

Introducing the New
Iowa Assessments™
Language Arts
Levels 9 – 11

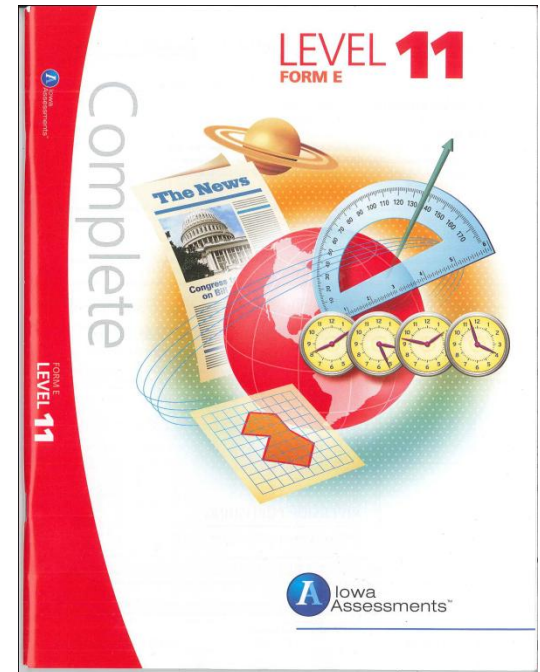
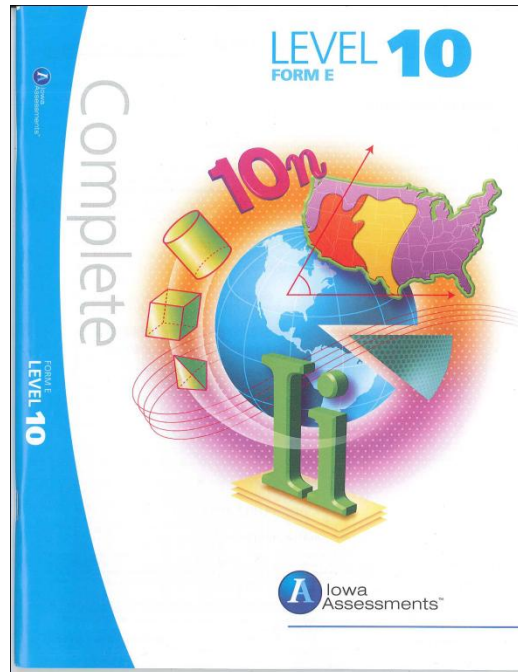
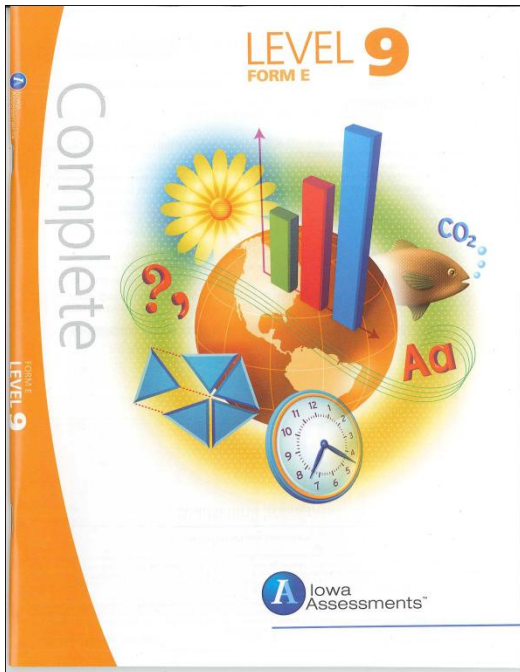


