

Introducing the New  
Iowa Assessments™  
Reading  
Levels 15 – 17/18

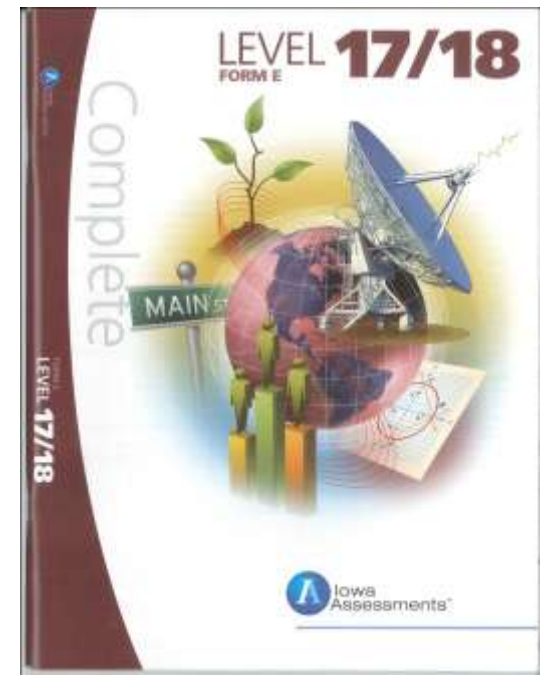
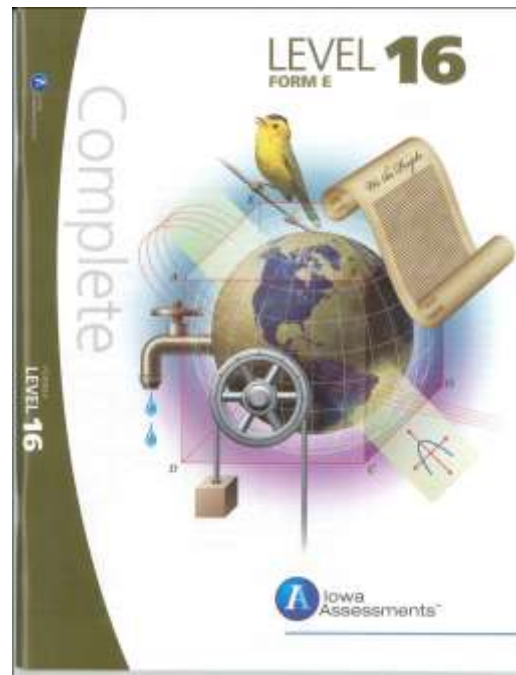
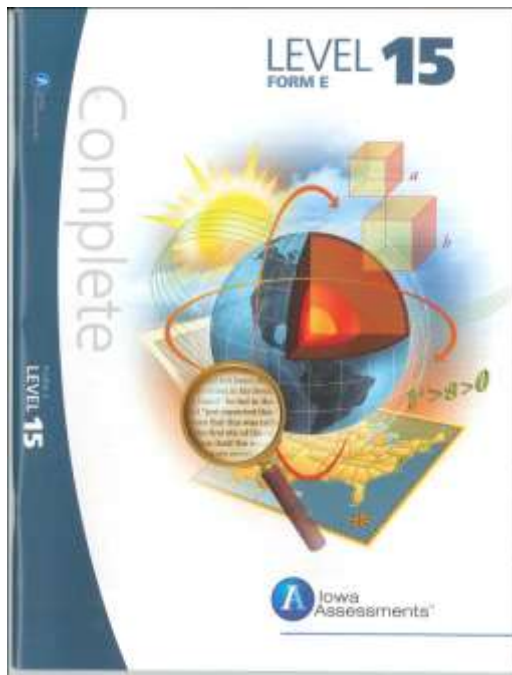


