents, make copies of the instructions for such coding and include them with the testing materials for the appropriate classrooms. (To plan coding instructions, refer to the *Supplemental Coding Guide*, available through *DataManager*.)
 6. Notify test administrators of the procedures for picking up their testing materials.

7. Review the testing materials with test administrators during handoff. Confirm that each test administrator receives the correct types and quantities of materials.
8. Provide a register for test administrators to sign, indicating receipt of their testing materials and their agreement to maintain the security of testing materials in their possession. Remind test administrators about school policies and procedures regarding test security. Do not release materials without a signature.

Note: Testing materials are typically distributed to the test administrators one time (before testing begins), and those materials are used over multiple days until testing is complete. Instruct test administrators to store the materials in a locked cabinet between testing periods.

Test Coordinator Action Plan

✓ Establish and communicate a security and distribution plan for the school system, building test coordinators, and test administrators.

✓ Package and distribute testing materials according to your distribution plan.

In Brief

During test administration, your main responsibility as test coordinator is to ensure that testing runs smoothly. Plan to be available to answer questions from test administrators before, during, and after each test session.

If you train test administrators to handle common testing irregularities and emergencies, there will be fewer calls for your help and fewer disruptions during testing. Use this part of the guide to prepare for this training. It provides the following information:

- general guidelines for handling emergencies and irregularities during testing
- a list of common issues that may occur during testing and their possible resolutions

Since test administrators will not have this manual, refer them to the *Directions for Administration* or *Directions for Online Administration* for the test level they will administer for guidelines for handling irregularities and emergencies.

Handling Irregularities and Emergencies

Adequate preparation can prevent many issues from arising, but test administrators must be prepared to take appropriate action if an emergency or testing irregularity does occur. Review existing school system/school policies on the handling of testing irregularities. Confirm details on retesting policies so you can plan and train others accordingly.

Guidelines

Emergencies and irregularities are often unique occurrences; however, the following list of general principles should apply to most circumstances:

- The welfare of the students should always be of primary concern. Any action taken should put the health and safety of students first.
- The security of the testing materials must be maintained. If the testing room must be evacuated, lock the door if possible.
- If paper-and-pencil testing is interrupted, do the following:
 - Ask students to place their machine-scorable test booklets face-down or to place their answer documents and scratch paper inside their reusable test booklets.
 - Note the time of the interruption (Levels 9–17/18 only). This will help determine the amount of time to give students to complete a test when testing resumes.

- If online testing is interrupted, save and close testing, if possible.
 - If testing resumes during the same day, students can log in and use the same session code. When students resume testing, the subtest will continue at the question each student was attempting during the previous testing session.
 - If testing resumes the next day, you will need to create a new testing session. Students will log in using the new session code. After students log in, the subtest will continue at the question each student was attempting during the previous testing session.
- Document the details of the irregularity. These details will help to determine what actions may need to be taken so that useful scores can still be obtained. Notes on areas of confusion or unusual behavior of particular students can greatly assist in understanding unexpected test scores.

Troubleshooting

Test administrators should understand that certain types of irregularities are recoverable and allow for a continuation of testing. Other irregularities may require a complete retesting or a modification of score interpretations that use norms. If retesting is required, retest within one week using an equivalent form of the test, when possible. In the absence of a second test form, you may retest with the same form only after a period of at least three to four weeks has elapsed.

Train test administrators to handle problems such as those in the table below. Ask experienced test administrators about any other testing irregularities or emergencies they have encountered. Discuss their experiences and agree on viable resolutions.

Problem	Resolution
Too much time was allowed for a test.	A change in score interpretation is preferable to retesting. Note the change in each student's cumulative record of test scores.
Too little time was allowed for a test.	If the error is caught before materials are returned for scoring, give additional time.
A student used a calculator on the Computation test.	Keep the student's answer document, noting the reason the Computation test responses are invalid. Give the student a new answer document to use for all remaining tests. Transfer valid student responses from the original answer document onto the new one; have another staff member verify the transfer. Wait a week and retest the student on only the Computation test (with no calculator), using the new answer document. Submit only the new answer document for scoring.

Continued on next page...

Troubleshooting, *continued*

Problem	Resolution
Accommodations were used inappropriately but did not change what was being tested. (For example, a student who is not visually impaired was given the Large-Print Edition of the test.)	Record what was done, but do not retest.
Accommodations were used inappropriately.	Record what was done, but do not retest unless the student's scores will be used to make a high-stakes decision and would likely change with appropriate accommodations. If only one test battery is affected, consider dropping or retesting only that test battery.
A student marks the wrong section of the answer document (paper-and-pencil testing only).	Help the student find the proper place to mark responses. If the student is not delayed during testing, there is no need to retest. Following testing, transfer the answers that are in the wrong section to the proper place. If answers are transferred, a school staff member should verify the transfer.
A student's behavior disrupts testing for the group.	<ul style="list-style-type: none"> • For paper-and-pencil testing, stop testing; remove the source of the problem and resume testing when the group has calmed down. • For online testing, pause testing within the Proctor application. Remove the source of the problem and then resume testing when the group has calmed down.
A student is clearly ill or upset.	<ul style="list-style-type: none"> • For paper-and-pencil testing, stop testing; retest the student at a later date. • For online testing, cancel the student's test within the Proctor application.
A student marks answers with a pen (paper-and-pencil testing only).	At the end of the testing session, use a No. 2 pencil to mark over the ink of the student's answers.
The barcode label was affixed to the incorrect level of an answer document (paper-and-pencil testing only).*	Do not use the answer document with the incorrect barcode label. Mark the student identification and demographic information by hand on an answer document of the correct level.
Noise or weather interrupts testing.	<ul style="list-style-type: none"> • For paper-and-pencil testing, stop testing; resume when the noise ceases or it is safe to begin testing again. • For online testing, pause testing within the Proctor application. Resume testing when the noise ceases or it is safe to begin testing again.

* For additional information about barcode labels, see the *Barcode Ordering Guide*, available through *DataManager*.

Continued on next page...

Troubleshooting, *continued*

Problem	Resolution
A power outage interrupts testing.	<ul style="list-style-type: none">• For paper-and-pencil testing, stop testing; resume testing when power is restored.• For online testing, resume testing when power is restored.<ul style="list-style-type: none">– If testing resumes during the same day, you can use the same testing session and testing session code to restore testing.– If testing resumes the next day, you will need to create a new testing session. After students log in to the new testing session, they will resume testing at the same place they left off in the previous session.
The Internet connection is lost (online testing only).	<p>If Internet connectivity is lost for only a few students, pause testing within the Proctor application. Have the students try to log back in to the test. If unsuccessful, have students log in to another computer or iPad. The test will resume at the question the student was attempting before the connection was lost. Resume testing. If Internet connectivity is lost for all students, resume testing when connectivity is restored.</p> <ul style="list-style-type: none">• If testing resumes during the same day, you can use the same testing session and testing session code to restore testing.• If testing resumes the next day, you will need to create a new testing session. After students log in to the new testing session, students will resume testing at the same place they left off in the previous session.
Audio is not working properly.	Adjust the volume on the computer or iPad and headphones as needed. If the audio is still not working properly, replace the headphones or have the student log in to another computer or iPad.

Contact Riverside Customer Service for help with resolving any irregularities, emergencies, or problems.

Test Coordinator Action Plan

-
- ✓ Familiarize yourself with standard testing procedures documented in the *Directions for Administration* or the *Directions for Online Administration*.
-
- ✓ Confirm or establish procedures for handling irregularities or emergencies related to test administration.
-
- ✓ Ensure that test administrators are aware of the procedures for handling testing irregularities and emergencies.
-
- ✓ Be available during testing to assist test administrators in handling issues that arise.
-

In Brief

For online testing, each test is automatically sent to Riverside Scoring Service for scoring when students complete the test. Test administrators return any printed copies of the *Directions for Online Administration* to the test coordinator and no further action is necessary.