Iowa Testing Programs

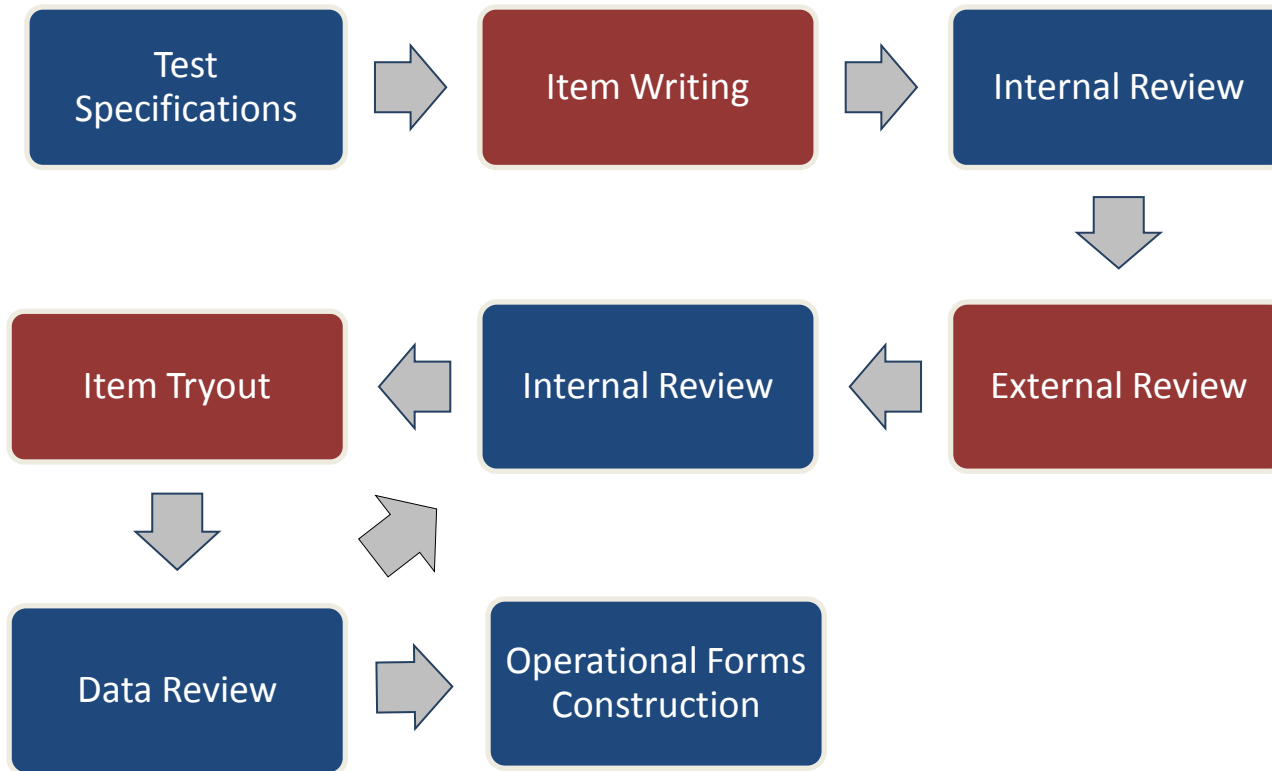
ITP Assessment Tools

- Math Interim Assessments: Grades 3 – 8
 - Administered online
- Constructed Response Supplements
 - Reading, Language Arts, Mathematics at Levels 9 – 17/18
 - Available free of charge in fall 2011
- Iowa Algebra Readiness Assessment (IARA)
 - Administered online
- Iowa End of Course Assessments (IEOC)
 - Administered online
 - Algebra I, Algebra II, Geometry, Matrix Algebra, Probability & Statistics, English Language Arts, Physical Science, Biology, Chemistry, U.S. History, U.S. Government

The Iowa Assessments™



Test Development





New Iowa Assessments™

- New forms
- All new items
- All items written and reviewed by Iowa educators
- All items field tested on Iowa students
- All items align to the Core

<http://www.corecurriculum.iowa.gov/>

Major Changes from Current Forms

All Levels

- New order of tests within the booklet
- Adjusted number of items and administration times
- New page layouts in full color

Levels 9 – 14

- Maps and Diagrams and Reference Materials tests have been dropped.
- Mathematics test (two separately timed parts) has replaced Math Concepts & Estimation and Math Problem Solving & Data Interpretation tests.

