

*A Beka*<sup>®</sup>  
 **Testing**

**Test Administrator's Guide**  
for Iowa Testing



**CogAT**<sup>®</sup>

## ***About A Beka Testing***

All materials are to be returned to  
***A Beka Testing***  
**240 Waveland St.**  
**Suite E**  
**Pensacola, FL 32503**

Questions regarding *A Beka Testing*:  
Please contact  
**1-888-722-0044** customer service  
Office hours: 8:00 a.m.–4:45 p.m. CT  
or e-mail  
**customerservice@abekatesting.org**

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(Iowa Testing)

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# Before Testing Begins

## *A Beka Testing* Dates for Test Coordinator

Please remember these important dates while you are administering your standardized tests.

### Reminders

- Inventory testing materials when received: This must be completed within 10 days of receiving the materials.
- Testing Date: Tests must be administered within the testing windows.
  - Fall testing window: October 1–31
  - Spring testing window: March 3–April 30
- Deadline for all materials to be returned to *A Beka Testing*:
  - \*Fall Testing: November 30
  - \*Spring Testing: May 31

\*All materials listed on the return authorization list must be returned by this date or a missing material fee will be applied to your account.

If you have questions concerning any of these dates, please contact *A Beka Testing* customer service at 1-888-722-0044 or e-mail customer service at [customerservice@abekatesting.org](mailto:customerservice@abekatesting.org).

## Getting Started

Listed below are some suggestions to help you as you prepare for your standardized testing.

1. Inventory your tests.
  - a. Please take the time to check your invoice and make sure all items are included in your shipment. If you are missing any part of your shipment, please contact *A Beka Testing* within 10 days.
  - b. Make sure you have ordered enough testing materials for all students.
  - c. Keep the invoice for your records.
2. Maintain test security before, during, and after testing.
  - a. Only test administrators or students taking the test should have access to the testing materials.
  - b. Store test materials in a secure, locked area that is accessible only to authorized persons.
  - c. All test materials are protected by copyright laws.
  - d. Test content, whether actual or similar, should not be used for discussion, demonstration, review, practice, or any other reason.
  - e. Do not paraphrase or alter directions when administering tests.
  - f. Return test booklets, answer documents, and directions for administration via a traceable shipping method to *A Beka Testing* immediately after each test session. Tests must be received within 30 days from testing date.
3. Read through the directions for administration booklet. Please do not write in these books. If you need to make notes, please use a separate piece of paper or a sticky note.
4. Read through the enclosed instructions for supplemental coding on pages 10–11. Please code answer sheets before testing. If you have questions, please call *A Beka Testing* at 1-888-722-0044.
5. Administer the tests.
  - a. For the levels in which a separate answer document is provided, be sure not to write in the test booklets.
  - b. Be sure your students are using a No. 2 pencil.

# Testing Schedule Worksheet for Test Administrators

Please feel free to copy the worksheet below for your test administrators to organize their testing schedule. Please write on this worksheet instead of inside the directions for administration books.

Test Date	Subtest giving	Start time	Time suggested for subtest*	End time

As a test administrator, you may also want to include any breaks to be given in between tests.

\*For times suggested for each subtest, please see the scope and sequence following this worksheet.



*Iowa Tests of Basic Skills • Iowa Tests of Educational Development*

**Iowa Tests of Basic Skills® (ITBS)  
Iowa Tests of Educational Development® (ITED®)**

**Scope and Sequence for the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development**

Skills Tested	Level	5R	6	7	8	9	10	11	12	13	14	15	16	17/18
Math Problem Solving and Data Interpretation														
Problem solving														
Single-step														
Multiple-step														
Approaches and procedures														
Data interpretation														
Read amounts														
Compare quantities														
Interpret relationships and trends														
Math Computation														
Add/subtract with whole numbers														
Multiply/divide with whole numbers														
Add/subtract with fractions														
Multiply/divide with fractions														
Add/subtract with decimals														
Multiply/divide with decimals														
Simplify algebraic expressions														
Social Studies														
History														
Geography														
Economics														
Government and society														
Psychology: sociology, education, anthropology														
Science														
Scientific inquiry														
Life science														
Earth and space science														
Physical science														
Sources of Information														
Maps and diagrams														
Locate/process information														
Interpret information														
Analyze information														
Reference materials														
Use reference materials														
Search for information														
Use search results														



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Forms A, B, and C Scope and Sequence

Forms A, B, and C Scope and Sequence



Recommended Test Levels

Grade	ITBS Battery								ITED Battery				
	1	2	3	4	5	6	7	8	9	10	11	12	
Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	5R-6	6-7	7-8	9	10	11	12	13	14	15	16	17/18	17/18

Scope and Sequence for the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development

Skills Tested	Level	5R	6	7	8	9	10	11	12	13	14	15	16	17/18
Vocabulary														
Word Analysis														
Phonological awareness and decoding														
Initial sounds														
Letter-sound correspondences														
Rhyming sounds														
Vowel sounds														
Medial sounds														
Final sounds														
Identifying and analyzing word parts														
Printed letters														
Letter substitutions														
Word building														
Silent letters														
Affixes														
Compound words														
Initial syllable														
Final syllable														
Listening														
Literal comprehension														
Literal meaning														
Following directions														
Visual relationships														
Sustained listening														
Inferential comprehension														
Inferential meaning														
Concept development														
Predicting outcomes														
Sequential relationships														
Reading														
Auditory cues														
Picture cues														
Word attack														
Sentence meaning														
Factual understanding														
Understand stated information														
Understand words in context														

