

Introducing the New  
Iowa Assessments™  
Reading  
Levels 9 – 11

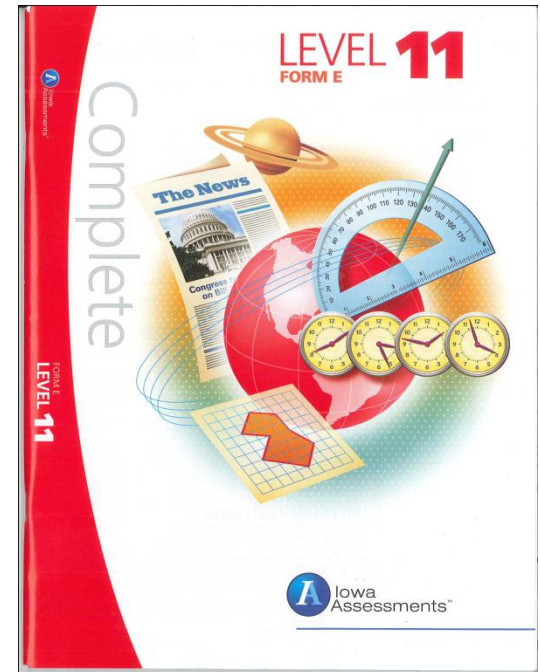
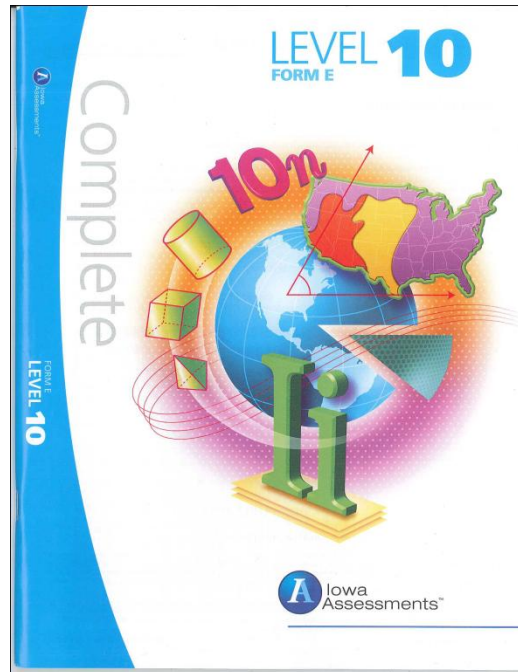
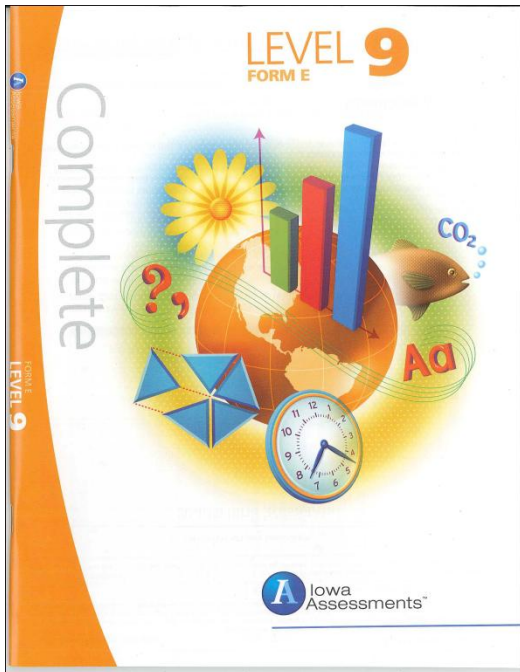