For paper-and-pencil testing, this part of the guide addresses the proper handling of testing materials to ensure their security and expedite receipt of accurate test results. This includes collecting testing materials after completing testing and organizing and packaging answer documents for scoring.

Use the information in this part of the guide to do the following:

- Establish procedures for handling testing materials upon test completion.
- Train test administrators and building test coordinators to perform posttesting tasks and quality-check score reports.
- Collect, prepare, and package documents for shipment to Riverside Scoring Service.

The actions described in this part of the guide require planning, preparation, and teamwork. Handoffs between team members typically follow this sequence:

Test Administrators ▶ Building Test Coordinators ▶ School-System Test Coordinator

While test administrators are performing their posttesting activities, building and school-system test coordinators should be available to answer questions regarding the preparation, packing, and return of testing materials.

Plan the Return of Testing Materials

Plan and communicate a process for returning testing materials that ensures accountability and security. Preparing test administrators and building test coordinators to perform these posttesting duties expedites the packaging or local scanning of answer documents and the return of meaningful score reports.

In developing posttesting plans and procedures for handling testing materials, consider the suggestions on roles and duties offered in the table on the following page.

Responsible Role	Reusable Test Booklets (Levels 9–17/18)	Machine-Scorable Test Booklets (Levels 5/6–9) and Answer Documents (Levels 9–17/18)	Other Testing Materials
Test Administrators	Return all reusable test booklets to the building test coordinator, flagging any that are damaged and cannot be reused.	<ul style="list-style-type: none"> • Follow procedures for sorting, coding, hand scoring (if applicable), and preparing machine-scorable test booklets and answer documents for scoring. • Return all machine-scorable test booklets and answer documents to the building test coordinator. 	<ul style="list-style-type: none"> • Return all <i>Directions for Administration</i> booklets to the building test coordinator. • Return calculators and all other materials (timing devices, pencils, etc.) provided for test administration.
Building Test Coordinators	<ul style="list-style-type: none"> • Acknowledge receipt of all reusable test booklets returned by each test administrator. • Follow local procedures for storage, such as returning reusable test booklets to the school-system test coordinator or storing the booklets in a secure area in the building for future use. 	<ul style="list-style-type: none"> • Acknowledge receipt of all machine-scorable test booklets and answer documents returned by each test administrator. • Inspect machine-scorable test booklets and answer documents. • Follow procedures for preparing and shipping machine-scorable test booklets and answer documents to the school-system test coordinator or to Riverside for scoring. 	<ul style="list-style-type: none"> • Acknowledge receipt of all other testing materials returned by each test administrator. • Follow local procedures for handling or storing materials.
School-System Test Coordinator	<ul style="list-style-type: none"> • Acknowledge receipt of all reusable test booklets returned by each building test coordinator. • Store reusable test booklets in a secure area for future use. 	<ul style="list-style-type: none"> • Acknowledge receipt of all machine-scorable test booklets and answer documents returned by each building test coordinator. • Follow procedures for preparing and shipping machine-scorable test booklets and answer documents to Riverside for scoring or preparing plain-paper answer documents for scanning. 	<ul style="list-style-type: none"> • Acknowledge receipt of all other testing materials returned by each building test coordinator. • Store or handle materials, as appropriate.

The *Directions for Administration* provides information on handling answer documents immediately after testing is completed. Topics on preparing and packaging answer documents for scoring comprise the remainder of this part of this guide.

Instruct Test Administrators to Sort and Prepare Testing Materials

Training staff to handle materials properly at the conclusion of the test administration aids in maintaining the security of the test and prevents delays in test scoring. Instruct test administrators to perform the following tasks:

- Gather and check testing materials
- Identify answer documents that require special handling
- Hand score answer documents
- Handle answer documents from a large-print test
- Transfer answer documents to another answer document
- Mark supplemental coding
- Sort answer documents
- Organize class-level materials for central scanning
- Organize class-level materials for local scanning

Specific instructions on how to perform these tasks appear next. Use this information to guide your training sessions for the test administrators.

Gathering and Checking Testing Materials

When testing is completed, test administrators should collect all of the testing materials as shown below. Then use the Posttesting Checklist that follows to ensure the quality of the completed answer documents.

Answer Documents	Reusable Test Booklets	Other Materials
<p>Levels 5/6–8: Collect a machine-scorable test booklet from each student</p> <p>Level 9: Collect a machine-scorable test booklet or separate answer document from each student (as applicable)</p> <p>Levels 10–17/18: Collect an answer document from each student</p>	<p>Level 9: Not applicable for students who tested with a machine-scorable test booklet; otherwise, collect a Level 9 reusable test booklet from each student</p> <p>Levels 10–17/18: Collect a reusable test booklet from each student</p>	<p>Collect other testing materials provided to students or used in test administration, such as:</p> <ul style="list-style-type: none"> • <i>Directions for Administration</i> or <i>Directions for Online Administration</i> • calculators • scratch paper • place markers • pencils • timing devices

Test Administrator Posttesting Checklist

- ✓ Verify that all test booklets and answer documents have been returned for each student tested.

 - ✓ Conduct a visual review of each answer document for proper marking.
 - Verify that marks were made using a No. 2 pencil.
 - Verify that the student's name circle is clearly marked and that the student's name is clearly printed on the Name line at the top of the page (plain-paper answer documents only).
 - Verify that dark response marks were made in the answer circles.
 - Verify that changed answers were erased completely.
 - Verify that all stray marks were erased completely.

 - ✓ Examine the student demographics page including use of a barcode label or manually coded information (catalog answer documents only).

 - ✓ Inspect each answer document for damage. Look for tears, creases, or water damage. If damage is extensive, transfer the student name and answers to a new answer document. Have a staff member verify the transfer.

 - ✓ Identify tests that should not be scored because it appears as if the student did not attempt the test.

 - ✓ Destroy all scratch paper used during test administration.

 - ✓ Separate answer documents that are ready to be scanned from those that require special handling. See "Identifying Answer Documents That Require Special Handling" below.
-

Identifying Answer Documents That Require Special Handling

Some answer documents that require special handling can be machine-scored; swift action and attention to detail help ensure that the school system's complete set of answer documents can be shipped and scored (or locally scanned and scored) in a timely, error-free manner.

Review the "Prepare for Scoring" part of the *Directions for Administration* for the test level(s) your school system is administering. Establish or confirm local procedures for handling answer documents that require special treatment, taking into account factors such as your school system's testing policies and the availability of support staff you expect to provide in test administration.

For example, your school system may have specific policies for how to handle these situations:

- Identifying students whose tests should be excluded from group averages. After a staff member marks supplemental coding on the student's answer document, that document can be machine scored. (Refer to "Exclude Scores from Group Averages" in the *Supplemental Coding Guide*, available through *DataManager*.)

- Determining whether an answer document cannot or should not be scored. For example, an answer document marked in ink cannot be machine scored; an answer document with a response pattern indicating the student did not follow test instructions (such as all items marked with multiple responses) should not be scored.
- Identifying answer documents that require hand scoring. For more information, see “Hand Scoring Answer Documents” below.
- Transferring answers from a braille or large-print test booklet to a plain-paper answer document, machine-scorable answer document, or the online test. For more information, see “Handling Answer Documents from Large-Print and Braille Editions” below.
- Transferring answers from Levels 5/6–9 machine-scorable test booklets to plain-paper answer documents for local scanning. For more information, see “Transferring Answers to another Answer Document” on page 68.

Hand Scoring Answer Documents

Reasons for hand scoring answer documents include the following:

- A student uses the Braille or Large-Print Edition of *Iowa Assessments* and the school system decides to hand score the answer document rather than transfer the student’s answers to a machine-scorable answer document.
- A student who was absent for an extended period of time during testing completes testing after the answer documents for the other students were sent to Riverside Scoring Service.
- A student is retested after the answer documents for the other students were sent to Riverside Scoring Service.
- A new student enters the school system and takes the test after the end of scheduled testing.