■ = Skills assessed

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Skills Tested	Level	5R	6	7	8	9	10	11	12	13	14	15	16	17/18
Reading (continued)														
Inference and interpretation														
Draw conclusions, make inferences, or deduce meanings														
Infer traits, feelings, or motives														
Interpret information in new contexts														
Interpret nonliteral language														
Analysis and generalization														
Determine main ideas														
Analyze style or structure														
Spelling														
Root words														
Words with affixes														
Correct spelling														
Capitalization														
Capitalization in context														
Names, titles, places, dates, holidays														
Writing conventions														
Overcapitalization/correct capitalization														
Punctuation														
Punctuation in context														
End punctuation														
Comma														
Apostrophe, quotation mark, colon, semicolon														
Overpunctuation/correct punctuation														
Language/Usage and Expression														
Operational language														
Verb tense														
Classification														
Prepositional relationships														
Singular/plural usage														
Spatial-directional language														
Comparative and superlative adjectives														
Usage and expression														
Verb forms														
Nouns, pronouns, and modifiers														
Conciseness and clarity														
Appropriate use														
Organization of ideas														
Correct written language														
Math Concepts														
Number properties and operations														
Geometry														
Measurement														
Algebraic concepts														
Probability and statistics														
Estimation														

During Testing

## Supplemental Coding: Iowa Answer Documents

Before the test is administered, the back cover of each student's answer document must be completed. Omit the Optional, Braille, and the Office Use boxes.

Follow the instructions below for completing the Test Administrator Use Only box.

For the *Code* column, darken all that apply:

*Code:* Which subject(s) do you currently use the *A Beka* curriculum for?

- Bubble A = Bible
- Bubble B = History
- Bubble C = Language Arts
- Bubble D = Math
- Bubble E = Science

For columns A–F, darken the bubble that corresponds to:

*Column A*—Your program of study

- Bubble 0 = *A Beka Book* traditional school (use *A Beka* 50% or more)
- Bubble 1 = *A Beka Book* homeschool (use *A Beka* 50% or more)
- Bubble 2 = *A Beka Academy* traditional
- Bubble 3 = *A Beka Academy* DVD
- Bubble 4 = *A Beka Academy* streaming
- Bubble 5 = *A Beka Academy* master video school
- Bubble 6 = *A Beka Academy* supplemental video school
- Bubble 7 = Non-*A Beka* homeschool (use *A Beka* for 0 to 49%)
- Bubble 8 = Non-*A Beka* school (use *A Beka* 0 to 49%)

*Column B*—The number of years the *A Beka* curriculum has been used consecutively

- Bubble 0 = 0 years
- Bubble 1 = 1 year
- Bubble 2 = 2–5 years
- Bubble 3 = 5+ years

*Column C*—The extent to which *A Beka* curriculum is currently used

- Bubble 0 = Do not use *A Beka*
- Bubble 1 = 1–49%
- Bubble 2 = 50–99% (use *A Beka* primarily)
- Bubble 3 = 100% (use *A Beka* exclusively)

*Column D*—Your primary curriculum (Please omit Column D if *A Beka* is your primary curriculum.)

- Bubble 0 = ACE
- Bubble 1 = Alpha Omega
- Bubble 2 = Apologia
- Bubble 3 = BJUP
- Bubble 4 = Christian Liberty
- Bubble 5 = Rod and Staff
- Bubble 6 = Saxon
- Bubble 7 = Seton
- Bubble 8 = Sonlight
- Bubble 9 = Other

*Column E*—Your *A Beka Academy* curriculum (Please omit Column E if you are not using *A Beka Academy* curriculum.)

- Bubble 0 = Accredited Full Grade
- Bubble 1 = Independent Study (non-accredited) Full grade
- Bubble 2 = Accredited 1–2 Course
- Bubble 3 = Independent Study (non-accredited) 1–2 Course
- Bubble 4 = Subject Combination—Language Arts & Bible
- Bubble 5 = Subject Combination—Arithmetic, Science, History, & Bible

*Column F*—Your current school enrollment (Homeschools, please omit Column F.)

- Bubble 0 = 5–25
- Bubble 1 = 26–75
- Bubble 2 = 76–150
- Bubble 3 = 151–250
- Bubble 4 = 251–500
- Bubble 5 = 500+

*Program(s)*—Please omit this box.

Fill out the box to the right of the Test Administrator Use Only box:

- Homeschools, write the test administrator’s name in the “School” field.

Please be sure to fill out the Last Name, First Name, Date of Birth, Race, and Gender boxes.

For the *ITBS/ITED*® Form box, darken Bubble A.

For the *CogAT*® Level box, darken the level administered. See the front of the *CogAT*® test booklet to verify the test level. If the *CogAT*® was not administered, omit this box.

For the *CogAT*® SAS Score box, mark the student’s score only if the *CogAT*® was taken separately within the past school year.

The Student I.D. Number and Additional I.D. Number boxes are optional. Homeschools, please omit.



After Testing

# Iowa Building Identification Sheet

For each school/family, a Building Identification Sheet will need to be completed. Be sure to follow these instructions carefully to ensure accurate and timely reporting of your scores. Use a #2 pencil. Also, be certain each bubble is darkened completely.

Complete every field on the Identification Sheet, except the "Scoring Service Only" field.

Please note the following:

- A. System Name: *A Beka Testing*
- B. Building Name:
  - 1. Schools: Please list your school's name.
  - 2. Homeschool: Please list the test administrator's name.
- C. Building Code: *A Beka Testing* account number

9-68190  
**BUILDING IDENTIFICATION SHEET**

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The purpose of this sheet is to identify the building in which the accompanying answer documents were used. One **BUILDING IDENTIFICATION SHEET**, properly filled in, must accompany the answer documents for each building in the system.