**Iowa Testing Programs**

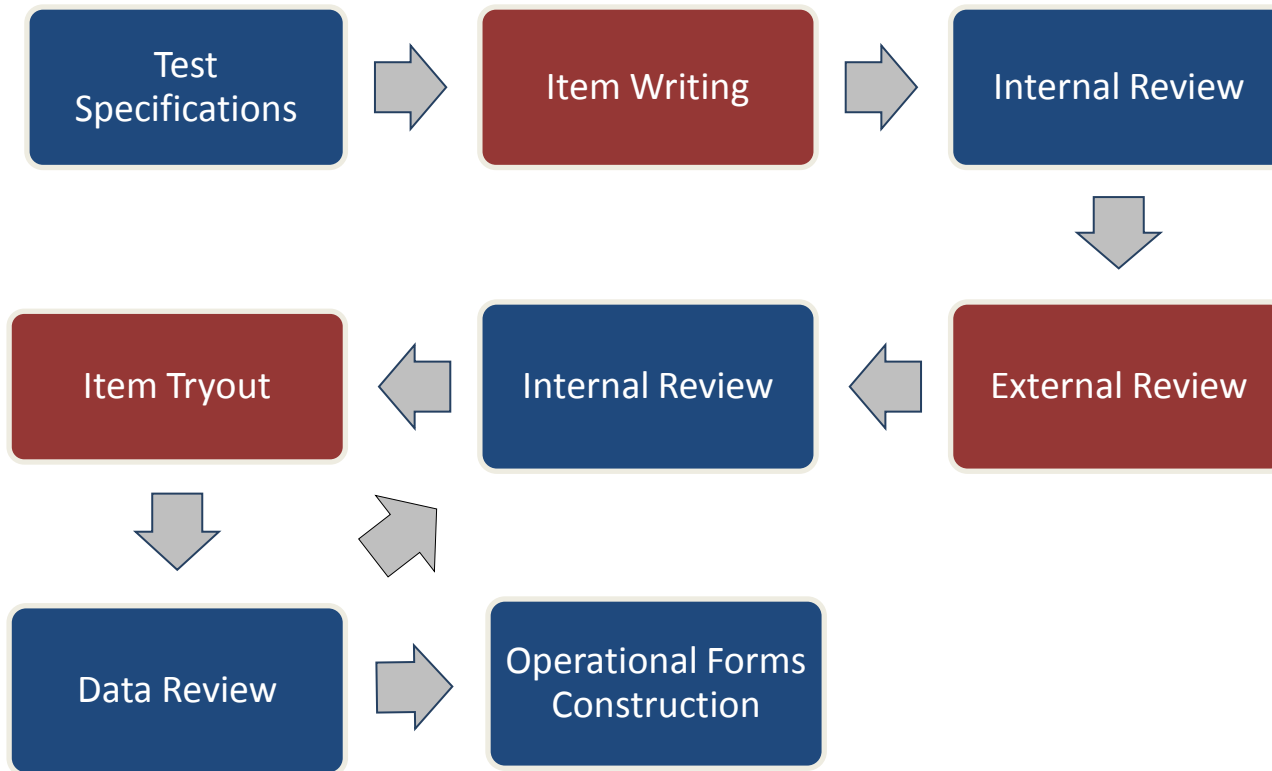
# ITP Assessment Tools

- 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 <sup>†</sup>	30 + 30
Written Expression	40
Mathematics <sup>†</sup>	30 + 30
Science	35
Social Studies	35
Vocabulary	15
Spelling	10
Capitalization	10
Punctuation	10
Computation	20
Word Analysis*	20
Listening*	25

<sup>†</sup>Two separate sessions

\*Level 9 only

# Reading: Levels 9 — 14

- Administered in two separately timed sessions
- Consists of 8 reading passages evenly split between the two sessions
- Includes both literary and informational texts



# Reading Domains & Standards

## Key Ideas

- Identify central ideas and their support
- Synthesize or summarize information
- Connect or extend ideas

## Explicit Meaning

- Recognize stated information
- Understand stated information

## Implicit Meaning

- Draw conclusions or make inferences
- Discern traits, feelings, or motives
- Make predictions

## Author's Craft

- Understand text features, structures, style, or tone
- Identify purpose or viewpoint; distinguish fact from opinion
- Understand literary devices and elements
- Interpret nonliteral language

## Vocabulary

- Use context to determine meaning

# Reading

Domain	Level 9 Total Items	Level 10 Total Items	Level 11 Total Items
Key Ideas	7	6	8
Explicit Meaning	16	15	13
Implicit Meaning	9	11	10
Author's Craft	5	5	8
Vocabulary	4	5	4
Total	41	42	43

Cognitive Levels of Items Above	Level 9 Total Items	Level 10 Total Items	Level 11 Total Items
Essential Competencies	13	11	10
Conceptual Understanding	21	24	26
Extended Reasoning	7	7	7

# Cognitive Levels

- **Essential Competencies**
  - **Recognize or identify basic information**

# Cognitive Levels

- **Conceptual Understanding**
  - **Use more complex thought processes in interpreting text, determining important ideas, or reading between the lines**

# Cognitive Levels

- **Extended Reasoning**
  - **Use critical thinking in judging, evaluating, or analyzing text or in integrating ideas within and beyond the text**

## Core (Reading Literature): Key Ideas & Details (#3, grade 3)

“Describe characters in a story, e.g., their traits, motivations, or feelings . . .”