To hand score *Iowa Assessments* answer documents, you will need the following materials:

- *Scoring Key* booklets for the levels to be hand scored
- *Norms and Score Conversions Guide* for the correct test form

Alternatively, your testing program decision-maker may elect to have Riverside Scoring Service perform these tasks. Contact Riverside Customer Service for scoring and reporting options and to purchase scoring materials.

Handling Answer Documents from Large-Print and Braille Editions

Answers marked in a braille or large-print test booklet cannot be locally scanned or machine scored. However, student responses transferred to a plain-paper or machine-scorable answer document can be locally scanned or submitted with the rest of the answer documents for the student’s class to Riverside Scoring Service.

Test administrators must prepare answer documents for local scanning or machine scoring by following these steps:

1. Accurately transfer student demographic information and answers from the large-print or braille test booklet to a plain-paper or catalog answer document. (See “Transferring Answers to another Answer Document” below.) Have a school staff member verify that the responses were transferred accurately.
2. Mark supplemental coding on the catalog answer document per the supplemental coding plan, if applicable.

Transferring Answers to another Answer Document

In situations when it is necessary to transfer a student’s test answers to another answer document (for example, when an answer document is damaged or when local scanning requires that answers from machine-scorable test booklets be transferred to plain-paper answer documents), follow a procedure that ensures the accuracy of the transfer. We recommend the following approach:

1. Designate a school staff member (such as the test administrator, proctor, or another teacher) to transcribe the student’s answers to the new answer document.
2. Have a second school staff member check the transcription for accuracy.
3. Follow the school system’s test-security policy regarding handling the student’s original answer document. For example, your policy may indicate handling the original answer document as follows:
 - Keep the document in the student’s permanent records in case questions about the transcription arise.
 - Securely destroy the original answer document after a stated period of time.

Marking Supplemental Coding

If your school system is using supplemental coding on catalog answer documents, the staff identified in your posttesting plan should mark necessary codes on students’ answer documents when testing is completed. For details on establishing a supplemental coding plan, refer to the *Supplemental Coding Guide*, available through *DataManager*.

Sorting Answer Documents

In preparing to return testing materials to the test coordinator, test administrators should sort all of the answer documents into the following stacks:

- unused
- ready for scanning at Riverside Scoring Service (including those that are the result of answers transferred from an answer document that cannot be scored)
- ready for local scanning (including those that are the result of answers transferred from a machine-scorable test booklet or from an answer document that cannot be scored)

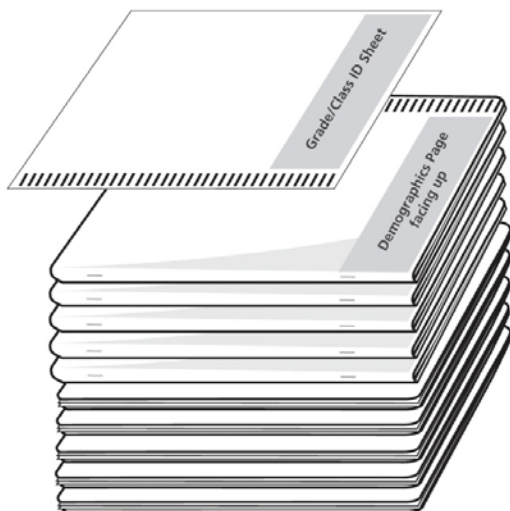
- ready for hand scoring (refer to “Hand Scoring Answer Documents” on page 67)
- retain for accountability
 - originals when results have been transferred to other answer documents to allow for machine scoring (such as Braille or Large-Print Edition test booklets) or local scanning
 - answer documents that cannot be scored (such as those with obviously unusable answers)

Important The result of this sorting allows test administrators to identify students who need to retest or take make-up tests. Gather this information as soon as possible after testing concludes so that you can make needed arrangements.

Organizing Class-Level Materials for Central Scanning

Each test administrator should arrange answer documents according to the instructions in the *Directions for Administration* before submitting them to the building test coordinator.

Example for one class with machine-scorable test booklets



Shown in this example:

Grade/Class ID Sheet placed on top of machine-scorable student test booklets stacked with five spines to the left, five to the right, etc. (keeping each demographics page face-up)

NOTE: When submitting more than one answer document per student (for example, students used machine-scorable test booklets for *Iowa Assessments* and separate answer documents for *CogAT*)

- stack like materials together
- record the total number of answer documents (not the number of students) on the Grade/Class ID Sheet in section 6, Answer Document Count

Important Proper stacking helps prevent scoring errors. Three keys to success:

- stack like materials together
- separate answer documents for different test levels (if applicable)
- fill out the Grade/Class ID Sheet correctly

Organizing Class-Level Materials for Local Scanning

Plain-paper answer documents are scanned using equipment at your school or school-system office. Data from the answer documents are transmitted to Riverside Scoring Service for scoring and report generation.

If your answer documents will be scanned locally, then test administrators should follow these guidelines to prepare for local scanning:

- Separate test booklets from answer documents.
- Divide the answer documents into batches of up to 50 sheets per batch; keep all pages of a student’s answer document together.
- Ensure all answer documents in a batch are for the same assessment.
- Verify that all answer documents face the same direction so the scanned images will be oriented correctly for viewing.

Note: At Levels 5/6–9, answers must be transferred from machine-scorable test booklets to plain-paper answer documents. See “Transferring Answers to another Answer Document” on page 68.

Package Answer Documents for Central Scanning

Checking Class-Level Packages

Accounting for the answer document of every student tested is essential. In addition, building test coordinators should conduct a second round of quality checks on the answer documents before submitting for scoring. Early identification of errors and issues improves the chances for a quick resolution and enables timely shipment and scoring of school-system-wide answer documents.

Building test coordinators can use the checklist below to perform necessary quality checks and document preparation tasks before sending completed testing materials to the school-system collection center.

Building Test Coordinator Posttesting Checklist

-
- ✓ Verify receipt of an answer document packet from every test administrator.
-
- ✓ Ensure that all answer documents can be scanned. Spot check each answer document to verify that it appears as follows:
 - completed in No. 2 pencil and free of stray marks
 - in good physical condition—not torn, creased, defaced, or otherwise damaged
 - marked with supplemental coding if specified by the school system or school-system test coordinator (refer to the *Supplemental Coding Guide* for more information)
 - machine-scorable (for example, Large-Print Edition test booklets are not machine-scorable)
 - bearing barcode labels (if applicable), positioned correctly in the area designated for the label (refer to the *Barcode Ordering Guide* for more information)
-

Continued on next page...

Building Test Coordinator Posttesting Checklist, *continued*

-
- ✓ For each class package of catalog answer documents that will be submitted to Riverside Scoring Service:
 - Verify that a completed Grade/Class ID Sheet has been placed on top of the stack of answer documents submitted by each test administrator.
 - Verify that the Answer Document Count on the Grade/Class ID Sheet matches the number of answer documents submitted (which may differ from the number of students tested).
-
- ✓ If applicable, prepare answer documents for combined reporting of *Iowa Assessments* and *CogAT* results. Refer to “Preparing for Combined Reporting of *Iowa Assessments* and *CogAT* Test Results” below.
-
- ✓ Organize answer documents in the same group configurations as the reports to be produced. Refer to “Package Answer Documents for Central Scanning” on page 70.
-
- ✓ Complete the Building ID Sheet. (Follow the instructions on that identification sheet.)
-
- ✓ Package answer documents for the entire building. Arrange delivery of your building’s testing materials to the school-system test coordinator and confirm their receipt.
-

Preparing for Combined Reporting of *Iowa Assessments* and *CogAT* Test Results

When a school system orders combined reporting of *Iowa Assessments* and *CogAT* test results, the testing program decision-maker must select one of the four methods by which to combine results from both tests. (Refer to “Will results be reported from *Iowa Assessments* and *CogAT*?” on page 15.) Use the table below to determine preparation and packaging requirements based on the method chosen for your school system.