**Use a #2 pencil to mark this sheet.**

1. **INFORMATION BOX**  
Print all of the information requested.
2. **BUILDING NAME**  
In the row of boxes at the bottom of the grid, print the building name as it must appear on all reports. Abbreviate if necessary. Put only one letter or number in each of the 20 boxes.  
Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.
3. **BUILDING CODE**  
This section is optional. If building codes are to print on the reports, enter the building code in the boxes at the bottom of the grid and then blacken the corresponding letter or number circle above each box.
4. **SCORING SERVICE ONLY**  
This is for Scoring Service use only. Do not mark in this screened section.  
Place this sheet on top of all the answer documents for this building.

**1. INFORMATION BOX**

Testing Date: \_\_\_\_\_

System Name: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

**2. BUILDING NAME**

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

**3. BUILDING CODE**

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

39 40 41 42 43 44 45—DRC—17 16 15 14 13 12 11

**4. SCORING SERVICE ONLY**

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

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# Iowa Grade/Class Identification Sheet

For each class, a Grade/Class Identification Sheet will need to be completed. Be sure to follow these instructions carefully to ensure accurate and timely reporting of your scores. Use a #2 pencil. Also, be certain each bubble is darkened completely.

Complete every field on the Identification Sheet, except the “Scoring Service Only” and “Class Code” fields.

Please note the following:

- A. Building Name:
  - 1. Schools: Please list your school’s name.
  - 2. Homeschool: Please list the test administrator’s name.
- B. System Name: *A Beka Testing*
- C. Class Name: Teacher’s or Test Administrator’s name
  - 1. The Iowa Tests® or Iowa/CogAT® Combo: Mark “A.”
  - 2. CogAT® only: Mark “6.”
- D. Form:
  - 1. The Iowa Tests® or Iowa/CogAT® Combo: Mark “A.”
  - 2. CogAT® only: Mark “6.”

9-68191

**GRADE/CLASS IDENTIFICATION SHEET**

RIVERSIDE

HOUGHTON MIFFLIN HARCOURT

The purpose of this sheet is to identify the names of grades and classes in which the accompanying answer documents were used. If class reports ARE to be identified, please complete one of these sheets for each class in each grade, making sure that the CLASS NAME and GRADE are entered. If class reports ARE NOT required, you must complete these sheets for each grade in a building, leaving the CLASS NAME section blank, but entering the GRADE.

Use a #2 pencil to mark this sheet.

**1. INFORMATION BOX**  
Print all of the information requested.

2. At the bottom of this grid, enter the grade and then blacken the corresponding circle above:

3. At the bottom of this grid, enter the class name in the row of boxes below as it must appear on all reports. Abbreviate if necessary. Do not use hyphens or apostrophes. Do not use the word “and.” Then blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

4. GRADE  
This optional grid is for customer use.

5. FORM  
At the bottom of this grid, enter the test form and then blacken the corresponding circle above:

6. ANSWER DOCUMENT COUNT  
At the bottom of this grid, enter the count of answer documents in each grade and class. Do not use hyphens or apostrophes. Do not use the word “and.” Then blacken the corresponding number circle in the column above each of the four sections.

7. SCORING SERVICE ONLY  
This is for Scoring Service use only. Do not mark in this screened section. This completed Grade/Class Identification Sheet on the back of the answer documents for this class. If class reports ARE NOT required, place this completed Grade/Class Identification Sheet on the back of the answer documents for this grade.

Testing Date: \_\_\_\_\_

Building Name: \_\_\_\_\_

System Name: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

YEAR MONTH DAY

5. FORM  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
OR  
1 2 3 4 5 6 7 8 9 0

4. GRADE  
PRE K  
K  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16

3. CLASS CODE  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
1 2 3 4 5 6 7 8 9 0

2. CLASS NAME  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
1 2 3 4 5 6 7 8 9 0

1. INFORMATION BOX  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

6. ANSWER DOCUMENT COUNT  
1 2 3 4

7. SCORING SERVICE ONLY  
1 2 3 4 5 6

41 42 43 44 45 46-DRC--17 16 15 14 13 12 11

## Packaging and Returning Materials for Scoring

### Inspect the completed documents

1. Inspect all documents for improper marks. All marks should be very dark. Marks made with ballpoint pen, felt-tip pen, or hard or colored pencils will not be scored properly.
2. Darken all light marks with a soft-lead (No. 2) pencil.
3. Also, make sure all erasures are complete.
4. Do not use paper clips, string, etc. to bind class or building groups together. Use of these or other devices may tear the edges of your documents or cause them to be unscannable.
5. Be sure all items on the return authorization list are included in your package when you ship back your tests for scoring. Also, place the return authorization list in your return package.

### The Iowa Tests®/CogAT®

If you are returning the *ITBS*®, *ITED*®, and/or *CogAT*®, please follow these directions for packaging and returning materials for scoring.

1. Include the directions for administering in the bottom of the original box.
2. Next, include the test booklets. To prevent the book spines from bending, please stack the test booklets in groups of 5. Alternate the spines of the booklets, placing the stapled edge of the first group on the right and the stapled edge of the second group on the left. Continue alternating the remaining groups of 5.
3. For **each** class, place the answer documents with the demographic pages facing up to form a stack. Place the completed GRADE/CLASS IDENTIFICATION SHEET on top of **each** stack.
4. Organize the answer documents by building. Then place a completed BUILDING ID SHEET on top of the stack.
5. Place the return authorization list on top.
6. Please be sure to pack them tightly in the box to prevent damage/shifting when they are returned.
7. Return items by a **traceable** method to  
*A Beka Testing*  
 240 Waveland Street  
 Suite E  
 Pensacola, Florida 32503  
 Tests that are already taken by students are irreplaceable. Please be sure to use a shipping method that can be tracked if it does not arrive to *A Beka Testing* in a timely manner.