Administration Times: Levels 9 – 14

Subject Area	Administration Time
Reading [†]	30 + 30
Written Expression	40
Mathematics [†]	30 + 30
Science	35
Social Studies	35
Vocabulary	15
Spelling	10
Capitalization	10
Punctuation	10
Computation	20
Word Analysis*	20
Listening*	25

[†]Two separate sessions

*Level 9 only

Language Arts

- Written Expression
- Vocabulary
- Conventions of Writing
 - Spelling
 - Capitalization
 - Punctuation
- Level 9 only
 - Word Analysis
 - Listening

Written Expression Domains & Standards

Planning & Organization

- Order of ideas
- Relevance of ideas
- Logic and coherence
- Research

Sentence Structure

- Complete sentences
- Modifier placement
- Parallel constructions
- Combining sentences
- Coordination/subordination

Appropriate Expression

- Conciseness
- Unambiguous references
- Word choice/language suited to purpose
- Correct written language

Usage & Grammar

- Pronouns/plural nouns
- Modifiers
- Verb forms & agreement
- Commonly confused words

Written Expression

Domain	Level 9 Total Items	Level 10 Total Items	Level 11 Total Items
Planning & Organization	6	11	14
Sentence Structure	9	9	7
Appropriate Expression	5	6	5
Usage & Grammar	15	12	14
Total	35	38	40

Cognitive Levels of Items Above	Level 9 Total Items	Level 10 Total Items	Level 11 Total Items
Essential Competencies	20	16	18
Conceptual Understanding	7	8	7
Extended Reasoning	8	14	15

Cognitive Levels

- Essential Competencies

- Identify and/or correct errors in the use of language;
- Recognize correct written language;
- Locate information

Cognitive Levels

- Conceptual Understanding
 - Apply knowledge of sentence construction to a piece of writing;
 - Make basic decisions regarding research for writing

Cognitive Levels

- Extended Reasoning
 - Exercise judgment in researching, structuring, and developing a piece of writing

Vocabulary & Conventions of Writing

	Level 9 Total Items	Level 10 Total Items	Level 11 Total Items
Vocabulary	29	34	37

Conventions of Writing	Level 9 Total Items	Level 10 Total Items	Level 11 Total Items
Spelling	24	27	30
Capitalization	20	22	24
Punctuation	20	22	24

Word Analysis & Listening

Word Analysis	Level 9 Total Items
Phonological Awareness & Decoding	11
Identifying & Analyzing Word Parts	22

Listening	Level 9 Total Items
Literal Comprehension	24
Inferential Comprehension	14

Core (Language): Conventions of Standard English (#1f, grades 4 and up)

“Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.”



Iowa Assessments: Sentence structure—Complete sentences
Cognitive Level: Conceptual Understanding

¹My favorite day last summer was Labor Day, my family took a canoe trip on Maple Creek. ²Mom and my sister were in one canoe. ³Dad and I paddled a second canoe.

⁴Two exciting things happened that day. ⁵First, while we were floating down the creek, we saw two deer on the bank very close to us! ⁶They saw us, but they didn't run away. ⁷Our neighbor Mrs. Mora does not like deer, because they eat the bushes in her yard.

⁸Next, we got a big surprise. ⁹Without warning, storm clouds gathered in the sky, and then the rain came pouring down. ¹⁰My sister and I grabbed our jackets and tried to stay dry while we all paddled to the bank. ¹¹When we got to the car, Dad said, “We look like we fell into the creek instead of canoed on it!”

1 Which choice for writing the underlined part of sentence 1 is best?

- A Labor Day. My family on
- B Labor Day. When my family took
- C Labor Day, when my family took
- D *(No change)*

Core (Writing): Production and Distribution of Writing (#4, grades 3 and up)

“Produce writing in which the development and organization are appropriate to task and purpose.”



Iowa Assessments: Planning & Organization—Relevance of ideas
Cognitive Level: Extended Reasoning

¹My favorite day last summer was Labor Day, my family took a canoe trip on Maple Creek. ²Mom and my sister were in one canoe. ³Dad and I paddled a second canoe.

⁴Two exciting things happened that day. ⁵First, while we were floating down the creek, we saw two deer on the bank very close to us! ⁶They saw us, but they didn't run away. ⁷Our neighbor Mrs. Mora does not like deer, because they eat the bushes in her yard.

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2 Which sentence does not belong in this story?

J Sentence 6

K Sentence 7

L Sentence 8

M Sentence 9

Core (Writing): Production and Distribution of Writing (#4, grades 3 and up)

“Produce writing in which the development and organization are appropriate to task and purpose.”