Packaging Requirements for Combined Reporting

Method		Central Scanning Requirements
A	Submit combined answer documents for <i>Iowa Assessments</i> and <i>CogAT</i>	No extra preparation needed—submit one <i>CogAT/Iowa Assessments</i> combined answer document per student.
B	Submit separate <i>Iowa Assessments</i> and <i>CogAT</i> answer documents (both with barcode labels)	<ul style="list-style-type: none"> • Submit answer documents (bearing barcode labels) for both tests at the same time for scoring. • For each class: Stack all <i>Iowa Assessments</i> answer documents and then all <i>CogAT</i> answer documents and top the stack with one Grade/Class ID Sheet. • On the Grade/Class ID Sheet, indicate the total number of answer documents submitted, not the number of students tested.

Continued on next page...

Packaging Requirements for Combined Reporting, *continued*

Method		Central Scanning Requirements
C	Submit separate answer documents (without barcode labels) for <i>Iowa Assessments</i> and <i>CogAT</i> under the same Grade/Class ID Sheet	<ul style="list-style-type: none"> Important Ensure that each student's name, birth date, and gender are marked identically on both answer documents. (Supplemental coding of student ID numbers helps ensure accurate score matching.) Submit answer documents for both tests at the same time for scoring. For each class: Stack all <i>Iowa Assessments</i> answer documents and then all <i>CogAT</i> answer documents and top the stack with one Grade/Class ID Sheet. On the Grade/Class ID Sheet, indicate the total number of answer documents submitted, not the number of students tested.
D	Order combined <i>Iowa Assessments</i> and <i>CogAT</i> reports using <i>Iowa Assessments</i> scores from an earlier test administration	No extra answer document preparation is needed.

For all methods: Confirm that the *Iowa Assessments/CogAT* combined options have been selected on the Order Form for Riverside Scoring Service (OSS).

Important Scores from Form 7 of *CogAT* can be combined only with scores from Form E of *Iowa Assessments*.

To obtain predicted scores with *Iowa Assessments* Form E, a student's identification data on the answer document must match the identification data on the student's *CogAT* Form 7 answer document. No extra answer document preparation is needed. Riverside Scoring Service will retrieve *CogAT* Form 7 scores (if *CogAT* Form 7 was administered earlier) from its student-data repository.

Organizing Catalog Answer Documents for a Building

Using the table below, review the Order Form for Riverside Scoring Service (OSS) with the testing program decision-maker and determine how to prepare your order for shipment.

If scores from each building or school are to be averaged and reported at the...	Then...
Class and building levels only	Package and ship answer documents for the building as described below.
Class, building, and school system levels	Package answer documents for the building as described below and ship all cartons (numbered sequentially) for the school system at the same time.

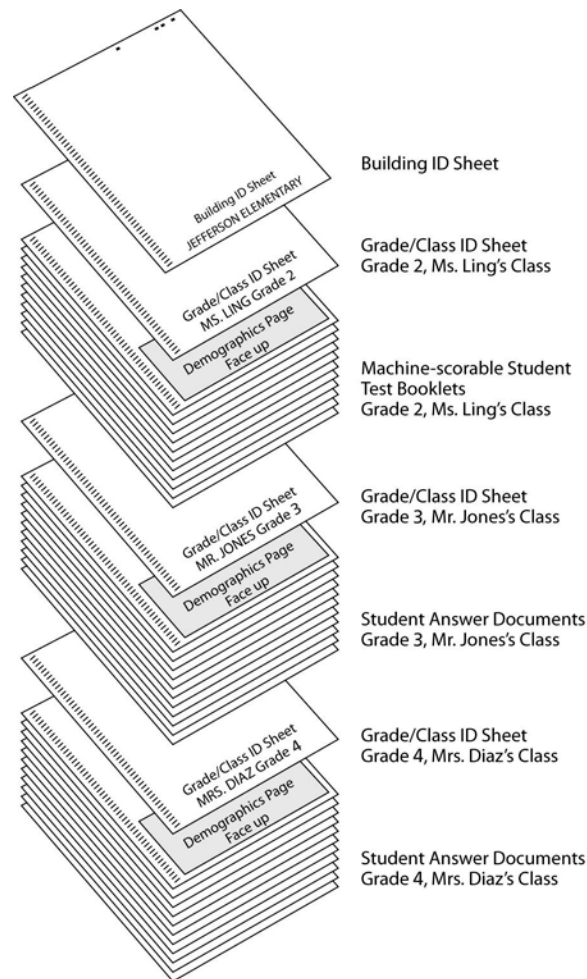
After receiving completed testing materials from every test administrator, each building test coordinator organizes the answer documents based on grade groups that correspond to the way score reports should be produced.

Group report configurations can differ within an independent school system; for example:

- Elementary schools may want a *List of Student Scores* for each classroom teacher, with each report listing only the students in a given class.
- High schools may want to group score reports by grade, such as all ninth-grade results compiled on one *List of Student Scores*.

A school system's scoring order can include both of the above approaches. In the first case, every classroom teacher completes a Grade/Class ID Sheet and places it on top of the stack of answer documents for his or her class. The illustration below provides an example of how to stack answer documents and ID sheets when a *List of Student Scores* for each class is desired.

Example: Stacking Answer Documents and ID Sheets



In the second case, you would place one Grade/Class ID Sheet on top of the stack of answer documents from all ninth graders. Keep in mind that supplemental coding allows you to define other ways to disaggregate student scores.

Packing Procedure for Multiple Buildings

Below is a recommended procedure for packaging the documents to be shipped for scoring.

1. Verify that all documents in the order are from the same *Iowa Assessments* test form. For example, do not mix documents from Form C with those from Form E. *Iowa Assessments* answer documents, however, can be packed with *CogAT* answer documents. (For combined reporting packaging requirements, refer to the table on page 71.)
2. Indicate the number of documents included for each grade/class on its respective Grade/Class ID Sheet. Directions for filling out a Grade/Class ID Sheet are on the front of the sheet. If you run short of Grade/Class ID sheets, do **not** photocopy them. (Photocopies are not scannable.) Request extra Grade/Class ID sheets from Riverside Customer Service.
 - Group report configurations – Stack answer documents according to the way you want group reports produced, as described in “Package Answer Documents for Central Scanning” on page 70. If you merge stacks from multiple test coordinators into one grade group, indicate the total number of answer documents associated with each Grade/Class ID Sheet in the Answer Document Count.
 - Machine-scorable test booklets – To prevent the spines of these test booklets from bending, alternate the spines of the booklets (five to the left, five to the right, etc.) as you stack them, keeping each demographics page face-up.
3. Complete a Building ID Sheet. Place the Building ID Sheet on top of the stack of documents for the building.
4. Assemble building documents for packaging as shown in the diagram on page 73.
5. If documents from multiple buildings/schools are combined to form a single scoring order, separate the stacks by building to ensure that you have accounted for each building’s answer documents.
6. Pack the documents in sturdy cardboard cartons. A packed carton should not exceed 40 pounds. If test administrators submit their answer documents in the original delivery envelopes or boxes, consolidate the materials in a large, sturdy carton rather than shipping several smaller boxes.

The order in which you place multiple building stacks in a carton is not important, but it is best to not put documents from a single building in more than one carton. If this is not possible for large buildings, package those documents in consecutively numbered boxes. (See step 8 below.)

7. Use packing material, such as crumpled or shredded paper, to fill empty space in a carton so that the documents will not shift within the carton during transit.
8. Place a copy of your Order Form for Riverside Scoring Service (OSS) inside the first carton, on top of the stack. (Keep a copy of the OSS for your records.)

Submit one OSS per order. Mark the carton containing the OSS “Box 1 of __” and number all other cartons sequentially. For example, if there are 14 cartons in your entire shipment, mark the last carton “Box 14 of 14.” Then add “14” to the other carton labels (Box 1 of 14, Box 2 of 14, etc.).