**Note:** It is not necessary to return any practice tests, practice test directions, or support materials (e.g., guides).

**Iowa Algebra Aptitude Test™**

If you are returning the IAAT™, please follow these directions for packaging and returning materials.

1. Include the directions for administering in the bottom of the box.
2. Next, include the test booklets. To prevent the book spines from bending, please stack the test booklets in groups of 5. Alternate the spines of the booklets, placing the stapled edge of the first group on the right and the stapled edge of the second group on the left. Continue alternating the remaining groups of 5.
3. Place the return authorization list on top.
4. Please be sure to pack them tightly in the box to prevent damage/shifting when they are returned.
5. Return items by a **traceable** method to  
*A Beka Testing*  
240 Waveland Street  
Suite E  
Pensacola, Florida 32503

Since the IAAT™ is self-scoring, please keep all answer documents. Tests that are used cannot be returned.

**Note:** It is not necessary to return any practice tests, practice test directions, or support materials (e.g., guides).

## Scoring/Reporting Packages

### Iowa

#### **Basic Package for Schools** (included in test price—no additional charge)

1. Student Report: Administrator can pick the Student Profile with Narrative *or* Individual Performance Profile—1 copy per student (see pages 22–23 for examples)
2. Class List: list of student scores by teacher—1 copy per teacher (see page 24 for example)
3. Class Summary: average percentile rank of students for each teacher—1 copy (see page 25 for example)

#### **Basic Package for Homeschoolers** (included in test price—no additional charge)

Student Report: Administrator can pick the Student Profile with Letter *or* Student Profile with Objectives—1 copy per student (see pages 22–23 for examples)

#### **Optional Reports** (additional charges apply)

1. Student Report (\$15): additional copies of Student Profile with Narrative or Individual Performance Profile (see pages 22–23 for examples)
2. Student Labels (\$15): label to attach to student’s cumulative folder
3. Administrator Reports (\$15): item analysis per teacher

**Please call Customer Service at 1-888-722-0044 to order additional reports.**

# A Beka Testing Reports Request Form

## Iowa/CogAT®

**Customer information** \_\_\_\_\_

A Beka Testing Account Name: \_\_\_\_\_

A Beka Testing Account Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Title: \_\_\_\_\_

Number of packages shipped: \_\_\_\_\_

**Information on reports/scoring:** Indicate how the final reports are to be received.

- E-mail (to the e-mail address on the account)
- Mailed (to the address on the account)

**Indicate which reports you would like to receive.** \_\_\_\_\_

**Student Reports** (choose one—included in test price)

- Student Profile Report with Narrative
- or -
- Individual Performance Profile Report  
(Iowa only)

**School Reports** (included in test price)

- Class Summary Report
- Class List Report

**Optional Reports** \_\_\_\_\_

**Additional Student Reports** (\$15)

- Student Profile with Narrative
- Individual Performance Profile

**Additional Class Reports** (\$15)




- Student Labels

**Administrator Reports** (\$15)





- Item Analysis per Teacher

**Payment Method** (check one) \_\_\_\_\_

- Check Enclosed \$ \_\_\_\_\_  
(Make checks payable to A Beka Testing, Inc.)

- Charge \$ \_\_\_\_\_     
 Visa®/MasterCard®/Discover®

**Required for processing credit card:** credit card number, expiration date, security code, ZIP code, and name

 Credit Card Number	 Security Code <small>(include last 3 digits from strip on back of card)</small>
 Expiration Date <small>Month Year</small>	 Cardholder's ZIP Code
Cardholder's Name _____ <small>(Please Print)</small>	

**Please place this form in Box 1 with your answer documents. Be sure to complete both sides of the form.**

**Answer Document Count by Grade:**

Check the test(s) administered for each grade.

Class or Teacher Name	1		2		3		4		5		6		7		8		9		10		11		12		
	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	
<b>Total Count</b>																									

**Information on return shipment:**

Are you returning any tests or answer documents for a refund? If yes, please indicate which tests and how many.

Grade Level	1		2		3		4		5		6		7		8		9		10		11		12		
	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	<input type="checkbox"/> Iowa <input type="checkbox"/> CogAT	
Type of test																									
Number of tests returned unused																									

**Please place this form in Box 1 with your answer documents for scoring.**

# Interpreting Scores

# Interpretation for Iowa Student Profile with Narrative

This report provides a narrative about the student's scores from Riverside/Iowa publisher.