**Iowa Testing Programs**

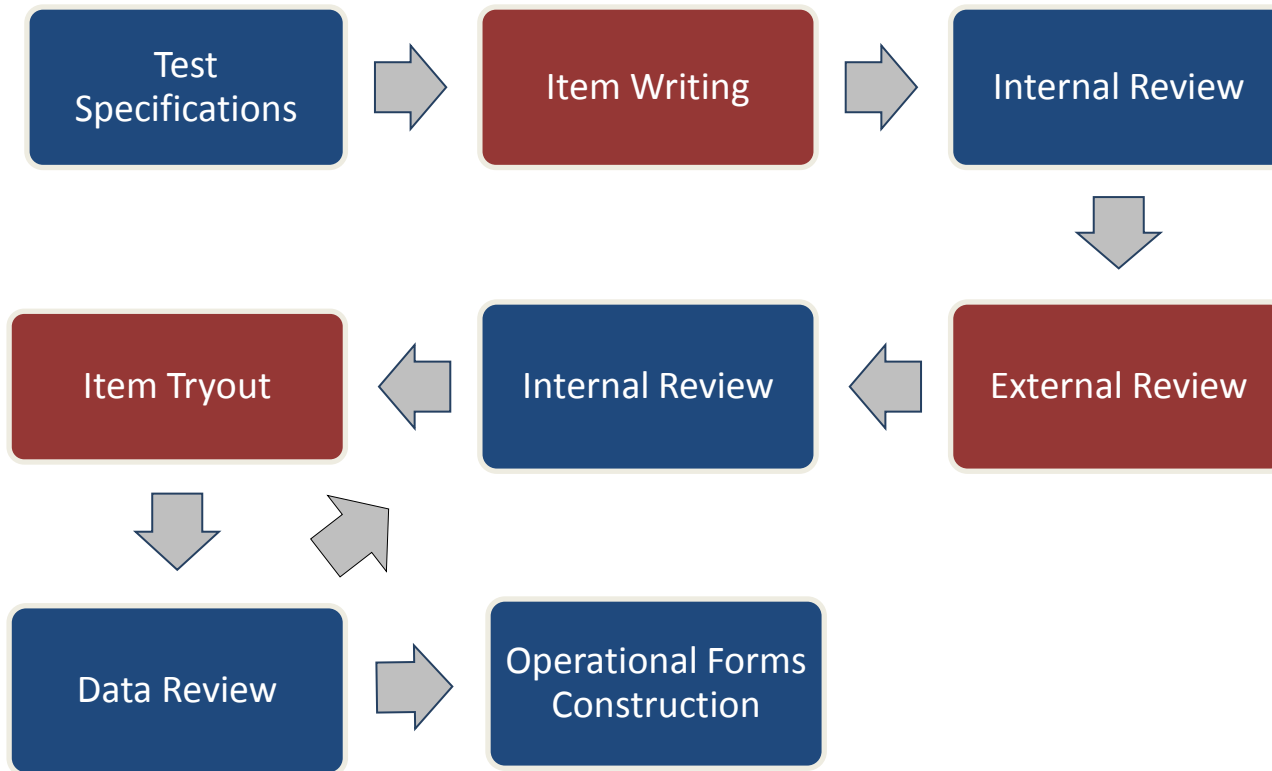
# ITP Assessment Tools

- 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 15 – 17/18

- Spelling and Sources of Information tests have been dropped

# Administration Times: Levels 15 – 17/18

Subject Area	Administration Time
Reading	40
Written Expression	40
Mathematics	40
Science	40
Social Studies	40
Vocabulary	15
Computation	20

# Reading: Levels 15 — 17/18

- Consists of 5 reading passages
- 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 Domains

Domain	Level 15 Total Items	Level 16 Total Items	Level 17/18 Total Items
Key Ideas	9	9	10
Explicit Meaning	7	5	7
Implicit Meaning	10	10	10
Author's Craft	10	11	10
Vocabulary	4	5	3
Total	40	40	40

Cognitive Levels of Items Above	Level 15 Total Items	Level 16 Total Items	Level 17/18 Total Items
Essential Competencies	7	7	8
Conceptual Understanding	25	24	24
Extended Reasoning	8	9	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**

This passage is from the story “Typhoon” by Joseph Conrad, which was first published in 1902. In this excerpt, the ship *Nan-Shan* has just encountered a squall—a short-lived blast of wind and rain. Jukes is the ship’s young first mate.

¶1 Jukes was as ready a man as any half-dozen young mates that may be caught by casting a net upon the waters; and though he had been somewhat taken aback by the startling viciousness of the first squall, he had pulled himself together on the instant, had called out the hands, and had rushed them along to secure such openings about the deck as had not been already battened down earlier in the evening. Shouting in his fresh, stentorian<sup>1</sup> voice, “Jump, boys, and bear a hand!” he led in the work, telling himself the while that he had “just expected this.”

¶2 But at the same time he was growing aware that this was rather more than he had expected. From the first stir of the air felt on his cheek, the gale seemed to take upon itself the accumulated impetus<sup>2</sup> of an avalanche. Heavy sprays enveloped the *Nan-Shan* from stem to stern, and instantly in the midst of her regular rolling, she began to jerk and plunge as though she had gone mad with fright.

¶3 Jukes thought, “This is no joke.” While he was exchanging explanatory yells with his captain, a sudden lowering of the darkness came upon the night, falling before their vision like something palpable.<sup>3</sup> It was as if the masked lights of the world had been turned down. Jukes was uncritically glad to have his captain at hand. It relieved him as though that man had, by simply coming on deck, taken most of the gale’s weight upon his shoulders. Such is the prestige, the privilege, and the burden of command.

