

July  
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# ISASP

IOWA STATEWIDE ASSESSMENT  
of STUDENT PROGRESS

## Longitudinal Group Summary Report

Prepared By  
Iowa Testing Programs

## Acknowledgements

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## ISASP Group Summaries

The Iowa Statewide Assessment of Student Progress (ISASP) measures student achievement and understanding of the Iowa Core Standards in English Language Arts (ELA), Mathematics and Science. Indicators of student proficiency and growth from grade-to-grade are provided. The ISASP was first administered in the spring of 2019 and has been administered annually since the spring of 2021.

Three different types of interpretations are commonly used with ISASP results. A *proficiency-based interpretation* provides students and educators with descriptions and indicators of levels of proficiency as determined by the state of Iowa. Proficiency-based scores are criterion-referenced and reflect the level of achievement compared to the Iowa Core standards. A *normative-based interpretation* supports comparisons to other Iowa students. A *growth interpretation* describes how students are changing over time. ISASP Scale Scores permit all three types of interpretations.

Understanding how students change and grow over time is extremely important as teachers and schools design education programs tied to the Iowa Core Standards. This document is designed to complement annual reports summarizing ISASP results by comparing performance of certain groups across years. These results show the consistency of different student groups over time in a specific grade. Stated differently, these results demonstrate the performance of a typical student in certain groups over time.

### ISASP Scale

The primary functions of the ISASP Scale Score are (1) to provide a consistent metric for translating ISASP scores into the standards-based achievement levels adopted by the Iowa State Board of Education of Not-Yet-Proficient, Proficient, and Advanced; (2) to establish a common metric for scores on ISASP forms across years that can be responsive to changes in assessment design such as adaptive testing; (3) to support student growth interpretations; and (4) to determine how far students are from the various proficiency levels.

ISASP performance levels are defined by the state of Iowa. Performance level descriptors specify the level of performance on a test that is required for a student to be classified into a given performance level. The **General Performance Level Descriptors** are presented in Table 1 on the next page. Grade and content-specific descriptors for the ISASP are available here: <https://iowa.pearsonaccess.com/performance-levels/>.

**Table 1. General Performance Level Descriptors**

	<b>Performance Level Descriptors</b>
<b>Advanced</b>	Students performing at the <b>Advanced</b> level demonstrate thorough competency over the knowledge, skills, and abilities that meet the requirements for their grade level associated with academic readiness for college and career in the subject area.
<b>Proficient</b>	Students performing at the <b>Proficient</b> level demonstrate adequate competency over the knowledge, skills, and abilities that meet the requirements for their grade level associated with academic readiness for college and career in the subject area.
<b>Not-Yet-Proficient</b>	Students performing at the <b>Not-Yet-Proficient</b> level have not yet demonstrated the knowledge and skills to be classified as Proficient.