A. Student's Name

B. Classroom teacher's name, school, and testing district

C. Testing date, grade level tested, and testing norms used



## PROFILE NARRATIVE FOR SAMPLE STUDENT Iowa Tests of Basic Skills® (ITBS®)

**B** Student: Student Name  
Class: Teacher Name  
Building: Building Name  
System: System Name

**C** Student ID:  
Form/Level: A/ 12  
Test Date: 04/2012  
Norms: Spring 2005  
Order No.:  
Page: 16 Grade: 6

Tests	Scores				PERCENTILE RANK				
	NSS	NGE	NS	NPR	Low	25	50	75	High
Vocabulary	220	6.3	4	40					
Reading Comprehension	234	7.4	5	57					
Reading Total	227	6.8	5	50					
Spelling	236	7.5	6	60					
Capitalization	255	9.3	6	70					
Punctuation	290	13+	7	86					
Usage and Expression	247	8.5	6	65					
Language Total	257	9.5	6	74					
Concepts & Estimation	257	9.5	7	84					
Prob. Solv. & Data Interp.	277	12.1	7	88					
Math Computation	249	8.7	6	75					
Math Total	261	9.9	7	85					
CORE TOTAL	248	8.6	6	72					
Social Studies	252	9.0	6	72					
Science	287	13+	8	91					
Maps and Diagrams	259	9.7	6	75					
Reference Materials	255	9.3	6	74					
Sources of Information	257	9.5	6	76					
COMPOSITE	257	9.5	7	79					

Legend: NSS = National Standard Score  
NGE = National Grade Equivalent  
NS = National Stanine  
NPR = National Percentile Rank

### Scores for

**F** Student was given the Iowa Tests of Basic Skills in April 2012. At the time of testing, he was in sixth grade at School in A Beka Testing.

The Composite score can be used to describe a student's overall achievement on the tests. Student earned a Composite grade equivalent of 9.5 on the Level 12 test. This means that his test performance was approximately the same as that of a typical student in the ninth grade at the end of the fifth month. Student's Composite national percentile rank of 79 means that he scored higher than 79 percent of sixth grade students nationally. His overall achievement appears to be above average for sixth grade.

A student's ability to read is related to success in many areas of schoolwork. Student's Reading Comprehension score is about average when compared with those of other students in sixth grade nationally.

A student's scores can be compared with each other to determine relative strengths and weaknesses. Prob. Solv. & Data Interp., and Science seem to be areas of relative strength for Student. Some of these strengths might be used to help improve other areas. Compared to Student's other test areas, Vocabulary, Reading Comprehension, Spelling, and Usage and Expression may need the most work.

Notes:

D. Subtests given

E. Score types reported:  
See legend in between scoring boxes. For definitions of these scores, please see page 31.

G. If the CogAT® test was taken as part of a combo, the scores will be listed here.

F. Narrative report provided by the Riverside/Iowa. The narrative helps to interpret the scores for each individual student.

If you need assistance with score interpretation, please contact your child's teacher.



# Interpretation for Individual Performance Profile

A. Student's Name

B. Classroom teacher's name, school, and testing district

C. Testing date, grade level tested, and testing norms used



## PERFORMANCE PROFILE FOR SAMPLE STUDENT

*Iowa Tests of Basic Skills® (ITBS®)*

Student: Student Name  
Class: Teacher Name  
School: Building Name  
System: System Name

Student ID:  
Form/Level: A/ 12  
Test Date: 04/2012  
Norms: Spring '005  
Order No.:  
Page: 16  
Grade: 6

Tests	Scores			NPR	PERCENTILE RANK				
	SS	GE	NS		Low 1	25	50	75	High 99
Vocabulary	220	6.3	4	40	[Bar chart showing percentile rank]				
Reading Comprehension	234	7.4	5	57	[Bar chart showing percentile rank]				
Reading Total	227	6.8	5	50	[Bar chart showing percentile rank]				
Spelling	236	7.5	6	60	[Bar chart showing percentile rank]				
Capitalization	235	9.3	6	70	[Bar chart showing percentile rank]				
Punctuation	290	13+	7	86	[Bar chart showing percentile rank]				
Usage and Expression	247	8.0	6	65	[Bar chart showing percentile rank]				
Language Total	257	9.5	6	74	[Bar chart showing percentile rank]				
Concepts & Estimation	257	9.5	7	84	[Bar chart showing percentile rank]				
Prob. Solv. & Data Interp.	277	12.1	7	88	[Bar chart showing percentile rank]				
Math Computation	249	8.7	6	75	[Bar chart showing percentile rank]				
Math Total	261	9.9	7	85	[Bar chart showing percentile rank]				
CORE TOTAL	248	8.6	6	72	[Bar chart showing percentile rank]				
Social Studies	252	9.0	6	72	[Bar chart showing percentile rank]				
Science	287	13+	8	91	[Bar chart showing percentile rank]				
Maps and Diagrams	259	9.7	6	75	[Bar chart showing percentile rank]				
Reference Materials	252	9.3	6	74	[Bar chart showing percentile rank]				
Sources of Information Total	257	9.5	6	76	[Bar chart showing percentile rank]				
COMPOSITE	257	9.5	7	79	[Bar chart showing percentile rank]				

In the upper left part of this report, scores are printed for the tests, totals, and, if available, the composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph to the right of the scores provides a visual display of the student's performance on each test relative to the other test areas. The NPR for the various scores are displayed as horizontal bars. The varying lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the number attempted, the percent correct for the student, and the percent correct for students in this grade in the nation are reported. The difference between the student's percent correct and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with students in the nation.

G. Legend of abbreviations for scores

SS = Standard Score, GE = Grade Equivalent, NS = National Stanine, NPR = National Percentile Rank

F. Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences*
Vocabulary	39	39	56	62	-6	[Bar chart]
Reading Comprehension	18	18	67	62	5	[Bar chart]
Spelling	27	27	78	64	14	[Bar chart]
Capitalization	3	3	100	62	38	[Bar chart]
Punctuation	11	11	82	61	21	[Bar chart]
Usage and Expression	10	10	90	61	29	[Bar chart]
Concepts & Estimation	13	13	92	67	25	[Bar chart]
Prob. Solv. & Data Interp.	17	17	88	65	23	[Bar chart]
Math Computation	4	4	100	76	24	[Bar chart]
Social Studies	13	13	85	56	29	[Bar chart]
Science	17	17	82	57	25	[Bar chart]
Maps and Diagrams	8	8	88	67	21	[Bar chart]
Reference Materials	11	11	100	63	37	[Bar chart]
Critical Thinking	27	27	70	64	6	[Bar chart]

\* A plus (+) or minus (-) sign in the difference graph indicates that the bar extends beyond +/- 20. No. Att. = Number Attempted. %C = Percent Correct. = = 1 and 2 item skills are not graphed.

