

Introducing the New
Iowa Assessments™
Reading
Levels 12 – 14

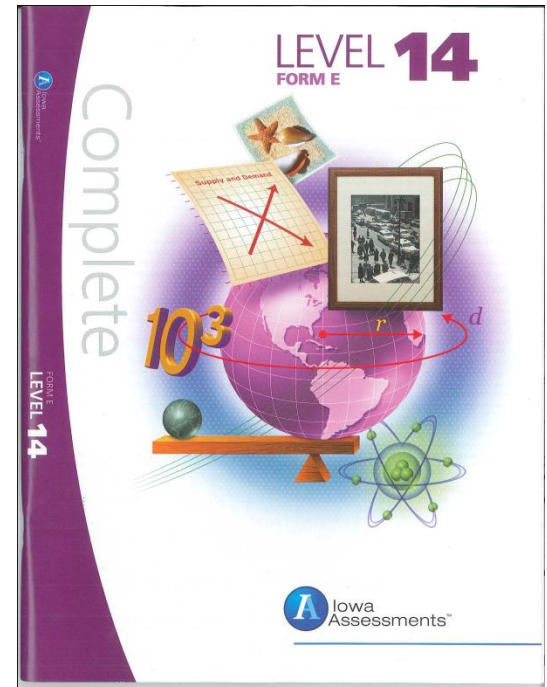
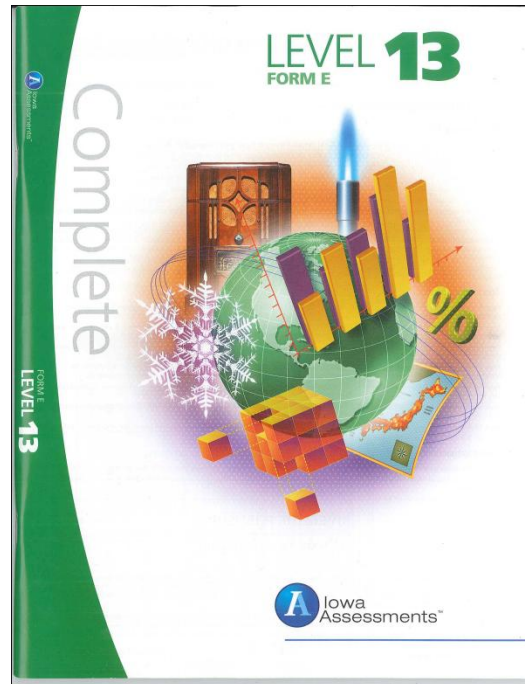
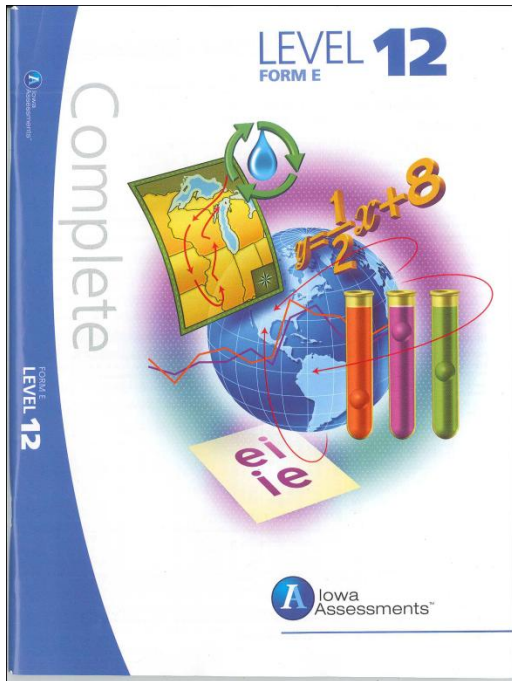