### Examining Change Across Years

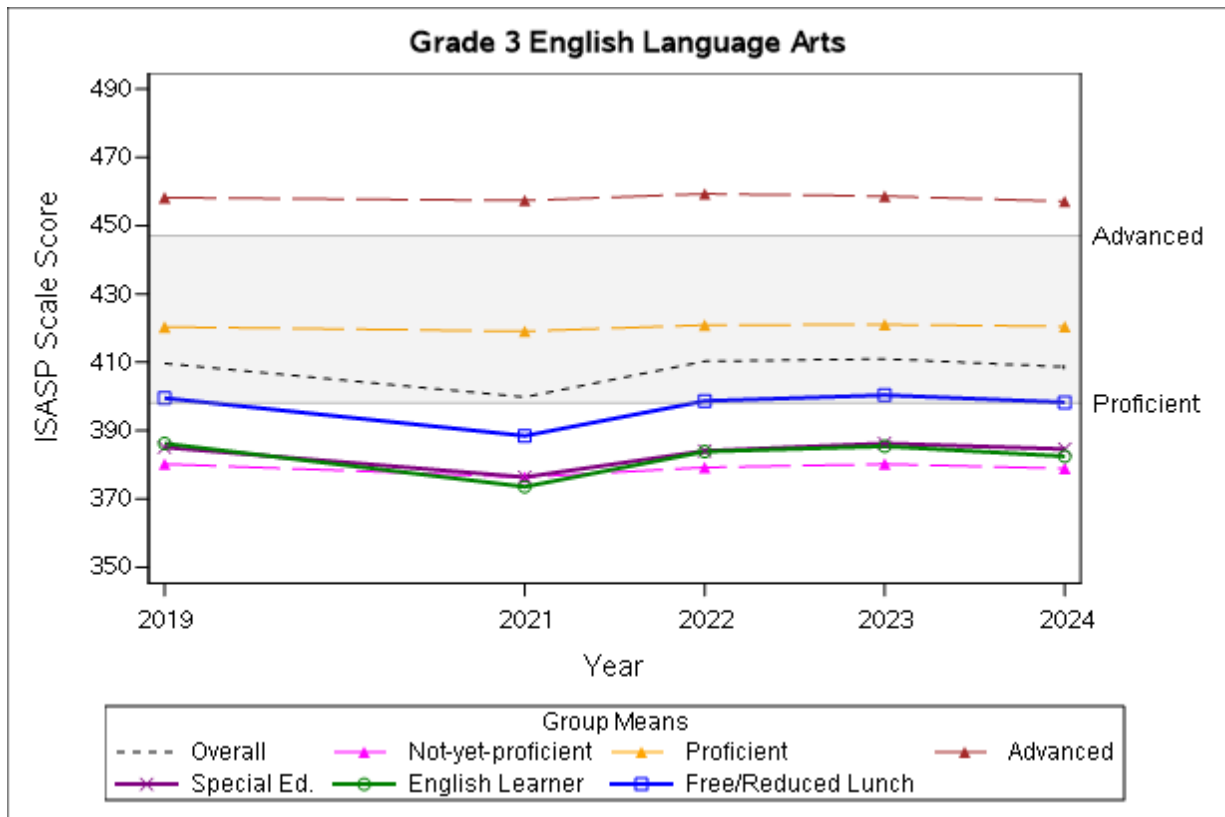
Student change is typically examined across years to better understand how students are growing in achievement over time. Student growth is examined by following a matched cohort of students across years. This type of growth is summarized in the annual ISASP report called **Student Performance Changes**. It is also informative to look at how different groups of students are changing by examining how, for a particular grade, different student groups compare across years. This is the type of information presented in this report.