D. Subtests given

E. Scores: For definitions of these scores, please see page 31.

F. Clusters.

1. Total items: # of questions per test or subtest
2. No. Att.: # of questions student attempted to answer
3. %C stud.: Percent that the student answered correctly
4. %C Nat.: Percent correct for students in the nation
5. Diff.: Difference between your student percent correct and the national average

# Class List for Iowa



## LIST OF STUDENT SCORES Iowa Tests of Basic Skills® (ITBS®)

Class: Teacher Name  
School: School Name  
System: A Beka Testing

FormLevel: A/ 12  
Test Date: 04/2012  
Norms: Spring, 2005  
Order No.:  
Page: 1

Grade: 6

STUDENT NAME I.D. Number F-1 F-2 F-3 Code ABCDEFGHIJKLMNOPZ	Birth Date Level Age Form Program	Gender	READING			LANGUAGE			MATHEMATICS			CORE TOTAL	Social Studies	Science	SOURCES OF INFORMATION		COM- POSITE						
			Vocab- ulary	Compre- hension	TOTAL	Spell- ing	Capiti- lization	Punc- tuation	Usage & Express	TOTAL	Concept /Estimat				Probs /Data	Compu- tation		TOTAL	Maps & Diagram	Ref. Material			
<b>Student One</b>	0899 12-08	12	(M)	SS 237 7.7	227 6.8	232 7.2	253 9.1	267 10.7	261 9.9	241 8.0	255 8.0	219 6.2	212 5.6	232 7.3	221 6.3	236 7.4	236 7.6	251 8.9	234 7.4	213 5.8	224 6.5	224 5.5	224 4.6
				NS 64	55	56	78	76	72	61	74	46	35	56	41	58	59	71	57	35	46	59	46
<b>Student Two</b>	0997 14-07	12	(F)	SS 208 5.4	197 4.5	202 4.9	184 3.7	228 6.8	208 5.3	210 5.5	208 5.3	170 2.5	194 4.3	199 4.7	188 4.0	199 4.6	200 4.8	204 5.1	200 4.8	196 4.5	188 4.7	200 4.7	200 4.3
				GE 4	3	3	2	6	4	4	4	1	3	3	2	2	3	4	4	3	3	3	3
				NS 25	22	23	6	51	33	35	30	1	18	17	7	17	23	26	25	17	20	20	20
<b>Student Three</b>	0600 11-10	12	(M)	SS 258 9.5	296 13+	277 12.6	258 9.6	315 13+	290 13+	295 9.3	280 12.8	252 9.0	267 10.7	255 9.3	268 11.4	272 13+	321 13+	272 11.4	310 13+	280 12.8	265 13+	284 13+	284 9
				GE 7	9	9	7	8	7	8	8	7	7	7	7	8	9	9	8	8	9	9	9
				NS 88	97	95	81	98	86	70	89	78	81	80	83	92	84	89	84	90	97	95	95
<b>Student Four</b>	0501 10-11	12	(F)	SS 247 8.5	271 11.3	259 9.1	253 7.7	299 13+	290 13+	309 8	289 13+	246 8.6	204 5.0	275 11.8	242 8.1	263 10.2	252 9.0	265 10.4	280 11.4	272 11.4	276 12.0	264 10.4	264 7
				GE 6	7	7	7	8	7	8	8	6	4	8	6	6	6	7	7	7	8	7	
				NS 76	88	85	78	91	86	95	93	75	27	93	67	86	72	80	87	85	69	84	84
<b>Student Five</b>	0800 11-08	12	(F)	SS 168 2.8	168 2.8	169 2.8	184 3.7	228 5.5	177 3.3	210 5.5	200 4.8	150 1.8	158 2.3	207 5.4	172 3.0	180 3.4	187 3.9	174 3.1	187 3.9	192 4.2	182 4.1	182 3.6	
				GE 1	2	1	2	5	3	4	4	1	1	4	1	1	3	2	3	3	2	2	
				NS 2	5	1	8	51	12	35	24	1	1	25	1	4	13	6	15	14	13	5	
<b>Student Six</b>	1100 11-05	12	(F)	SS 240 7.9	256 9.4	248 8.7	258 9.6	315 13+	279 12.6	319 9	283 13+	269 10.9	289 13+	249 8.2	289 11.0	270 8.5	247 8.5	280 12.8	259 9.7	280 11.1	268 10.8	268 10.8	
				GE 6	7	6	7	9	7	9	8	8	6	6	8	8	6	7	6	8	7	7	
				NS 68	78	74	81	98	81	98	95	92	94	75	91	91	68	88	75	90	85	88	
<b>Student Seven</b>	0300 12-01	12	(F)	SS 235 7.5	210 5.5	222 6.4	218 6.1	208 5.4	243 9.3	255 6	231 7.0	216 6.0	208 5.3	243 8.2	222 6.4	225 6.5	209 5.4	233 7.3	259 9.7	225 6.7	242 8.0	226 6.7	
				GE 6	4	5	4	4	6	5	5	4	4	6	5	4	5	6	5	6	5	5	
				NS 61	33	44	39	34	62	70	53	36	31	69	42	46	31	56	48	48	48	48	
<b>Student Eight</b>	0700 11-09	12	(F)	SS 187 3.9	193 4.3	190 4.1	197 4.6	215 5.9	213 5.7	203 4	207 5.3	190 4.1	199 4.7	212 5.7	200 4.8	199 4.6	221 5.1	204 4.4	194 4.4	220 5.3	207 5.1	205 5.1	
				GE 2	3	3	3	4	4	4	4	2	3	4	3	3	3	3	3	5	4	4	
				NS 8	19	12	16	39	37	30	29	10	22	30	17	17	43	26	20	43	29	25	
<b>Student Nine</b>	0700 11-09	12	(F)	SS 208 5.4	210 5.5	209 5.4	226 6.7	255 9.3	270 11.0	235 7.5	246 7.5	199 4.7	199 6.0	220 6.4	212 5.7	222 6.3	191 4.2	210 5.5	250 4.8	200 4.8	216 6.6	216 5.9	
				GE 4	4	4	4	5	6	5	6	4	4	4	4	5	3	4	4	6	5	4	
				NS 25	33	30	49	70	76	57	66	18	40	40	30	42	16	32	69	21	47	36	