9. Seal the cartons securely with strapping tape so they will not open during transit. Affix a return address label on each carton.

Important

The most common cause of damage in transit is inadequate packaging of materials. Damaged documents delay scoring. Answer documents lost when cartons break open during transit are irreplaceable.

10. Ship your cartons prepaid with a carrier that is able to track shipments. First-class mail is not recommended.

Organizing Catalog Answer Documents for an Independent School

If you are the test coordinator for an independent school that places its own order with Riverside Scoring Service, follow the steps below to prepare your answer documents for shipment.

1. Collect a Grade/Class ID Sheet and the stack of answer documents from each test administrator.
2. Follow the “Packing Procedure for Multiple Buildings,” beginning on page 74.

Test Coordinator Action Plan

-
- ✓ Familiarize yourself with the posttesting tasks that test administrators and building test coordinators need to perform. Review this guide and the following information sources for the levels you administered:
 - *Directions for Administration or Directions for Online Administration*
 - *Scoring Key*
-
- ✓ Modify any of the checklists or instructions to conform with your school system’s/school’s testing policies and testing plan.
-
- ✓ Establish and communicate procedures for answer documents that require special handling.
-
- ✓ Train test administrators and building test coordinators to perform posttesting tasks and quality-check their results.
-
- ✓ Facilitate delivery of building packages to a central school-system collection site.
-
- ✓ Perform a quality check on the answer-document package from each building. Prepare the materials for shipment to Riverside Scoring Service.
-

Return Excess Testing Materials

If you find that you have extra unused testing materials upon completion of testing, you can return them for credit if the materials meet **all** of the following criteria:

- packages of materials, kits, or software are unopened
- materials are national editions (not custom-order materials)
- materials were invoiced within the prior twelve months
- materials are in unused, undamaged, and salable condition

If you plan to return materials, please be aware of the following information:

- An authorized return saves you time and expenses. Call or write Riverside Customer Service to request a return authorization.
- Unauthorized returns are subject to restocking fees or may be refused and returned to you.
- Shipping charges for returning materials are your responsibility.

Test Coordinator Action Plan

- ✓ If you have unused testing materials when all test administrations are completed, follow the steps below to return the excess materials.
 1. Confirm that the materials meet all the criteria for returns.
 2. Contact Riverside Customer Service to request a return authorization.
 3. Carefully package the materials and ship them per Riverside Customer Service instructions.
-

In Brief

If you send your answer documents to Riverside Scoring Service for scanning and order web reports, then the *DataManager* Account Holder in your school or school system will receive an e-mail from Riverside containing passwords, known as web reporting keys, for accessing your web reports in *DataManager*. The Account Holder is responsible for distributing the reporting keys to staff members who will need access to each report. Instructions for distributing reporting keys can be found in the *Web Reporting Keys User's Guide* or in the *DataManager* online help, available through *DataManager*.

If you scan plain-paper answer documents locally, web reports will be available in *DataManager* 24 hours after you transmit the scan file to Riverside for scoring. Results from online testing are also available in *DataManager* 24 hours after students complete and close their tests. If you order paper-based reports, your reports will be shipped to your school or school system approximately 15 business days after Riverside receives your order.

In all cases, your test coordinator role continues with one final phase of posttesting duties. It is your responsibility to help ensure the quality and completeness of the score reports you receive and the readiness of the staff to read and interpret test results. This part of the guide explains actions that you and other staff members must perform to

- verify the completeness of score reports received
- verify the integrity of the report data
- identify any errors on score reports and take follow-up action

Verify the Score Reports Received

Although errors in test scoring are not common, it is important to check your score reports for possible errors before distributing or analyzing them. Once you have established the integrity of the reports, you can distribute them according to the testing plan.

Your preliminary checks will answer these key questions:

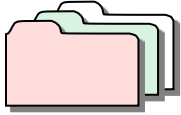
- For paper report orders, are all reports that were ordered included in the shipment received?
- Are all students whose answers were submitted for scoring at each grade level in the school system accounted for by the number of scores shown on the summary reports?
- For each kind of test reported for school-system grade groups, is the number of students receiving scores correct?
- For each grade group in the school system, are the average scores at the expected level?

Overview of a Paper Score Report Package

Riverside Scoring Service returns paper score report orders organized as follows:

Box 1

- Customer Order Packing List (itemizes contents of the entire order)
- Box Packing List (itemizes contents of this box)
- Color-coded folders* – each folder containing:



- Folder Packing List (itemizes contents of the folder)
- Score reports

Boxes 2, 3, ...

- Box Packing List
- Color-coded folders, each one containing:
 - Folder Packing List
 - Score reports

* Pink = System reports; Green = Building reports; White = Class and individual student reports

Checking Reports before Distribution

Before distributing score reports to your schools, check the reports to ensure they are complete and accurate. To check your report order, follow the procedures below.

Check a Paper Report Order for Completeness

1. Locate two documents:
 - your copy of the Order Form for Riverside Scoring Service (OSS) that was sent to the Scoring Service with the answer documents to be scored (if the ordering was done by telephone or via the Internet, locate the paper copy of the order sent by Riverside Scoring Service)
 - the Customer Order Packing List that serves as the packing slip for your entire shipment
2. Verify that all score reports and scoring services ordered were received.
 - a. Check the services marked on the OSS against the Customer Order Packing List. If there are any mismatches, it is most likely that the shipment is not complete. If there is no indication that another shipment will follow, contact Riverside Customer Service to resolve the shortage.
 - b. If there is a match between the two forms, check the report folders to confirm receipt of all reports ordered.
 - c. When checking folders for completeness, ensure that test results are included for each building that participated. Typically, it is not practical at the school-system level to do a detailed check of the results for every building. Delegate that responsibility to the building test coordinators so they can check their reports for both completeness and accuracy.

Check Paper and Web Reports for Accuracy

The scoring procedures used by Riverside Scoring Service include many quality checks, so scoring errors that would produce inaccurate scores are extremely rare. However, you may

encounter inaccurate scores caused by errors at the school-system or building level in setting up testing in *DataManager* or preparing answer documents for scoring. The following examples illustrate the types of errors that may occur:

- Catalog answer documents for different test levels are commingled or placed under the wrong Grade/Class ID Sheet.
- There may be a discrepancy in the designation of the test date when ordering paper reports. If testing took place in February when midyear norms should be applied but the order form was marked "March," spring norms would be applied. In this case, all percentile ranks would be in error.
- Local norms were not selected on the Order Form for Scoring Services (paper reports) or when the Test Event was set up in *DataManager* (web reports).

Check Data on Reports for Accuracy

The most comprehensive checks for report data accuracy can be done at the building or class level, but a quick scan of the scores for school-system grade groups may reveal inaccuracies that are more extensive.

If you administer the *Iowa Assessments* annually, follow the steps below to conduct a quick school-system-level data check:

1. Look at the *System Summary of Student Scores* for last year and this year.
2. Look for **major** discrepancies in the scores reported this year compared with last year. For example, the National Percentile Rank composite scores should be relatively similar. You can expect some year-to-year fluctuations due to real changes in achievement and because the groups are composed of different students.

If the current scores are...	Then ...
Close to previous school system score values	This confirmation step is complete.
Extremely high or low, or if they are far different from what the school system has experienced in the past few years	Investigate. Identify possible causes of an error in reporting or establish the authenticity of the new data.

If this year is your first administration of the *Iowa Assessments*, follow these steps to conduct a quick school-system-level data check:

1. Look at the *System Summary of Student Scores*.
2. Look for major data irregularities, such as the following:
 - many scores that are not what you expected based on your knowledge of the overall ability of students in your school system
 - obviously incorrect number of students tested
 - test results reported for tests that were not administered

If you detect an apparent scoring error, contact Riverside Customer Service for assistance.