Iowa Testing Programs

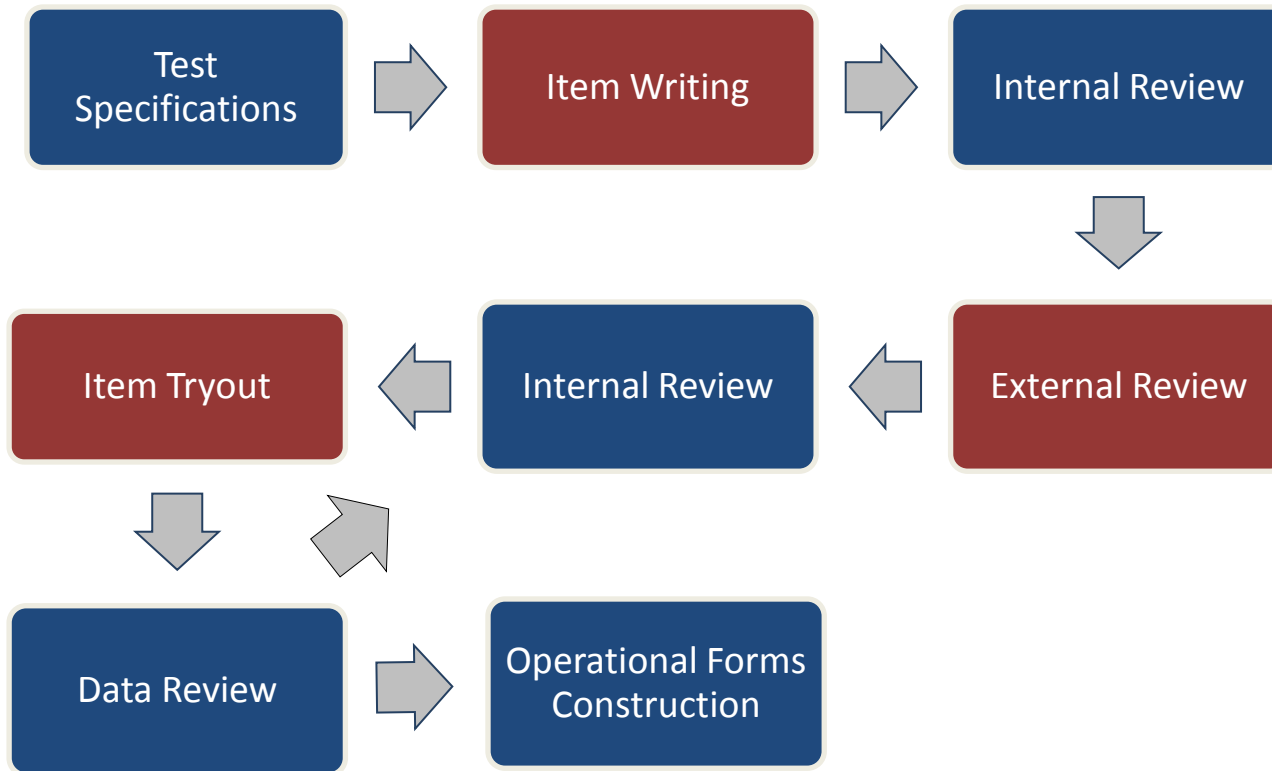
ITP Assessment Tools

- 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

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 12 Total Items	Level 13 Total Items	Level 14 Total Items
Key Ideas	11	9	9
Explicit Meaning	9	10	11
Implicit Meaning	10	11	9
Author's Craft	9	10	13
Vocabulary	5	5	4
Total	44	45	46

Cognitive Levels of Items Above	Level 12 Total Items	Level 13 Total Items	Level 14 Total Items
Essential Competencies	9	10	10
Conceptual Understanding	27	28	28
Extended Reasoning	8	7	8

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 (Informational Text): Craft & Structure (#4, grades 5 and up)

“Determine the meaning of general academic and domain-specific words and phrases in a text . . .”



Vocabulary: Use context to determine meaning

Cognitive Level: Conceptual Understanding

Bright lights shine all night in cities, making it easy to work and travel after dark. But unnecessary light at night can be a form of pollution.

As cities have become more brightly lit, stars have become less visible. The nighttime glow of large cities can make the dimmer stars hard to see, even from uninhabited areas many miles from the cities. A truly dark night sky has become as hard to find as unspoiled wilderness. Astronomers now must put their telescopes on islands or high mountains.

