Presentation to the Iowa Assessment Task Force

Steve Dunbar
David Henkhaus
Catherine Welch
September 17, 2014
b. A set of core academic indicators in mathematics and reading in grades four, eight, and eleven, a set of core academic indicators in science in grades eight and eleven, and another set of core indicators that includes but is not limited to graduation rate, postsecondary education, and successful employment in Iowa.

(2) Notwithstanding subparagraph (1), for the school year beginning July 1, 2016, and each succeeding school year, the rules shall provide that all students enrolled in school districts in grades three through eleven shall be administered an assessment during the last quarter of the school year that at a minimum assesses the indicators identified in this paragraph “b”; is aligned with the Iowa common core standards in both content and rigor; accurately describes student achievement and growth for purposes of the school, the school district, and state accountability systems; and provides valid, reliable, and fair measures of student progress toward college or career readiness.
State of Iowa Requirements
House File 215

- Reading in grades 4, 8, and 11
- Mathematics in grades 4, 8 and 11
- Science in grades 8 and 11
- Aligned with the Iowa Core in content and rigor
- Valid, reliable and fair
- Accurately describes growth and achievement
- Measures college and career readiness
Next Generation Iowa Assessments

Talking Points

Design Considerations
- Process
- Specifications

Accessibility

Administration

Reporting
- Costs/Timelines
Process

- Universal design principles
- Content reviews
- Alignment review
- Sensitivity reviews
  - Specifications
  - Passages/Stimulus Materials
  - Items
  - Forms
- Pilot, field and beta testing
- Standard setting
Educational standards define the domain of content for the NGIA
Alignment Process

- Creation of test specifications that define the content areas and cognitive processes to be measured by the NGIA
- Development of test materials (items and scoring rubrics) by Iowa educators that measure critical aspects of the Iowa Core, initial alignment at item writing
- Alignment of individual items to the Iowa Core by review panel (7 to 10 individuals) at standards, DOK and domain levels
- Post test assembly review of these alignments at the form level
Students in all Iowa districts invited to participate from 2011–2014

Ongoing field testing through 2015

Beta test of NGIA Program in 2016
Involvement of Iowa Educators in NGIA Development

Over 600 Iowa educators
- Item writing
- Item review
- Item alignment
- Scoring student responses
Guidelines for Specifications

- **ELA**
  - Balance of text types (informational and literary)
  - Appropriate levels of text complexity (quantitative and qualitative indicators)
  - Use evidence from texts
  - Assess a range of cognitive demands (DOK 1–3)

- **Mathematics**
  - Focus on content required for next levels
  - Connecting practice to content
  - Balance of concepts, applications and procedures
  - Assess a range of cognitive demands (DOK 1–3)
Item Types

- Variety of item types
  - Constructed-response
  - Technology-enhanced
  - Extended-response
  - Selected-response

- Complement of item types to enhance coverage of the Iowa Core while maintaining necessary technical characteristics
## ELA Specifications

### Number of Items for NG/IA ELA/Literacy Assessment by Item Type

<table>
<thead>
<tr>
<th>Test</th>
<th>ELA/Literacy Domains</th>
<th>Item Type</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Integration of Knowledge and Ideas</td>
<td>SR</td>
<td>6-8</td>
<td>6-8</td>
<td>6-8</td>
<td>7-9</td>
<td>7-9</td>
<td>7-9</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CR</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TE</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Craft and Structure</td>
<td>SR</td>
<td>10-12</td>
<td>10-12</td>
<td>10-12</td>
<td>11-13</td>
<td>11-13</td>
<td>11-13</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>Conventions of Standard English /</td>
<td>SR</td>
<td>20-24</td>
<td>20-24</td>
<td>22-26</td>
<td>22-26</td>
<td>24-28</td>
<td>24-28</td>
<td>28-32</td>
</tr>
<tr>
<td></td>
<td>Knowledge of Language</td>
<td>TE</td>
<td>3-5</td>
<td>3-5</td>
<td>5-7</td>
<td>5-7</td>
<td>6-8</td>
<td>6-8</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Acquisition and Usage</td>
<td>SR</td>
<td>10-12</td>
<td>10-12</td>
<td>10-12</td>
<td>11-13</td>
<td>11-13</td>
<td>12-14</td>
<td>14-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TE</td>
<td>2-3</td>
<td>2-3</td>
<td>2-3</td>
<td>2-3</td>
<td>2-3</td>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>Writing</td>
<td>ER</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>DOK</td>
<td>Level 1 (%)</td>
<td></td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Level 2 (%)</td>
<td></td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Level 3 (%)</td>
<td></td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
### Math Specifications