Verify Report Data Integrity

After score reports are distributed to teachers, it is important that they further evaluate the accuracy of the reports based on their knowledge of the students. By preparing all teachers in the school system to conduct a class-level data-integrity check, you are assured a thorough check of school-system-wide data.

Prepare Staff to Verify Data Integrity

To prepare staff members to verify the integrity of the reports they receive, we recommend a training session that includes the distribution of score reports. Design the session so staff can achieve the following objectives:

- Read the contents of a *List of Student Scores* (paper report) or *Student Roster* (web report).
- Confirm the completeness and accuracy of test results at the class level.
A procedure for conducting this class-level data check is detailed in the *Iowa Assessments Score Interpretation Guide*, available through *DataManager*.
- Identify and account for missing student names and missing scores.

Because teachers and other educators will have their score reports in hand at this point, the training session should also prepare staff to read and interpret the reports. This ability is essential for the school system to achieve its purposes for testing.

Test Coordinator Action Plan

-
- ✓ Check the report order for completeness.
-
- ✓ Plan and deliver staff training to prepare educators to
 - verify the integrity of their score reports and data
 - read and interpret score reports they can access
-
- ✓ Distribute reports or web reporting keys to school-system administrators and building test coordinators (for distribution to teachers and other building-report recipients indicated in the testing plan).
-
- ✓ Remain available to provide support on posttesting issues such as retesting and make-up testing, hand scoring, delayed answer documents, and interpreting test results.
-

Next Steps: Interpret and Use Test Results

Achieving your purposes for testing requires accurate interpretation of test results. Refer to the *Iowa Assessments Score Interpretation Guide*, which helps educators interpret and use the results of *Iowa Assessments* in order for students and schools to benefit from the administration of this assessment. The *Score Interpretation Guide* is available through *DataManager*.

Appendix A

Iowa Assessments Score Totals

Computations for Score Totals and Composites

Important The tests you administer determine how Core Composite and Complete Composite scores are computed. Recognizing what test data comprise these scores is important when interpreting results on score reports. For example, for Level 5/6, the tests administered determine whether the Core Composite score on a report is the CT total (derived from Reading, Language, Vocabulary, and Mathematics test results) or the XCT total (derived from Reading, Language, Vocabulary, Word Analysis, Listening, and Mathematics test results).

Complete and Core Tests

Calculating Score Totals and Composites			
Level	If you want to see this total on your score reports...	Then you must administer these tests...	How totals are calculated
Level 5/6 (Grades K and 1)	English Language Arts Total	Reading, Language, Vocabulary	$ET = 0.33 * R + 0.5 * L + 0.17 * V$
	Extended English Language Arts Total	Reading, Language, Vocabulary, Word Analysis, Listening	$XET = 0.66 * ET + 0.17 * WA + 0.17 * Li$
	Core Composite with English Language Arts Total and Mathematics	Reading, Language, Vocabulary, Mathematics	$CT = 0.5 * ET + 0.5 * M$
	Core Composite with Extended English Language Arts Total and Mathematics	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics	$XCT = 0.5 * XET + 0.5 * M$
	Reading Total ¹	Reading, Vocabulary	$RT = 0.5 * R + 0.5 * V$
	Language Total	Language	$LT = L$
Key to Tests:		Key to Totals:	
R Reading	WA Word Analysis	RT Reading Total	XET Extended English Language Arts Total
L Language	Li Listening	LT Language Total	CT Core Composite with ET
V Vocabulary	M Mathematics	ET English Language Arts Total	XCT Core Composite with XET

¹The Reading Total Score is available only through web reporting.

Calculating Score Totals and Composites			
Level	If you want to see this total on your score reports...	Then you must administer these tests...	How totals are calculated
Levels 7 and 8 (Grades 1 and 2)	English Language Arts Total	Reading, Language, Vocabulary	$ET = 0.33 * R + 0.5 * L + 0.17 * V$
	Extended English Language Arts Total	Reading, Language, Vocabulary, Word Analysis, Listening	$XET = 0.66 * ET + 0.17 * WA + 0.17 * Li$
	Mathematics Total	Mathematics, Computation	$MT = 0.67 * M + 0.33 * MC$ If no MC, then $MT = M$
	Core Composite with English Language Arts Total, Mathematics, and Computation	Reading, Language, Vocabulary, Mathematics, Computation	$CT = 0.5 * ET + 0.5 * MT$
	Core Composite with Extended English Language Arts Total, Mathematics, and Computation	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics, Computation	$XCT = 0.5 * XET + 0.5 * MT$
	Core Composite with English Language Arts Total and Mathematics (no Computation)	Reading, Language, Vocabulary, Mathematics	$CT- = 0.5 * ET + 0.5 * M$
	Core Composite with Extended English Language Arts Total and Mathematics (no Computation)	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics	$XCT- = 0.5 * XET + 0.5 * M$
	Complete Composite with English Language Arts Total, Mathematics, and Computation	Reading, Language, Vocabulary, Mathematics, Computation, Science, Social Studies	$CC = 0.33 * ET + 0.33 * MT + 0.17 * SC + 0.17 * SS$
	Complete Composite with Extended English Language Arts Total, Mathematics, and Computation	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics, Computation, Science, Social Studies	$XCC = 0.33 * XET + 0.33 * MT + 0.17 * SC + 0.17 * SS$
	Complete Composite with English Language Arts Total and Mathematics (no Computation)	Reading, Language, Vocabulary, Mathematics, Science, Social Studies	$CC- = 0.33 * ET + 0.33 * M + 0.17 * SC + 0.17 * SS$

Continued on next page...

Calculating Score Totals and Composites			
Level	If you want to see this total on your score reports...	Then you must administer these tests...	How totals are calculated
Levels 7 and 8 (Grades 1 and 2) continued	Complete Composite with Extended English Language Arts Total and Mathematics (no Computation)	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics, Science, Social Studies	$XCC- = 0.33 * XET + 0.33 * M + 0.17 * SC + 0.17 * SS$
	Reading Total	Reading, Vocabulary	$RT = 0.5 * R + 0.5 * V$
	Language Total	Language	$LT = L$
Key to Tests:		Key to Totals:	
R Reading	M Mathematics	RT Reading Total	CC Complete Composite with ET and MT
L Language	MC Computation	LT Language Total	XCC Complete Composite with XET and MT
V Vocabulary	SC Science	ET English Language Arts Total	CC- Complete Composite with ET and M
WA Word Analysis	SS Social Studies	XET Extended English Language Arts Total	XCC- Complete Composite with XET and M
Li Listening		MT Mathematics Total	
		CT Core Composite with ET and MT	
		XCT Core Composite with XET and MT	
		CT- Core Composite with ET and M	
		XCT- Core Composite with XET and M	

Calculating Score Totals and Composites			
Level	If you want to see this total on your score reports...	Then you must administer these tests...	How totals are calculated
Levels 9–14 (Grades 3–8)	Conventions of Writing	Spelling, Capitalization, Punctuation	$CW = 0.333 * SP + 0.333 * CP + 0.333 * PC$
	English Language Arts Total	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary	$ET = 0.33 * R + 0.33 * WE + 0.18 * CW + 0.16 * V$
	Extended English Language Arts Total*	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening	$XET = 0.66 * ET + 0.17 * WA + 0.17 * Li$
	Mathematics Total	Mathematics, Computation	$MT = 0.67 * M + 0.33 * MC$ If no MC, then $MT = M$
	Core Composite with English Language Arts Total, Mathematics, and Computation	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics, Computation	$CT = 0.5 * ET + 0.5 * MT$
	Core Composite with Extended English Language Arts Total, Mathematics, and Computation*	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening, Mathematics, Computation	$XCT = 0.5 * XET + 0.5 * MT$
	Core Composite with English Language Arts Total and Mathematics (no Computation)	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics	$CT- = 0.5 * ET + 0.5 * M$
	Core Composite with Extended English Language Arts Total and Mathematics (no Computation) *	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening, Mathematics	$XCT- = 0.5 * XET + 0.5 * M$

* Level 9 only.

