



TEST ADMINISTRATOR'S GUIDE
for Iowa Testing



ABOUT ABEKA STANDARDIZED TESTING

All materials are to be returned to

Abeka Standardized Testing
240 Waveland St.
Suite E
Pensacola, FL 32503

Questions regarding
Abeka Standardized Testing:
Please contact
1-888-722-0044 customer service
Office hours: 8:00 a.m.–4:45 p.m. CT

or e-mail

abekatesting.org

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GETTING STARTED

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

1. Inventory your tests.
 - 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 Abeka Testing within 10 days.
2. Maintain test security before, during, and after testing.
 - Only test administrators or students taking the test should have access to the testing materials.
 - Store test materials in a secure, locked area that is accessible only to authorized persons.
 - All test materials are protected by copyright laws.
 - Test content, whether actual or similar, should not be used for discussion, demonstration, review, practice, or any other reason.
 - Do not paraphrase or alter directions when administering tests.
 - Return test booklets, answer documents, and directions for administration via a traceable shipping method to Abeka 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 Abeka Testing at 1-888-722-0044.
5. Administer the tests.
 - For the levels in which a separate answer document is provided, be sure not to write in the test booklets.
 - Be sure your students are using a No. 2 pencil.



Forms E Scope & Sequence for Complete and Core Batteries

The Scope and Sequence describes each level and subtest, provides the testing times, and lists the number of questions for each subtest and by level. Administration times are approximate for Levels 5–8 and are expected to vary with different test administrators and groups of students. Allow enough time so most students can finish each test. Administration for Levels 9–17/18 is timed, and the testing times listed correspond to the standard time limits.

Levels 5–5/6 (Grades K–1) Testing Times

Test	Number of Items		Approximate Working Time (minutes)	
	Level 5	Level 5/6	Level 5	Level 5/6
Vocabulary	23	27	20	20
Word Analysis				
Phonological Awareness & Decoding	29	33	20	20
Identifying & Analyzing Word Parts				
Listening				
Literal Comprehension	23	27	30	30
Inferential Comprehension				
Language				
Verb Tense				
Classification				
Singular-Plural Usage				
Operational Language	27	31	25	25
Spatial-Directional Language				
Prepositions to Denote Relationships				
Comparative & Superlative Adjectives				
Math				
Number Sense & Operations				
Algebraic Patterns & Connections	27	35	25	25
Geometry				
Measurement				
Reading (Parts I and II)				
Words	17	34	30	40
Comprehension				
TOTALS— COMPLETE	146	187	2 h. 30 min.	2 h. 40 min.

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

Column B—The number of years the Abeka 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 Abeka curriculum is currently used

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

Column D—Your primary curriculum (Please omit Column D if Abeka 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 Abeka Academy curriculum (Please omit Column E if you are not using Abeka 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 Iowa 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.

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 Iowa, 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
Abeka 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 Abeka 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
Abeka 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

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.
Or you can include the next page with your return materials.**

Paper materials returned to Abeka for scoring will be kept for 90 days.

INTERPRETATION FOR IOWA


Student Profile with Narrative

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

A. Student Information

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

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



A

PROFILE NARRATIVE FOR CHRISTOPHER ADAMS
Iowa Assessments™

B

Class: Banning
Building: Everglades

State: FL

C

Student: Adams, Christopher
Student ID: 620862
Form-Level: E-11
Test Date: 08/2018
Norms: Fall 2017
Grade: 5

D

Iowa Assessments	Test Scores	NPR Graph
	NPR	1 10 25 50 75 90 99
Reading	56	<div style="width: 56%;"></div>
Written Expression	74	<div style="width: 74%;"></div>
Conventions of Writing	47	<div style="width: 47%;"></div>
Vocabulary	70	<div style="width: 70%;"></div>
ELA TOTAL	66	<div style="width: 66%;"></div>
Mathematics	48	<div style="width: 48%;"></div>
Computation	45	<div style="width: 45%;"></div>
MATH TOTAL	46	<div style="width: 46%;"></div>
CORE COMPOSITE	56	<div style="width: 56%;"></div>
Social Studies	76	<div style="width: 76%;"></div>
Science	74	<div style="width: 74%;"></div>
COMPLETE COMPOSITE	63	<div style="width: 63%;"></div>

E

Legend	
NPR = National Percentile Rank	

Christopher was recently given the Iowa Assessments. This report is designed to give you information about Christopher's achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

Christopher's Achievement Today
The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Christopher.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level problem solving and data analysis skills in mathematics.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading, expanding reading vocabulary, or writing with attention to sentence structure and purpose, as well as solving number sentences and reading basic charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as understanding number properties or solving simple number sentences.

F

Please contact your child's teacher if you need assistance with score interpretation.