<table>
<thead>
<tr>
<th>Math Domains</th>
<th>Item Type</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>SR</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>0-1</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Number and Operations in Base Ten</td>
<td>SR</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Number and Operations – Fractions</td>
<td>SR</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>SR</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>SR</td>
<td>6-8</td>
<td>7-9</td>
<td>8-10</td>
<td>9-11</td>
<td>10-12</td>
<td>11-13</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Ratios and Proportional Relationships</td>
<td>SR</td>
<td>9-11</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>The Number System (Number and Quantity)</td>
<td>SR</td>
<td>9-11</td>
<td></td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td></td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td></td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td>SR</td>
<td>9-11</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>SR</td>
<td>9-11</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Functions</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOK Level 1 (%)</td>
<td></td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>DOK Level 2 (%)</td>
<td></td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>DOK Level 3 (%)</td>
<td></td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
Measure the lengths of the bars in the diagram below using the ruler.

Students are required to generate data.

Make a line plot to display measurements in fractions of a unit.

- Dragging tool facilitates quick construction of the line plot
- TE format makes it easier and less frustrating for students to create legible graphs
- Automated scoring is cost efficient
- Partial credit scoring is possible

Construct the line plot that summarizes the lengths of the measurements.
Mr. Anders is buying bananas for the school picnic. He has $9.50 to spend. Bananas cost $0.50 per pound. Draw the graph that represents all possible values for the number of pounds of bananas that Mr. Anders can afford to buy.

Number of Pounds of Bananas

- Students select the appropriate line symbol
- Drag, drop, and move functionality
- The position of the line and its endpoints can be moved after dropping

User-friendly format and functionality engages students, and reduces test anxiety.
The original price of a shirt was $30. The store now has it on sale for 40% off. Clara has a coupon for 25% off all sale prices. **In the box below, write an equation to show the percent of the original price \((p)\) that Clara will pay for the shirt before tax.**

**Students must synthesize information and generate an equation.**
Iowa Core Alignment: Domain: High School — Algebra; Reasoning with Equations and Inequalities; HSA.REI: Represent and solve equations and inequalities graphically.

Depth of Knowledge: 2

Consider the system of inequalities $y \leq 2x - 4$ and $y \geq x^2 - 8$.

On the grid below, plot:
1. the graphs used to solve the system, and
2. a point which represents one possible solution to the system.

Higher levels of mathematical reasoning can be measured when items include combinations of plotting tools.

These points were used to construct the graphs. Even though they represent possible solutions to the system, students have to plot an additional point.
Iowa Core Alignment: Domain: High School — Geometry; Congruence; HSG.CO: Understand congruence in terms of rigid motion.

Depth of Knowledge: 3

A hiker wants to estimate the distance across a deep ravine (PR). To do so, the hiker measures NO and marks R as its midpoint. The hiker also estimates ∠N to a point that is directly across the ravine from point R and marks the same angle from ∠O.

Why does measuring RQ provide an estimate for the distance across the ravine? Write the answer in the box below.

Students must explain how the criteria for triangle congruence can be used to solve real-world problems.
1. Why does measuring $\overline{RQ}$ provide an estimate for the distance across the ravine? Write the answer in the box below.