Continued on next page...

Calculating Score Totals and Composites			
Level	If you want to see this total on your score reports...	Then you must administer these tests...	How totals are calculated
Levels 9–14 (Grades 3–8) continued	Complete Composite with English Language Arts Total, Mathematics, and Computation	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics, Computation, Science, Social Studies	$CC = 0.33 * ET + 0.33 * MT + 0.17 * SC + 0.17 * SS$
	Complete Composite with Extended English Language Arts Total, Mathematics, and Computation*	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening, Mathematics, Computation, Science, Social Studies	$XCC = 0.33 * XET + 0.33 * MT + 0.17 * SC + 0.17 * SS$
	Complete Composite with English Language Arts Total and Mathematics (no Computation)	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics, Science, Social Studies	$CC- = 0.33 * ET + 0.33 * M + 0.17 * SC + 0.17 * SS$
	Complete Composite with Extended English Language Arts Total and Mathematics (no Computation) *	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening, Mathematics, Science, Social Studies	$XCC- = 0.33 * XET + 0.33 * M + 0.17 * SC + 0.17 * SS$
	Reading Total	Reading, Vocabulary	$RT = 0.5 * R + 0.5 * V$
	Language Total	Spelling, Capitalization, Punctuation, Written Expression	$LT = 0.25 * SP + 0.25 * CP + 0.25 * PC + 0.25 * WE$
Key to Tests:		Key to Totals:	
R Reading	M Mathematics	RT Reading Total	CC Complete Composite with ET and MT
L Language	MC Computation	LT Language Total	XCC Complete Composite with XET and MT
V Vocabulary	SC Science	CW Conventions of Writing	CC- Complete Composite with ET and M
WA Word Analysis	SS Social Studies	ET English Language Arts Total	XCC- Complete Composite with XET and M
Li Listening		XET Extended English Language Arts Total	
		MT Mathematics Total	
		CT Core Composite with ET and MT	
		XCT Core Composite with XET and MT	
		CT- Core Composite with ET and M	
		XCT- Core Composite with XET and M	

* Level 9 only.

Calculating Score Totals and Composites

Level	If you want to see this total on your score reports...	Then you must administer these tests...	How totals are calculated
Levels 15–17/18 (Grades 9–12)	English Language Arts Total	Reading, Written Expression, Vocabulary	$ET = 0.33 * R + 0.5 * WE + 0.17 * V$
	Mathematics Total	Mathematics, Computation	$MT = 0.67 * M + 0.33 * MC$ If no MC, then $MT = M$
	Core Composite with Mathematics and Computation	Reading, Written Expression, Vocabulary, Mathematics, Computation	$CT = 0.5 * ET + 0.5 * MT$
	Core Composite with Mathematics (no Computation)	Reading, Written Expression, Vocabulary, Mathematics	$CT- = 0.5 * ET + 0.5 * M$
	Complete Composite with Mathematics and Computation	Reading, Written Expression, Vocabulary, Mathematics, Computation, Science, Social Studies	$CC = 0.33 * ET + 0.33 * MT + 0.17 * SC + 0.17 * SS$
	Complete Composite with Mathematics (no Computation)	Reading, Written Expression, Vocabulary, Mathematics, Science, Social Studies	$CC- = 0.33 * ET + 0.33 * M + 0.17 * SC + 0.17 * SS$

Key to Tests:

R Reading
WE Written Expression
V Vocabulary

M Mathematics
MC Computation
SC Science
SS Social Studies

Key to Totals:

ET English Language Arts Total
MT Mathematics Total
CT Core Composite with ET and MT
CT- Core Composite with ET and M

CC Complete Composite with ET and MT
CC- Complete Composite with ET and M

Survey Tests

Calculating Score Totals and Composites			
Level	If you want to see this total on your score reports...	Then you must administer these tests...	How totals are calculated
Levels 7 and 8 (Grades 1 and 2)	Survey Reading Total	Reading	$SR = R$
	Survey Language Total	Language	$SL = L$
	Survey Mathematics Total	Mathematics	$SM = M$
	Survey Total	Reading, Language, Mathematics	$ST = (SR + SL + SM) \div 3$
Levels 9–14 (Grades 3 and 8)	Survey Reading Total	Reading	$SR = R$
	Survey Written Expression Total	Written Expression	$SWE = WE$
	Survey Mathematics Total	Mathematics	$SM = M$
	Survey Total	Reading, Written Expression, Mathematics	$ST = (SR + SWE + SM) \div 3$
Key to Tests:		Key to Totals:	
R	Reading	SR	Survey Reading Total
L	Language	SL	Survey Language Total
M	Mathematics	SM	Survey Mathematics Total
WE	Written Expression	SWE	Survey Written Expression Total
		ST	Survey Total

Level 5/6

For Levels 5/6–8, testing times are approximations, not time limits. These tests are not timed. The approximate working times are provided to help you estimate testing durations for scheduling purposes.

Test	Items	Approximate Working Time (minutes)
Practice Questions	4	10
Vocabulary	27	20
Word Analysis	33	20
Listening	27	30
Language	31	25
Mathematics	35	25
Reading (Part 1)	17	20
Reading (Part 2)	17	20
Totals*	191	170 min. (2 hr. 50 min.)

* Totals include practice questions.

Level 7 Complete/Core

For Levels 5/6–8, testing times are approximations, not time limits. These tests are not timed. The approximate working times are provided to help you estimate testing durations for scheduling purposes. The names of the Core tests are in **bold** text.

Test	Items	Approximate Working Time (minutes)
Vocabulary	26	15
Word Analysis	32	15
Reading (Part 1)	17	20
Reading (Part 2)	18	25
Listening	27	25
Language	34	25
Mathematics (Part 1)	26	25
Mathematics (Part 2)	15	25
Computation	25	25
Social Studies	29	25
Science	29	25
Totals – Complete	278	250 min. (4 hr. 10 min.)
Totals – Core	220	200 min. (3 hr. 20 min.)

Level 7 Survey

For Levels 5/6–8, testing times are approximations, not time limits. These tests are not timed. The approximate working times are provided to help you estimate testing durations for scheduling purposes.

Test	Items	Approximate Working Time (minutes)
Reading	28	35
Language	34	25
Mathematics	29	35
Totals	91	95 min. (1 hr. 35 min.)

Level 8 Complete/Core

For Levels 5/6–8, testing times are approximations, not time limits. These tests are not timed. The approximate working times are provided to help you estimate testing durations for scheduling purposes. The names of the Core tests are in **bold** text.

Test	Items	Approximate Working Time (minutes)
Vocabulary	26	15
Word Analysis	33	15
Reading (Part 1)	18	20
Reading (Part 2)	20	25
Listening	27	25
Language	42	25
Mathematics (Part 1)	26	25
Mathematics (Part 2)	20	25
Computation	27	25
Social Studies	29	25
Science	29	25
Totals – Complete	297	250 min. (4 hr. 10 min.)
Totals – Core	239	200 min. (3 hr. 20 min.)

Level 8 Survey

For Levels 5/6–8, testing times are approximations, not time limits. These tests are not timed. The approximate working times are provided to help you estimate testing durations for scheduling purposes.

Test	Items	Approximate Working Time (minutes)
Reading	30	35
Language	42	25
Mathematics	32	35
Totals	104	95 min. (1 hr. 35 min.)

Levels 9–14 Complete/Core

The names of the Core tests are in **bold** text.