SS=Standard Score, GE=Grade Equivalent, NS=National Norms, NPR=National Percentile Rank

For further information on the interpretation of this report, please visit [www.iveradepublishing.com](http://www.iveradepublishing.com) or refer to the Interpretive Guide.

# Class Summary for Iowa



## CLASS SUMMARY Iowa Tests of Basic Skills® (ITBS®)

Class: Teacher Name  
School: School Name  
System: A Beka Testing

Form: A  
Test Date: 04/2012  
Norms: Spring, 2005  
Order No.:  
Page: 1

Grade: 8

Teacher Name	READING		LANGUAGE			MATHEMATICS			CORE TOTAL			SOCIAL STUDIES		SCIENCE		SOURCES OF INFORMATION		COMPOSITE	
	Vocabulary	Comprehension	TOTAL	Spelling	Capitalization	Punctuation	Usage & Expression	TOTAL	Concept/Estimation	Probs/Data	Computation	TOTAL	Social Studies	Science	Maps & Diagram	Ref. Material	TOTAL		
Number of Students Included	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
Average Standard Score (SS)	217.5	220.8	219.1	222.3	244.6	235.4	238.6	235.4	217.4	220.5	222.2	218.9	224.8	221.6	230.4	229.8	226.1	227.9	225.8
Grade Equivalent of Average SS	6.1	6.3	6.1	6.4	8.3	7.4	7.8	7.4	6.0	6.3	6.5	6.3	6.5	6.4	7.1	7.0	6.7	6.8	6.7
National Stanine or Average SS	4	5	5	5	6	5	5	5	4	5	5	4	5	5	5	5	5	5	5
Percentile Rank of Average SS - National Student Norms	37	44	41	44	63	57	59	57	38	44	43	40	46	44	53	49	50	50	47
Number of Students Tested = 17																			

For further information on the interpretation of this report, please visit [www.iveradepublishing.com](http://www.iveradepublishing.com) or refer to the Interpretive Guide.

12/11/2012 08:02 AM

## Scoring the IAAT™

After completing the test:

- Ensure that all responses have heavy dark marks.
- Tear the perforated strip at the edge of the answer sheet.
- Open the answer sheet to page 4 and read the Directions for Scoring.
- For Step 7 in the Directions for Scoring, use the enclosed IAAT™ Score Conversion Table.
- To convert the raw score (number correct) for a subtest to a percentile rank, locate the raw score on the left-hand side and read across to the right.
- Similarly, to convert the composite (total) raw score to a standard score, percentile rank, normal curve equivalent, or stanine, locate the raw score on the left-hand side and read across to the right.
- Record these derived scores on the Individual Score Report, located on page 5 of the answer sheet.

## Interpreting Derived Scores

- Read the Definitions of Derived Scores on page 4 of the answer sheet.
- Understand that these scores are most useful when combined with other information about the mathematical abilities of a student. These test scores should only be one of several factors considered when deciding which math classes a student should take.
- The four IAAT™ subtest scores can indicate strengths and/or weaknesses a student would bring to algebra class. Together, these scores provide a quick profile of a student's algebra readiness skills. Teachers or parents might wish, therefore, to investigate unusually high or low subtest scores.
- How do I determine a student's areas of weakness and strength?
  - A percentile rank below (above) 50 indicates that the student is below (above) average in comparison to other students.
  - A particularly low (high) percentile rank in comparison to the other three subtests, would indicate that the student is *relatively* weak (strong) in that particular skill.