$\overline{RQ} = \overline{PR}$. This is do to me knowing that $\overline{NR} = \overline{RO}$ and $\angle R = \angle R$. Also I know that $\overline{ PQ} \perp \overline{NQ}$. That then makes $\overline{OQ} = \overline{NP}$ and $\angle Q = \angle P$ making the triangles similar triangles.

Because, $\overline{NR} = \overline{RO}, \angle D = \angle N, \angle ORQ = \angle NRP$ so ASA allows you to prove they are congruent triangles so $\overline{PR} = \overline{RQ}$.
Reread the passage that excerpts Catherine Schubert’s diary of her Overlander journey. Write an essay in which you explain how the journey across country in 1862 differs from a trip someone might take across country today. Be sure to use details, examples, and quotes from the passage and from your own experience and knowledge to support your explanation. When you have finished writing, review your essay to check for correct spelling, punctuation, and grammar.

Students complete a piece of extended writing, drawing evidence from text they have read.
Put these events from Catherine's diary in order. Sort them by dragging so the earliest event is on the top and the last event is on the bottom.

- Catherine gives birth to Rose.
- Catherine leaves Fort Garry.
- Catherine loses a tooth.
- Catherine travels by raft

Students drag and drop answer options to reorder events as they occurred.
The Language test assesses student understanding of Conventions of Standard English, Usage, and Vocabulary.

Directions: Click on each box in the story below to see a list of answer options, then select the best option as your answer.

Last year my mom got a great new job, and my family moved from Illinois to Ohio. Before we left, my brother and I packed everything from our closet and dresser into big boxes. On moving day, a big truck pulled up in front of our building.

When the truck was full and our apartment was empty, we piled into our car and drove to Ohio.

Finally we arrived at our beautiful new apartment in a neighborhood filled with trees.

Because the truck with all our furniture and belongings hadn't come yet, the first night we slept in sleeping bags on the floor. Once my brother had his clothes and his sports equipment put away, he announced, "This feels like home!"
The passage suggests that adobe buildings are suited for the unique American Southwest natural environment. Describe this southwest natural environment, providing at least three specific descriptive details from the passage.

**Constructed-response items require students to analyze text and cite evidence from passages to support their answers.**

Detail 1: __________________________________________

Detail 2: __________________________________________

Detail 3: __________________________________________
Lately, there has been frequent debate about electronic books (e-books) versus traditional print books and people are asking a lot of questions—Are e-books just a fad? Will e-books replace print books? Which kind of book is better? Following this page are several articles pulled from different sources that provide information about electronic and print books. Read and study the articles and figures provided, thinking about the benefits and drawbacks of each kind of book format. Then, write an essay explaining which kind of book format you think is better.

Think carefully about what reasons will help others understand your point of view. Be sure to use facts, details, examples, and quotes from the articles to support your position. Drawing on all the resources available to you, write the best essay you can to explain your choice of traditional print book or e-book as the better format for books.
Article 1  Top 5 Reasons Why Print Books are Preferable to Electronic Books

1. **Print books are always available** – Conditions are never too hot or too cold to read a print book, though electronic technology like e-readers can stop working in some conditions. Plus, there are no batteries in a print book to run down.

2. **You can write in print books** – Margin notes and underlining/highlighting help readers identify important parts to return to easily, whether for personal reference, to share with a friend, or to study for a test.

3. **The print book is yours** – You can keep it forever, loan it to a friend, or resell it when you finish

Article 2  e-books are the Answer

If you are interested in convenience, electronic books (e-books) are just what you need. Buying new titles happens at a click of a button and your new purchases download right to the same e-reader, tablet, or computer you ordered them on. Book shopping can be completed in less than five minutes and can be done 24 hours a day, every day. This means that practically at any time and in any place you can have the book you want almost immediately. But the convenience doesn’t stop there. Storing books is even easier than buying them—they stay on your electronic