**Implicit Meaning:** Discern traits/feelings/motives

**Cognitive Level:** Conceptual Understanding

“Jerry, are you sure you know what you’re doing?”  
Bryan asked.

I was bent over his T-shirt, needle and thread in hand. “How hard can it be?” I answered. “I’ve seen Grandma do this hundreds of times.” Finally I knotted the thread and cut it. All that was left of the long tear just below the neck was a jagged line of stitches. I tossed Bryan his shirt. “Put it on. No one will ever know there was a problem.”

The apartment door opened, and Mom came in carrying a basket of clean laundry. She smiled at Bryan over my shoulder. “It looks like you two are inventing a new kind of shirt that can keep someone’s head warm, too. But I do see one problem!”

➔ What was she talking about? I looked at Bryan. His arms were through the sleeves and thrashing wildly, but his head was stuck. I had stitched the front and back of his shirt together! Mom and I burst out laughing, and from inside the shirt Bryan joined in.

**1 How does Jerry act at the beginning of the story?**

- A** Sure that he knows what to do
- B** Surprised at how hard the job is
- C** Hopeful that Grandma will help him
- D** Worried that he will make a mistake

## Core (Reading Literature): Craft & Structure (#4, grades 3 and up)

“Determine the meaning of words and phrases as they are used in a text . . .”



**Vocabulary:** Use context to determine meaning

**Cognitive Level:** Essential Competencies

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Bryan asked.

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The apartment door opened, and Mom came in carrying a basket of clean laundry. She smiled at Bryan over my shoulder. “It looks like you two are inventing a new kind of shirt that can keep someone’s head warm, too. But I do see one problem!”

→ What was she talking about? I looked at Bryan. His arms were through the sleeves and thrashing wildly, but his head was stuck. I had stitched the front and back of his shirt together! Mom and I burst out laughing, and from inside the shirt Bryan joined in.

**2** In the line marked with →, the word “thrashing” is closest in meaning to

**J** resting.

**K** hanging.

**L** waving.

**M** throwing.

## Core (Reading Literature): Key Ideas & Details (#1, grade 3)

“... answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.”



**Explicit meaning:** Recognize stated information

**Cognitive Level:** Conceptual Understanding

“Jerry, are you sure you know what you’re doing?”  
Bryan asked.

I was bent over his T-shirt, needle and thread in hand. “How hard can it be?” I answered. “I’ve seen Grandma do this hundreds of times.” Finally I knotted the thread and cut it. All that was left of the long tear just below the neck was a jagged line of stitches. I tossed Bryan his shirt. “Put it on. No one will ever know there was a problem.”

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**3 Which picture shows how Bryan looks at the end of the story?**

**A**



**B**



**C**



**D**





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



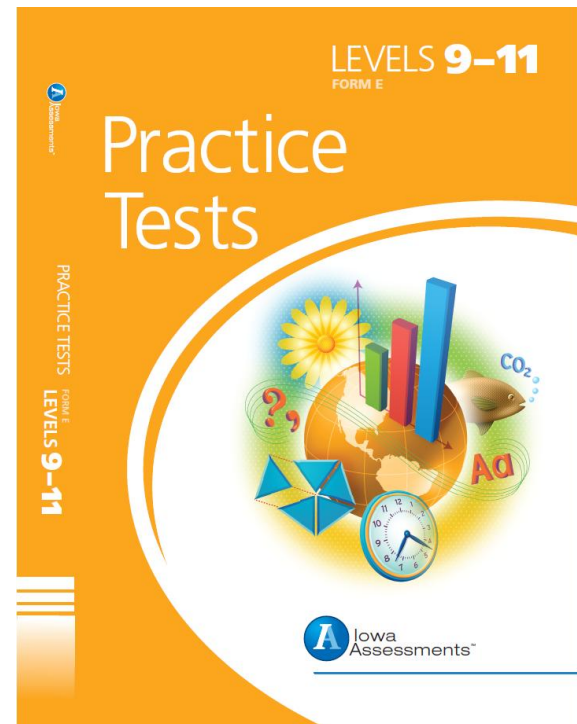
# Security

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 the 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](mailto:iowa-testing-programs@uiowa.edu) with any additional questions.