## IAAT™ Score Conversion Table (Form B)

IAAT Score Conversion Table (Form B)

Raw Score	Composite (Total) Scores				Subtest (Skill-level) Scores			
	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Part 1: Percentile Rank	Part 2: Percentile Rank	Part 3: Percentile Rank	Part 4: Percentile Rank
0	100	1	1	1	1	1	2	4
1	101	1	1	1	3	1	6	5
2	102	1	1	1	7	3	12	8
3	103	1	1	1	15	6	24	13
4	104	1	1	1	26	13	38	19
5	106	1	1	1	37	23	51	28
6	108	1	1	1	49	34	62	37
7	111	1	1	1	61	45	71	46
8	114	1	1	1	70	58	79	55
9	117	1	1	1	78	70	86	68
10	119	2	7	1	84	80	91	76
11	121	3	10	1	90	88	95	84
12	124	4	13	1	95	94	97	91
13	127	6	17	2	98	97	98	96
14	129	8	20	2	99	98	99	99
15	131	10	23	2	99	99	99	99
16	132	12	25	3				
17	134	14	27	3				
18	136	18	31	3				
19	138	21	33	3				
20	140	25	36	4				
21	142	30	39	4				
22	143	32	40	4				
23	145	37	43	4				
24	146	39	44	4				
25	148	45	47	5				
26	149	47	48	5				
27	150	50	50	5				
28	151	53	52	5				
29	153	58	54	5				
30	154	61	56	6				
31	155	63	57	6				
32	156	66	59	6				
33	157	68	60	6				
34	159	73	63	6				
35	160	75	64	6				
36	161	77	66	7				
37	162	79	67	7				
38	164	82	69	7				
39	165	84	71	7				
40	166	86	73	7				
41	168	88	75	7				
42	169	90	77	8				
43	170	91	78	8				
44	171	92	80	8				
45	172	93	81	8				
46	173	94	83	8				
47	174	95	85	8				
48	176	96	87	9				
49	178	97	90	9				
50	180	98	93	9				
51	182	98	93	9				
52	184	99	99	9				
53	186	99	99	9				
54	188	99	99	9				
55	190	99	99	9				
56	192	99	99	9				
57	194	99	99	9				
58	196	99	99	9				
59	198	99	99	9				
60	200	99	99	9				

## *A Beka Testing* Sample Parent Letter

*A Beka Testing* has provided a sample parent letter. If an administrator would like to use this letter, please feel free to copy the next page and include it with the students' scores that are sent out to parents.

Dear Parents,

Your student has completed testing with your school. Testing gives your student's administrator and teacher an objective report of how your student is doing overall. These scores do not determine if your student passed or failed. Also, they do not determine grade placement for your student. However, they do show how your student compares with other students in the nation.

Enclosed are the results for your student. These results along with your student's daily work are tools to help you evaluate your student's progress for this year.

Basic interpretation:

On your student's report, there are three main scores that you will want to focus on.

1. Percentile rank: It shows how your student ranked with other students in the nation who have taken this test. For instance, if your student scored a 72%, then he did as well as or better than 72% of his peers in that area.
2. Stanine: This score also shows how your student performed compared to a group. Students can receive a score of 1 through 9. 1, 2, or 3 is considered below average. 4, 5, or 6 is considered average. 7, 8, or 9 is considered above average.

Both of these scores can also be used to compare how your student is doing from one subject to another.

3. Grade equivalent: Please remember this does not indicate grade placement. Grade equivalent shows how your student did compared to the average student. For example, if a sixth-grade student obtained a GE of 7.8, his performance matches what would typically be expected of a student that had taken the same test at the end of the eighth month of seventh grade.

If you have questions on how to interpret these results, please contact your local school. Your local school can look at the results in conjunction with your student's daily work to evaluate your student's strengths and areas that he may need to improve.

Sincerely,

*A Beka Testing*





## General Scoring Definitions for Achievement Tests

- **Number Correct (Raw Score)**—Its interpretation depends on the difficulty and number of test questions (Maximum Points).
- **Percent Correct**—Like Number Correct, it has little meaning by itself.
- **Percentile Rank (PR)**—Not to be confused with Percent Correct, PR is a norm-referenced score that ranges from 1 to 99. It indicates the relative standing of a student in comparison to other students in the same grade in the norm group who took the test around the same time of year. For instance, a PR of 72 indicates that the student scored higher than 72% of the students in the national norm group. Conversely, 28% of the norm group scored higher than the student.
- **Stanine**—a norm-referenced score that ranges from 1 to 9. Stanines are essentially single-digit PRs, which allow a quick interpretation of achievement as below average (1–3), average (4–6), or above average (7–9). Conversely, they do not provide the detail to do more in-depth analysis.
- **Grade Equivalent (GE)**—Represented by a decimal number that describes performance in terms of grade level and month. For example, if a sixth-grade student obtained a GE of 7.8, his performance matches what would typically be expected of a student that had taken the same test at the end of the eighth month of seventh grade. In other words, his performance was above grade level. GEs are also useful for measuring individual growth from one year to the next. Typically students progress one grade level (1.0) each year. However above- (below-) average students usually progress more than (less than) one grade level each year.  
*Caution:* Do NOT use GEs for grade placement decisions. They do not indicate that the student has mastered all material up to that grade level.

## General Scoring Definitions for *CogAT*® Ability Tests

- **Age-Based Scores** (*CogAT*® only)—Ability tests provide both grade-based and age-based scores. Age Percentile Ranks (APR) and Age Stanines (AS) are the most commonly used age-based scores. Unlike grade-based scores, age-based scores compare a student's score to the norm groups in reference to the student's age, not grade level. When a student's age is typical for the grade, the student's age and grade scores will be identical or nearly so. However, if students are very young (old) for the grade, their age scores will be higher (lower) than their grade scores. For individuals who are younger or older than the typical student in a grade, grade norms (rather than age norms) are more appropriate to use when trying to understand the students' academic performance.
- **Predicted Achievement Score** (The Iowa Tests®/*CogAT*® only)—Utilizes the student's ability score (generated from the *CogAT*®) to generate a prediction of how the student should score on The Iowa Tests®. A significant discrepancy between the Predicted Achievement Score and the actual achievement score may indicate “over-” or “under-” achievement, in relation to ability.



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