¶4 Captain MacWhirr could expect no relief of that sort from anyone on Earth. Such is the loneliness of command. He was trying to see, with that watchful manner of a seaman who stares into the wind’s eye as if into the eye of an adversary, to penetrate the hidden intention and guess the aim and force of the thrust. The strong wind swept at him out of a vast obscurity;<sup>4</sup> he felt under his feet the uneasiness of his ship, and he could not even discern the shadow of her shape.

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<sup>1</sup>stentorian: loud

<sup>2</sup>impetus: force

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<sup>3</sup>palpable: able to be felt

<sup>4</sup>obscurity: darkness

**Core (Literature):** Key Ideas and Details (#1, Grades 9-10)

“Cite strong and thorough textual evidence to support analysis of what the text says explicitly . . .”



**Explicit Meaning:** Recognize stated information

**Cognitive Level:** Essential Competencies

**1 What effect does the captain’s presence on deck have on Jukes?**

- A** He resents the interference from the captain.
- B** He is nervous at being observed under pressure.
- C** He becomes less anxious about the storm.
- D** He is eager to show off his abilities to the captain.

**Core (Literature):** Key Ideas and Details (#1, Grades 9-10)

“Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn . . .”



**Implicit Meaning:** Draw conclusions or make inferences

**Cognitive Level:** Conceptual Understanding

**2 Paragraph 4 suggests that the decisions Captain MacWhirr must make are ultimately based on**

**J** what he alone feels is right.

**K** what his first mate recommends.

**L** what his superior commands.

**M** what the ship owner has instructed.



**Core (Literature):** Key Ideas and Details (#2, Grades 9-10)

“Determine a theme or central idea of a text and analyze in detail its development over the course of the text . . .”



**Key Ideas:** Identify central ideas and their support

**Cognitive Level:** Conceptual Understanding

### **3 A main idea in this passage is that people in positions of leadership**

- A** can freely enjoy the exercise of power.
- B** must be honest with those they command.
- C** depend on having capable assistants to help them.
- D** bear responsibilities along with their authority.

**Core (Literature):** Craft & Structure (#5, grades 9-10)

“Analyze how an author’s choices concerning how to structure a text . . . create such effects as mystery, tension, or surprise.”



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

**Cognitive Level:** Extended Reasoning

**4 In paragraphs 3 and 4, the author uses the storm as an opportunity to**

**J** portray weakness in Jukes’s character.

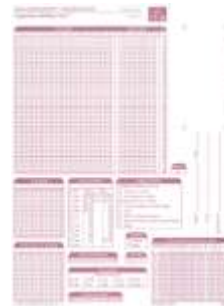
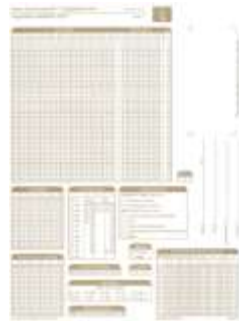
**K** foreshadow a developing conflict between characters.

**L** contrast the captain’s position with Jukes’s position.

**M** provide a detailed description of emergency measures at sea.

# 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.





# 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.



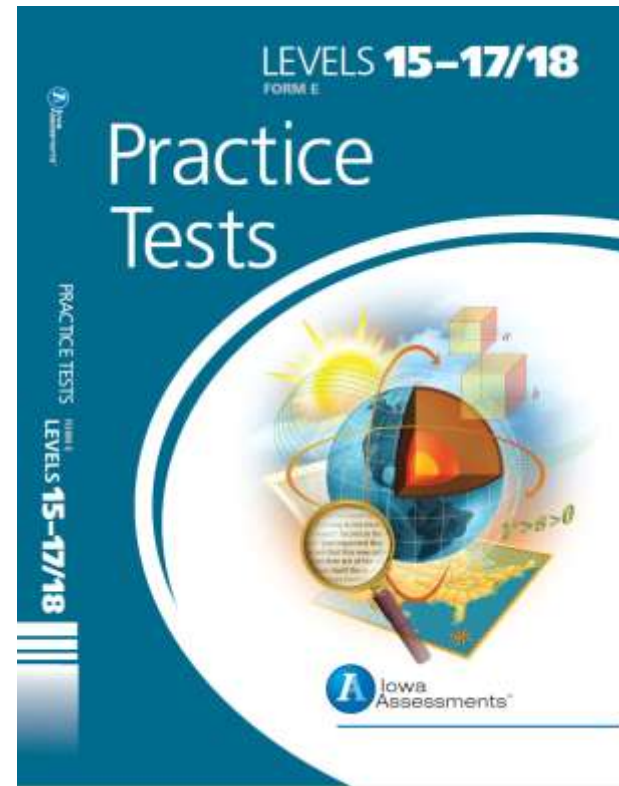
# Security

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 15 – 17/18 Practice Tests

- Reading
- Written Expression
- Mathematics
- Science
- Social Studies
- Vocabulary
- 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.