D. Subtests given

E. Scores types reported:
See legend in between scoring boxes. For definitions of these scores, please see page 00.

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

Interpretation for INDIVIDUAL PERFORMANCE PROFILE

A. Student Information

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

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

CLASS PERFORMANCE PROFILE

Iowa Assessments™

TESTS

TESTS	N=	SCORES			NPR OF AVERAGE SS GRAPH					
		SS	NPR	GE	NS	1	25	50	75	99
Reading	20	217.6	65	6.1	6	[Bar]				
Written Expression	20	229.7	72	7.0	6	[Bar]				
Conventions of Writing	20	220.7	66	6.3	6	[Bar]				
Vocabulary	20	214.6	65	5.9	6	[Bar]				
ELA TOTAL	20	221.7	73	6.4	6	[Bar]				
Mathematics	20	204.2	48	5.0	5	[Bar]				
Computation	20	203.5	50	5.2	5	[Bar]				
MATH TOTAL	20	204.0	48	5.1	5	[Bar]				
CORE COMPOSITE	20	212.8	60	5.7	6	[Bar]				
Social Studies	20	220.1	68	6.2	6	[Bar]				
Science	20	217.3	64	6.0	6	[Bar]				
COMPLETE COMPOSITE	20	214.9	62	5.8	6	[Bar]				

INTERPRETING THE REPORT

Class: Banning
Building: Everglades

State: FL

Form-Level: E-11
Test Date: 08/2018
Norms: Fall 2017
Grade: 5
Page: 1

In the upper part of this report, average scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate the group's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

G. Legend of abbreviations for scores

■ = National Percentile Rank

F

Domains/Cognitive Levels	Total Items	%C	%C	%C	Diff.	Differences
		Cls.	Nat.	Nat.		20 0 +20
Reading						
Informational	20	70	62	+8		[Bar]
Literary	23	72	63	+9		[Bar]
Domains						
Vocabulary	4	69	57	+12		[Bar]
Explicit Meaning	13	68	60	+8		[Bar]
Implicit Meaning	10	75	67	+8		[Bar]
Key Ideas	8	74	61	+13		[Bar]
Author's Craft	8	69	62	+7		[Bar]
Cognitive Levels						
Essential Competencies	10	74	62	+12		[Bar]
Conceptual Understanding	26	69	63	+6		[Bar]
Extended Reasoning	7	73	61	+12		[Bar]
Written Expression						
Domains						
Usage & Grammar	14	69	54	+15		[Bar]
Sentence Structure	7	75	66	+9		[Bar]
Planning & Organization	14	78	67	+11		[Bar]
Appropriate Expression	5	72	62	+10		[Bar]
Cognitive Levels						
Essential Competencies	18	71	56	+15		[Bar]
Conceptual Understanding	7	75	66	+9		[Bar]
Extended Reasoning	15	76	67	+9		[Bar]
Conventions of Writing						
Domains						
Spelling	30	62	59	+3		[Bar]
Capitalization	24	62	51	+11		[Bar]
Punctuation	24	55	47	+8		[Bar]
Vocabulary						
Domains						
Vocabulary	37	66	60	+6		[Bar]
Mathematics						
Domains						
Number Sense & Operations	17	54	59	-5		[Bar]
Alg. Patterns/Connections	10	69	64	+5		[Bar]
Data Analysis/Prob./Stats	9	44	45	-1		[Bar]
Geometry	12	55	61	-6		[Bar]
Measurement	12	61	57	+4		[Bar]
Cognitive Levels						
Essential Competencies	6	58	66	-8		[Bar]
Conceptual Understanding	44	58	57	+1		[Bar]
Extended Reasoning	10	52	56	-4		[Bar]
Computation						
Domains						
Compute with Whole Numbers	19	68	68	0		[Bar]
Compute with Fractions	6	26	31	-5		[Bar]
Compute with Decimals	4	59	53	+6		[Bar]
Social Studies						
Domains						
History	10	63	54	+9		[Bar]
Geography	11	65	55	+10		[Bar]
Economics	7	69	61	+8		[Bar]
Civics & Government	9	61	52	+9		[Bar]
Cognitive Levels						
Essential Competencies	15	70	58	+12		[Bar]
Conceptual Understanding	12	58	49	+9		[Bar]
Extended Reasoning	10	64	59	+5		[Bar]
Science						
Domains						
Life Science	15	69	59	+10		[Bar]
Earth & Space Science	11	65	60	+5		[Bar]
Science (c)						
Domains (c)						
Physical Science	11	54	50	+4		[Bar]
Cognitive Levels						
Essential Competencies	14	47	45	+2		[Bar]
Conceptual Understanding	19	74	66	+8		[Bar]
Extended Reasoning	4	70	58	+12		[Bar]
Information Literacy						
Domains						
Acquiring Information	6	63	51	+12		[Bar]
Evaluating Information	3	82	64	+18		[Bar]
Using Information	6	81	73	+8		[Bar]

SS = Average Standard Score (SS) NPR = National Percentile Rank of Average SS GE = Grade Equivalent of Average SS NS = National Stanine of Average SS
A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.

D. Subtests given

E. Scores: For definitions of these scores, please see page 00.

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

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.

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)**—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 equal units of achievement when compared to a reference group as below average (1-3), average (4-6), or above average (7-9).
- **Grade Equivalent (GE)**—GEs are useful to measure individual growth from one year to the next. Typically a student progresses one grade level (1.0) each year. This score is represented by a decimal number. If a sixth-grade student obtained a GE of 7.8 in math, then an instructor would compare that to the student's fifth grade math GE score to evaluate if it increased by 1.0.

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.

NOTES

NOTES