Article 3  New Bill to Help Cut College Costs

In 2014, Senators Dick Durbin from Illinois and Al Franken from Minnesota proposed the Affordable College Textbook Act, a bill designed to expand use of “open textbooks” at colleges and universities. Open textbooks refer to electronic textbooks made available online for the public to use for free. The senators perceived a need for open textbooks after learning of the high cost of college textbooks, which can be $1,000–$1,500 per year on top of

---

Students read several related articles that form the basis of evidence-based extended writing tasks.
Next Generation Iowa Assessments

Talking Points

- Design Considerations
  - Process
  - Specifications
  - Administration

- Accessibility

- Costs/Timelines

- Reporting
Administration Options

- Online and paper/pencil
- Local decisions to administer one or both depending upon technology and timelines
- Comparability studies
# Online Accommodations

<table>
<thead>
<tr>
<th>Examples of Available Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zoom Text</strong></td>
</tr>
<tr>
<td><strong>Color Contrast</strong></td>
</tr>
<tr>
<td><strong>Answer Masking</strong></td>
</tr>
<tr>
<td><strong>Graphics Descriptions</strong></td>
</tr>
<tr>
<td><strong>Line Readers</strong></td>
</tr>
<tr>
<td><strong>Text-to-Speech/TTS</strong></td>
</tr>
</tbody>
</table>
**Paper/Pencil Accommodations**

<table>
<thead>
<tr>
<th>Examples of Acceptable Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille</td>
</tr>
<tr>
<td>Large Print</td>
</tr>
<tr>
<td>Scribes</td>
</tr>
<tr>
<td>Read-aloud (including text-to-speech)</td>
</tr>
<tr>
<td>Extended time</td>
</tr>
</tbody>
</table>

Assistive Technology: amplification equipment; noise buffers; magnifying devices; non-calibrated rule or template; communication boards or devices; talking calculators; speech-to-text software or devices; audio file; auditory trainer, electronic dictionaries; signing avatar, screen readers
Costs

- Costs to State
  - Direct (Administration and Scoring)
- Costs assumed by ITP
  - Design and content development
- Influences on costs
  - Model Based
  - Online versus paper/pencil
  - Customizable Iowa Core (unique)
## NGIA Administration Models for Consideration

<table>
<thead>
<tr>
<th>Administration mode</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
<th>Model 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image 9x478 to 639x503]</td>
<td>Paper/pencil</td>
<td>Online</td>
<td>Paper/pencil</td>
<td>Online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing items</th>
<th>Secure</th>
<th>Secure</th>
<th>Partial release</th>
<th>Partial release</th>
</tr>
</thead>
</table>

| Scoring | Centrally scored <br>Trained readers | Automated scoring engine (ASE) for all items that can be validly accommodated by this approach <br>Centrally scored with trained readers for those that cannot be validly scored by ASE | Combination of central and local scoring (building, district, AEA) <br>Professional development opportunities for teachers <br>Scoring materials provided to teachers | Automated scoring engine (ASE) for all items that can be validly accommodated by this approach <br>Combination of central and local scoring (building, district, AEA) <br>Professional development opportunities for teachers <br>Scoring materials provided to teachers |

<table>
<thead>
<tr>
<th>Types of Report</th>
<th>Reports provided by ITP</th>
<th>Immediate online reports for ASE items; reports provided by ITP for all other items</th>
<th>Reports provided by ITP</th>
<th>Immediate online reports for ASE items, reports provided by ITP for all other items</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Information Provided</th>
<th>All scores &lt;br&gt;Students do not receive papers</th>
<th>All scores &lt;br&gt;Students do not retain responses</th>
<th>All scores &lt;br&gt;Student receives paper with diagnostic feedback</th>
<th>All scores &lt;br&gt;Student receives paper with diagnostic feedback</th>
</tr>
</thead>
</table>

| Turnaround time | 2 to 3 weeks | 2 to 3 weeks | As determined by district | As determined by district |
**Timelines**