Light pollution also affects animals. Newly hatched sea turtles normally make their way from the beach to the safety of the ocean by heading for the natural light reflected on the water. Bright lights on the land, however, can disorient the baby turtles, leading them away from the ocean.

Some cities are trying to reduce light pollution. Covering outdoor lights with shades that direct light downward and turning off unneeded lights are two small ways to help bring back a darker night sky.

1 In the line marked with →, what does “disorient” mean?

- A Hide
- B Comfort
- C Weaken
- D Confuse

Core (Informational Text): Key Ideas & Details (#2, grade 6)

“Determine a central idea of a text . . .”



Key Ideas: Identify central ideas and their support

Cognitive Level: Conceptual Understanding

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Some cities are trying to reduce light pollution. Covering outdoor lights with shades that direct light downward and turning off unneeded lights are two small ways to help bring back a darker night sky.

2 Which sentence states the main idea of this passage?

- J** As cities grow, they use more electricity for lighting.
- K** Many animals take cues from the light around them.
- L** Turning off lights at night is a good way to save energy.
- M** Large amounts of nighttime light can have unwanted effects.

Core (Informational Text): Craft & Structure (#5, grade 7)

“Analyze the structure an author uses to organize a text . . .”



Author's Craft: Understand text features, structures, style, or tone

Cognitive Level: Extended Reasoning

Bright lights shine all night in cities, making it easy to work and travel after dark. But unnecessary light at night can be a form of pollution.

As cities have become more brightly lit, stars have become less visible. The nighttime glow of large cities can make the dimmer stars hard to see, even from uninhabited areas many miles from the cities. A truly dark night sky has become as hard to find as unspoiled wilderness. Astronomers now must put their telescopes on islands or high mountains.

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Some cities are trying to reduce light pollution. Covering outdoor lights with shades that direct light downward and turning off unneeded lights are two small ways to help bring back a darker night sky.

3 How is the third paragraph organized?

- A It contrasts two different ideas.
- B It explains the solution to a problem.
- C It gives an example to support its main point.
- D It explains the history of a current problem.

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 blue answer folder form with a large grid for marking answers. It includes a header section with fields for student information and a section for marking answers. The form is designed for easy use and verification.A green answer folder form with a large grid for marking answers. It includes a header section with fields for student information and a section for marking answers. The form is designed for easy use and verification.A purple answer folder form with a large grid for marking answers. It includes a header section with fields for student information and a section for marking answers. The form is designed for easy use and verification.



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.



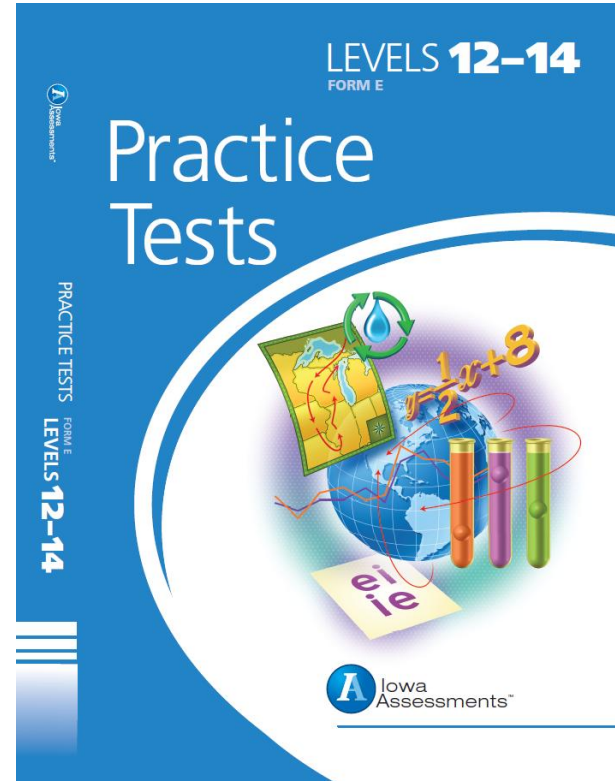
Security

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 12 – 14 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 with any additional questions.