Test	Testing Time (minutes)	Number of Questions					
		Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
Reading ¹	30 + 30	41	42	43	44	45	46
Written Expression	40	35	38	40	43	45	48
Mathematics¹	30 + 30	50	55	60	65	70	75
Science	35	30	34	37	39	41	43
Social Studies	35	30	34	37	39	41	43
Vocabulary	15	29	34	37	39	41	42
Spelling	10	24	27	30	32	34	35
Capitalization	10	20	22	24	25	27	29
Punctuation	10	20	22	24	25	27	29
Computation	20	25	27	29	30	31	32
Word Analysis²	20	33	–	–	–	–	–
Listening²	25	28	–	–	–	–	–
Total Items – Complete		365	335	361	381	402	422
Total Time – Complete		5 hr. 40 min.	4 hr. 55 min.	4 hr. 55 min.	4 hr. 55 min.	4 hr. 55 min.	4 hr. 55 min.
Total Items – Core		305	267	287	303	320	336
Total Time – Core		4 hr. 30 min.	3 hr. 45 min.	3 hr. 45 min.	3 hr. 45 min.	3 hr. 45 min.	3 hr. 45 min.

1 This test is administered in two parts.

2 This test is read aloud by the teacher. The time given is approximate.

Levels 9–14 Survey

Test	Testing Time (minutes)	Number of Questions per Level					
		Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
Reading	30	21	21	22	22	23	23
Written Expression	40	35	38	40	43	45	48
Mathematics	30	26	29	31	34	36	39
Total Items		82	88	93	99	104	110
Total Time		1 hr. 40 min.	1 hr. 40 min.	1 hr. 40 min.	1 hr. 40 min.	1 hr. 40 min.	1 hr. 40 min.

Levels 15–17/18 Complete/Core

The names of the Core tests are in **bold** text.

Test	Testing Time (minutes)	Number of Questions per Level		
		Level 15	Level 16	Level 17/18
Reading	40	40	40	40
Written Expression	40	54	54	54
Mathematics	40	40	40	40
Science	40	48	48	48
Social Studies	40	50	50	50
Vocabulary	15	40	40	40
Computation	20	30	30	30
Total Items – Complete		302	302	302
Total Time – Complete		3 hr. 55 min.	3 hr. 55 min.	3 hr. 55 min.
Total Items – Core		204	204	204
Total Time – Core		2 hr. 35 min.	2 hr. 35 min.	2 hr. 35 min.

Differentiate Accommodations and Modifications

Some students have special needs that may interfere with their ability to demonstrate their true achievement through standard testing procedures. You can administer the *Iowa Assessments* with accommodations or modifications and obtain useful information about student achievement.

A testing **accommodation** refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of a student's special needs or limited English language proficiency on the assessment process, so that the student is assessed on an equal footing with all other students. Accommodations do not change the kind of achievement being measured, but they change how that achievement is measured. For example, the Braille Edition of the *Iowa Assessments* may benefit students who use braille materials regularly with their classroom instruction.

A list of common testing accommodations appears on page 96. Refer to the *Directions for Administration* for suggestions on accommodations appropriate for the assessment and test level(s) you plan to administer.

A testing **modification** is a change made to the content, format, and/or administration procedures of a test to support test-takers who are unable to take the original test under standard conditions. A modification is sometimes necessary when an accommodation is not possible. For example, reading aloud the Reading test represents a modification.

A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. For example, allowing a student to use a calculator on the Computation test is a modification to the standard test administration. Local, school-system, or state policy usually determines how these scores should be interpreted.

Confirm Policies on Testing Accommodations and Modifications

Follow local, school-system, or state guidelines when making decisions about testing accommodations or modifications. School policy or state requirements may determine how scores for students with accommodations and modifications should be handled and documented.

If your school plans to use supplemental coding to identify test accommodations or modifications, codes marked on a student's answer document will appear in the student information area of many score reports. Supplemental coding instructions for your school system or school should specify how to record accommodations or modifications used during testing on a student's answer document after testing is completed. For information on how to plan and mark these codes, refer to the *Supplemental Coding Guide*, available through *DataManager*.

Summary of Testing Accommodations

Accommodations vary by test level and mode of administration. Refer to the *Directions for Administration* or *Directions for Online Administration* for each test level you plan to administer. The table below describes testing accommodations most frequently provided to students with IEPs or Section 504 plans and accommodations sometimes provided to ELL students. This is **not** intended to be a complete listing of all possible testing accommodations.

Note: Accommodations listed below apply to all modes of administration unless otherwise indicated.

Accommodation	Description
Read Aloud	<p>Students with reading disabilities may need to have parts of tests or some complete tests read to them so their disabilities do not interfere with the measurement of their achievement. Under no circumstances should the Reading test be read aloud or signed to a student as an accommodation. To do so would drastically change what the test measures and what the student's score means. There are other exceptions that vary by level; see the <i>Directions for Administration</i> for details. Test administrators should read all or part of other tests aloud when the student's IEP specifies this as an accommodation.</p> <p>Online testing with audio</p> <p>Online testing with audio includes instructions and sample items, or the portions of an assessment that otherwise would be read aloud by a test proctor. The audio available for online testing is not the same as a "read aloud" accommodation. Even with the audio, a student may still require a proctor to read aloud test-item stems and response choices as specified in his or her IEP.</p>
Tested Off Level	<p>Out-of-level testing should be considered for students who, in most curricular areas, are working at an instructional level different from that of their grade peers. For example, a lower-level test may align better with some students' learning opportunities and experiences than the on-level test for their grade.</p>
Assistance with the Answer Document	<p>An assistant or proctor may record a student's answers in the test booklet or answer document if the student is unable to do so because of physical impairment.</p>
Assistance with the Online Test	<p>An assistant or proctor may record a student's answers in the online test if the student is unable to do so because of physical impairment.</p>
Repeated Directions	<p>Directions may be read aloud as many times as is necessary to ensure that students understand what they are supposed to do. There are exceptions, which vary by level; see the <i>Directions for Administration</i> for details. In addition, a test administrator who is fluent in the signing or cueing methods used by the student may need to repeat directions or certain portions of the test administration to clarify procedures for the student.</p> <p>Online testing with audio</p> <p>Levels 5/6–8 and the Level 9 Word Analysis and Listening tests, students may play the directions as many times as necessary to ensure they understand what they are supposed to do.</p>
Extended Time	<p>Some students may need extra time to reduce the effect of a slow work rate on their test performance. Students who use magnifiers, have attention disorders, or need help with word identification or reading are examples. Guidance from the student's IEP should be followed when extended time is needed.</p>

Continued on next page...

Accommodations, *continued*

Accommodation	Description
Separate Location	A separate room should be made available for students who might be distracted by the pace at which their peers work, who may need extra breaks, or who might be disruptive in a larger group.
Test Administered by ELL Teacher or Individual Providing Language Services	This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available if their need was not anticipated at the outset of the test administration.
Provision of English/Native Language Word-to-Word Dictionary	Students may be permitted to use a glossary (no definitions) that translates an English word into the corresponding word in their home language. The need for this assistance is determined by the student's teacher and depends on whether such glossaries are routinely used by the student during classroom assessments.
Large-Print Edition	Students with visual impairments may benefit from the use of a large-print version of the test.
Other	Accommodations noted in a student's IEP but not included in this list may be used. However, they should be used only if doing so will not alter the nature of the achievement the test is intended to measure.

Appendix D

Testing Schedule Worksheets

The worksheets that follow can be used to document preliminary planning of the testing schedule. Use them to determine the following information:

- the span of dates needed to complete testing at each grade level
- the day and general timing (morning or afternoon) each testing session should be scheduled
- the number of students to be tested (to determine how many test administrators, proctors, and testing locations are needed)

Equipped with this information, you can then complete a schedule using the worksheet on the next page to specify scheduling details such as times, locations, and staffing.

Planning Worksheet:
Building:

Grade ___	Level ___	No. of Students ___			
Week 1	M	T	W	TH	F
AM					
PM					

Week 2	M	T	W	TH	F
AM					
PM					

Grade ___	Level ___	No. of Students ___			
Week 1	M	T	W	TH	F
AM					
PM					

Week 2	M	T	W	TH	F
AM					
PM					

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