Overview

Types of Standardized Tests

• ACHIEVEMENT – Iowa Assessment

• ABILITY – CogAT (Cognitive Abilities Test)

• DIAGNOSTIC – MAP (Measures of Academic Progress)
Achievement Test

**Iowa Assessment**

- A test of knowledge of something learned or taught.
- The purpose is to determine knowledge in a particular subject area.
- Often required by the state to measure specific areas of learning such as math, reading, and science.
Ability Test

**CogAT**
- Measures general thinking and specific problem solving skills.
- It measures developed abilities, not innate abilities.
- A student’s abilities are gradually developed from both in-school and out-of-school experiences.
Diagnostic Test

M.A.P.

• Provides information about where an individual student is in his or her learning.
• Looks at what a student already knows and gives teachers information about what they are ready to learn, or any skills that need additional instruction and support.
Cognitive Abilities Test (CogAT)

- CogAT is a timed test that measures reasoning ability.
- Central administers CogAT in 3rd & 6th grades
Cognitive Abilities Test (CogAT)

Three Parts:

- **Verbal** - Uses words for reasoning and problem solving
- **Quantitative** - Uses numbers for reasoning and problem solving
- **Noverbal** - Using geometric shapes and figures for reasoning and problem solving
Cognitive Abilities Test (CogAT)

The three parts are tested separately and scored separately.

- Can identify needs or areas of struggles
- Can identify special abilities in one or more areas
- Helps identify learning patterns
- Nonverbal score is especially valuable because it measures an ability that is not easily observable in most classroom experiences
Cognitive Abilities Test (CogAT)

Scores Used in Several Different Ways:

• Look at it in conjunction with Achievement scores to provide a more balanced view of a learner
• Identification of Gifted Students
• Help to better conceptualize students who may be struggling and use to develop interventions
Cognitive Abilities Test (CogAT)

Typical Questions about CogAT:

• Is this an IQ score?
  ○ No

• What does this mean? What should I do for my child?
  ○ Use it to help understand your child as a learner and his/her relative strengths.
  ○ Look to see if there is consistency between how they score on this and how they perform in school. If not, speak with your child’s teacher or school counselor.
Can my child improve their scores?

- This is not a test to “study for”. This measures cognitive development over time, which does not happen quickly.

- However, a variety of challenging experiences with problem solving, vocabulary, real-life experiences, and challenging school work will improve a student’s cognitive skills.
Why, again, are CogAT scores different from Iowa Assessment scores?

- They test two different things.
  - Iowa Assessment measures skills that are taught and practiced in school.
  - CogAT measures general thinking skills that gradually develop over time, both in and out of school.
• My child has low scores. Can they learn?
  o Yes, all students can learn.
  o Not all students learn at the same rate.
  o CogAT scores can help a teacher design instruction to match how the student learns best.
MAP Assessment

Measures of Academic Progress
Why MAP?

• Districts need to administer two different assessments that are shared with parents
  o Iowa Assessment is determined by the state
  o Districts select the other based upon set criteria

• Diagnostic Assessment

• Research Based

• No time limitations
Why MAP?

- Measure academic growth over time
- Assessment questions asked based upon student responses
- Specific feedback
- Generates a list of focus areas for students
MAP Assessment

• Reading Strands
  o Informational Text
  o Letters/Words/Vocabulary
  o Literature
MAP Assessment

• Math Strands
  o Algebra
  o Data Analysis and Probability
  o Geometry and Measurement
  o Number and Operations
What is a RIT?

Characteristics of the RIT Scale include:

• It is an achievement scale.

• It is an accurate scale.

• It is an equal interval scale.

• It helps to measure growth over time.

• It has the same meaning regardless of grade or age of the student.
MAP Assessment

How is the information used?