Iowa Assessments: Planning & Organization—Logic & Coherence
Cognitive Level: Extended Reasoning

¹My favorite day last summer was Labor Day, my family took a canoe trip on Maple Creek. ²Mom and my sister were in one canoe. ³Dad and I paddled a second canoe.

⁴Two exciting things happened that day. ⁵First, while we were floating down the creek, we saw two deer on the bank very close to us! ⁶They saw us, but they didn't run away. ⁷Our neighbor Mrs. Mora does not like deer, because they eat the bushes in her yard.

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3 Choose the best last sentence to add to this story.

- A** All last summer we had a lot of rain.
- B** Maple Creek is also a good place to go fishing.
- C** We were all laughing as we jumped into the car.
- D** Canoeing is fun, but I actually like hiking better.

Core (Language): Conventions of Standard English (#1f, grades 3 and up) “Ensure subject-verb and pronoun-antecedent agreement.”



Iowa Assessments: Usage & Grammar—Verb forms & agreement
Cognitive Level: Essential Competencies

Directions: If you find a mistake, fill in the circle on your answer folder that has the same letter as the **line** with the mistake.

- 4 **A** On the first day of school,
 B all the hallways was packed.
 C No one was sure where to go.
 D *(No mistakes)*

Answer Folder Changes

- Colors are being used to help teachers more easily verify that the correct form is being used.
- The optional section for tryout items is now located in the interior of the answer folders. Use the adjacent “Other Information” box to grid in the tryout form number.

A sample of an orange answer folder form. It features a large grid at the top for marking answers, with columns for question numbers and rows for individual items. Below the grid are several smaller sections for recording scores and other information.A sample of a blue answer folder form. It features a large grid at the top for marking answers, with columns for question numbers and rows for individual items. Below the grid are several smaller sections for recording scores and other information.A sample of a red answer folder form. It features a large grid at the top for marking answers, with columns for question numbers and rows for individual items. Below the grid are several smaller sections for recording scores and other information.



Scratch paper

- Each student should have a supply of scratch paper for all testing sessions.
- Collect all scratch paper after each session.
- Destroy all used scratch paper.

Security

- Test booklets are **SECURE** materials.
- **NO** booklets are to be retained at the district or school level.

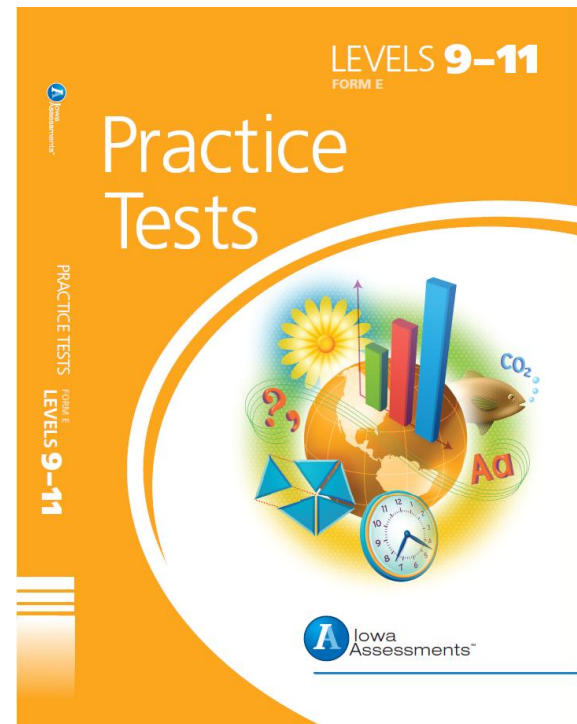
Security

For security reasons, tests may be viewed on only two occasions:

1. When students are taking an assessment
 - Order only enough materials to test your students.
2. When educators are reviewing Item Analysis Reports (Item Response Record)
 - Contact ITP for review copies.

Level 9 – 11 Practice Tests

- Reading
- Written Expression
- Mathematics
- Science
- Social Studies
- Vocabulary
- Spelling
- Capitalization
- Punctuation
- Computation



Details

- This presentation will be available on the Iowa Testing Programs website at <http://itp.education.uiowa.edu>.
 - Contact your testing coordinator if you need assistance gaining access to secure areas of this site.
- A list of Frequently-Asked-Questions (FAQs) is posted on our website and will be updated frequently.
- Contact iowa-testing-programs@uiowa.edu with any additional questions.