Assessment validated for multiple purposes  
*Ongoing*

Beta test  
2016

Reporting technologies  
2013–2016

New item types  
2013–2016

Online capabilities  
2012–2016

New development  
2011–2015
Next Generation Iowa Assessments

Talking Points

Design Considerations
- Process
- Specifications

Accessibility

Administration

Reporting
- Costs/Timelines
Next Generation Iowa Assessments Reports

✓ Guided by desire to inform instruction
  ▪ Aligned to the Iowa Core
  ▪ Emphasis on accessible and accurate reporting

✓ Guided by the quality of the information provided to users
  ▪ Emphasis on measuring and evaluating growth
  ▪ Emphasis on college and career readiness
  ▪ Structured to meet federal accountability reporting requirements

✓ Supported with professional development opportunities

✓ Responsive to Iowa’s needs
Research Studies to Validate Interpretations and Uses

- Providing reliable and valid scores at the total test, domain, DOK and claim levels
- Measuring progress and tracking growth with a vertically scaled assessment
- Predicting college readiness
- Monitoring gaps on constructed-response and technology-enhanced items
- Supporting valid interpretations through report and data management
Performance Summary for Tyler Petrie

Iowa Core Summative
Grade: 7
Class: Jennifer Jacoby
Building: Monroe Middle School

System: Golden Oaks CSD
State: IA

Interpretive Guidance
The information on this report summarizes Tyler's proficiency on the Iowa Core Summative Assessment for Mathematics.
- A total score is reported for Mathematics.
- Domain-level scores are reported for more specific content based on standards in the Iowa Core.

Mathematics Proficiency Level
Standard Score (SS) Graph
134 224 279 327

Mathematics College Readiness Indicator
Standard Score (SS) Graph
134 267 327
College Readiness Indicator: On Track for College Readiness!

Mathematics Domain Scores
Ratios and Proportional Relationships
Percent Correct Graph
10 20 30 40 50 60 70 80 90
Points Eearned: 15 out of 18  T Average Score: 8.2 out of 18
Percent of Points Earned: 83%

Statistics and Probability
Percent Correct Graph
10 20 30 40 50 60 70 80 90
Points Eearned: 13 out of 18  T Average Score: 12.3 out of 18
Percent of Points Earned: 72%
# Iowa Testing Programs

(Individual report)

Name: JOSEPH  
District:  
Building:  
State ID:  
Grade: 11 (year: 2013-2014)

Date Created: 9/16/2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>324</td>
<td>336</td>
<td>321</td>
<td>12</td>
<td>-3</td>
<td>327</td>
</tr>
<tr>
<td>Mathematics</td>
<td>321</td>
<td>328</td>
<td>343</td>
<td>7</td>
<td>22</td>
<td>348</td>
</tr>
</tbody>
</table>

Copyright © 2014 Iowa Testing Programs. Please visit itp.education.uiowa.edu for more information.
# Professional Development

<table>
<thead>
<tr>
<th>Annual Workshops</th>
<th>Annual workshops provided to AEA, district or school staff: Changes to assessments Interpretation of results Online training eITP training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customized Professional Development</td>
<td>Direct, customized trainings to AEA, district or school staff: Interpretation of results Alignment to local curriculum Local growth interpretations</td>
</tr>
<tr>
<td>Documents</td>
<td>Accessible documents via ITP’s website include: Training materials Interpretive Guides Research Guides and Bulletins Powerpoint Presentations All information is available locally and can be copied to meet the local needs</td>
</tr>
<tr>
<td>Webinars</td>
<td>Support on topics that are effectively addressed at a distance: Data management Calculation of local norms Interpretation and calculation of growth goals Using eITP to monitor growth and readiness</td>
</tr>
</tbody>
</table>
Concluding Comments

- State of Iowa solution for Iowa’s students and educators
- Commitment to serving Iowa educators through professional development
- Reporting levels of information that are actionable by many audiences
- Tangible validity evidence for growth and postsecondary readiness