• Determine academic strengths

• Determine academic needs

• Trendlines, data over time

• Determine academic programing

• Determine general education interventions
Iowa Assessment
Iowa Assessment

**ITBS**
- Set percentile rank (41st)
- Compared to 2000 norm group
- Student growth was unclear
- Not very personalized

**Iowa Assessment**
- Compared to 2010 group of students
- Student growth measured by National Standard Score
- Personalized with goals as measured by NSS
- The NSS allows for academic growth over time
Iowa Assessment

• Reading Strands
  o Literary Text
  o Informational Text
  o Vocabulary
  o Explicit Meaning
  o Implicit Meaning
  o Key Ideas
  o Author's Craft

• 40-46 questions Depending on the grade
Iowa Assessment

• Math Strands
  o Number Sense and Operations
  o Algebraic Patterns and Connections
  o Data Analysis, Problem Solving, and Statistics
  o Geometry
  o Measurement

• 50-75 total questions

• Two 30 minute sessions
Iowa Assessment

Reports:

 Parent Report

 Teacher Report
Iowa Assessment

How is the information used?

• Determine academic strengths

• Determine academic needs

• Trendlines, data over time

• Determine academic programing

• Determine general education interventions
Preparation

In order to help your child feel prepared and confident about the MAP and Iowa Assessments, do not place too much emphasis on the tests, which may make a student feel anxious or stressed. Instead, maintain a typical schedule and atmosphere at home during the testing time, and make sure your child gets a sound sleep and healthy breakfast each day. Like all school activities and academics, students should be encouraged to do their best!
General test taking tips:

- 8 hours of sleep
- Good breakfast
- Go to the bathroom
- Attendance is critical!
- No. 2 pencils and eraser during test time.
- Pace yourself, don't rush.
- Read the entire question and pay attention to detail
- If you don't know an answer, skip it. Go on with the rest of the test and come back to it later.
Multiple choice testing tips:

• Read the question before you look at the answer.
• Eliminate answers you know aren't right.
• Read all choices before choosing your answer.
• Always take an educated guess and select an answer.
• Your first choice is usually the right one.
• Usually the correct answer is the choice with the most information.
• In a question with an "All of the above" choice, if you see that at least two correct statements, the "All of the
Iowa Assessments follow-up

- **Individual Profile Narrative Report**
  a. Review & discuss student strengths and weaknesses.
  b. National Percentile Ranks (NPR) displayed.
  c. Grade Equivalent (GE) scores displayed.

- **Individual Performance Profile**
  a. Allows to monitor growth.
  c. Determine college readiness.

- **Individual Reading Performance Summary**
  a. Informs future instruction.
  b. Identifies strengths and weaknesses within reading.
    Identifies proficiency levels.
Specific Questions

To Student:

• Are you ready for testing today? (Pep Talk)
• How did testing go today?
• How long did you test for? (MAP testing/not timed) (Iowa Assessments/time limit)
• What test do you feel you performed the best on?
• What test do you feel you struggled the most on?
Specific Questions

To Teachers:

• What are you seeing as my child's areas of strengths and struggles?
• What things can I do at home to support my child?
• Did my child achieve expected growth, fall short of expected growth, or exceed expected growth from last year's testing?
Final Thoughts

• Assessments provide invaluable data for school districts, teachers, parents, and students which in return drives instruction, interventions, and future academic programming.

• Assessments provide a measurement of students progress and growth annually while identifying students academic strengths and weaknesses.
Final Thoughts

- **Identify strengths and weaknesses** - Make relative comparisons by content area of student performance for both groups and individuals.

- **Inform instruction** - Make student-centric decisions about personalize instruction.

- **Monitor growth** - Measure change in student performance over time, both at the group and individual level, with a valid and reliable scale.

- **Determine college readiness** - Compare student achievement levels to established benchmarks, tracking academic preparedness.

- **Measure mastery of core standards** - Determine the degree to which students have mastered core learning standards, such as Common Core State Standards.

- **Implement Response to Intervention (RTI)** - Identify students who may benefit from intensive, systematic learning interventions.

- **Inform placement decisions** - Place students into appropriate groups, levels, and programs.
Final Thoughts

• **Make comparisons** - Compare student performance to that of local, state, and national groups according to research based evidence.

• **Evaluate programs** - Guide administrative evaluation of the effectiveness of instructional programs, professional development, and curriculum.

• **Predict future performance** - Apply current assessment results to project student performance on future assessments and adjust programs accordingly.

• **Support accountability** - Provide reliable and valid data to support district and state reporting requirements.