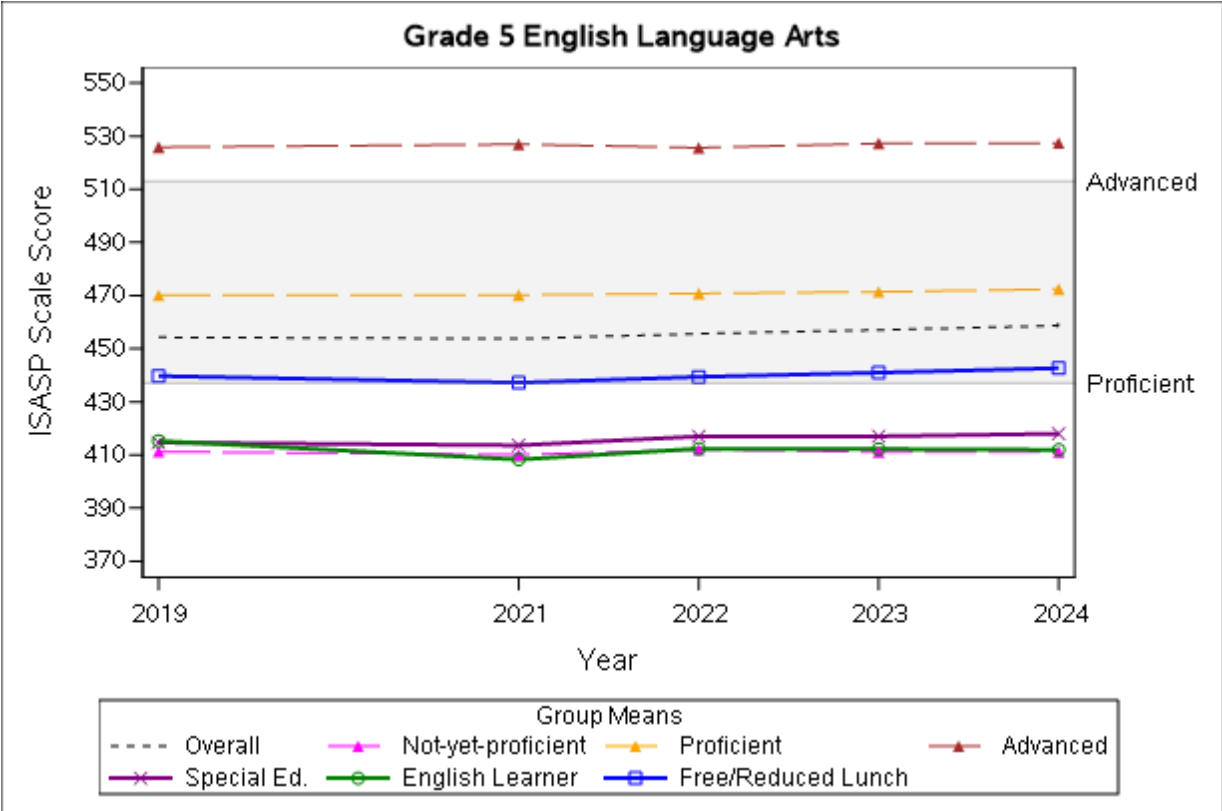
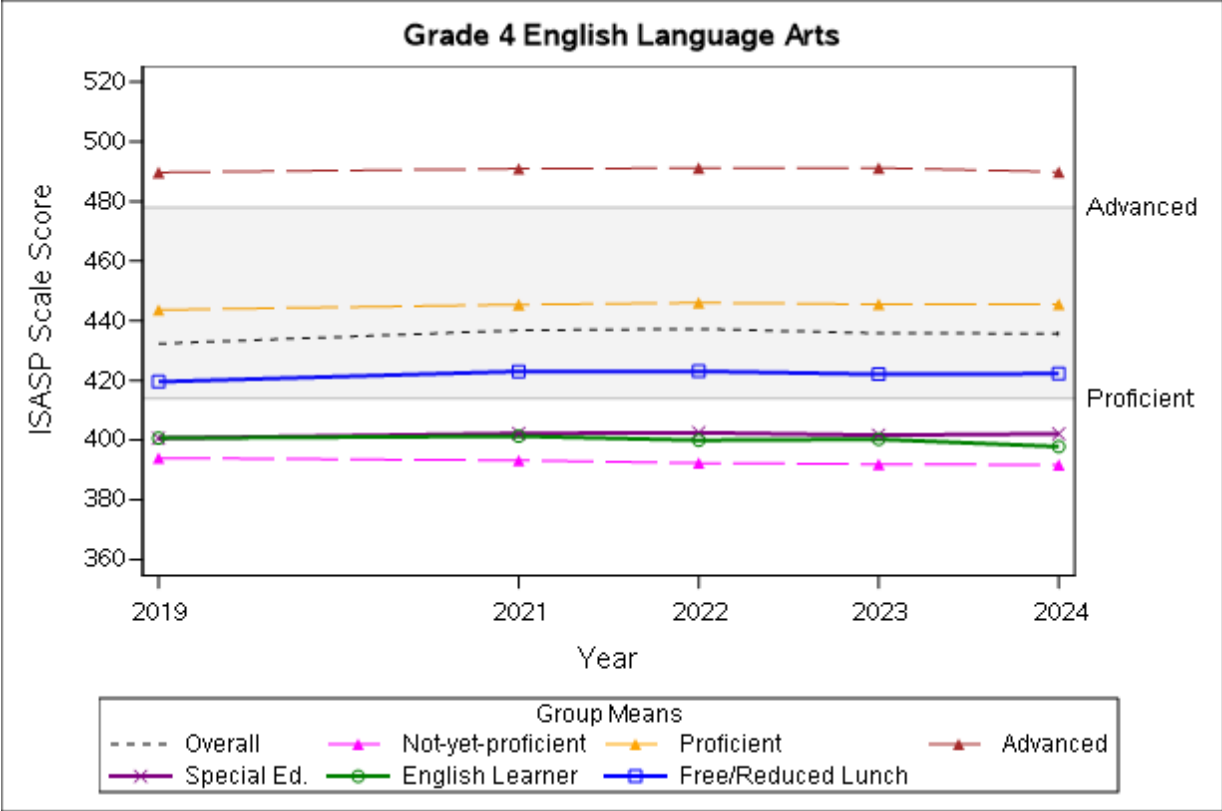
The figures below demonstrate the consistency of different student groups on the ISASP over time. The x-axis corresponds to year. ISASP Scale Scores are represented on the y-axis. As seen in the legend, each marker (symbol) corresponds to the average ISASP Scale Score for a specific group. The overall performance across all Iowa students is summarized by the black dotted line. The dashed lines with triangles correspond to the average scale score within each performance level (Not-Yet-Proficient, Proficient, Advanced). The solid lines plot the performance of English learners, students with free/reduced lunch, and special education students. Comparing the slope of the lines between groups and across years shows how students are changing over time in a given grade. A positive slope indicates that group of students had a higher average score than the previous group. A negative slope implies the opposite. For additional context, background shading distinguishes between ISASP Performance Levels.

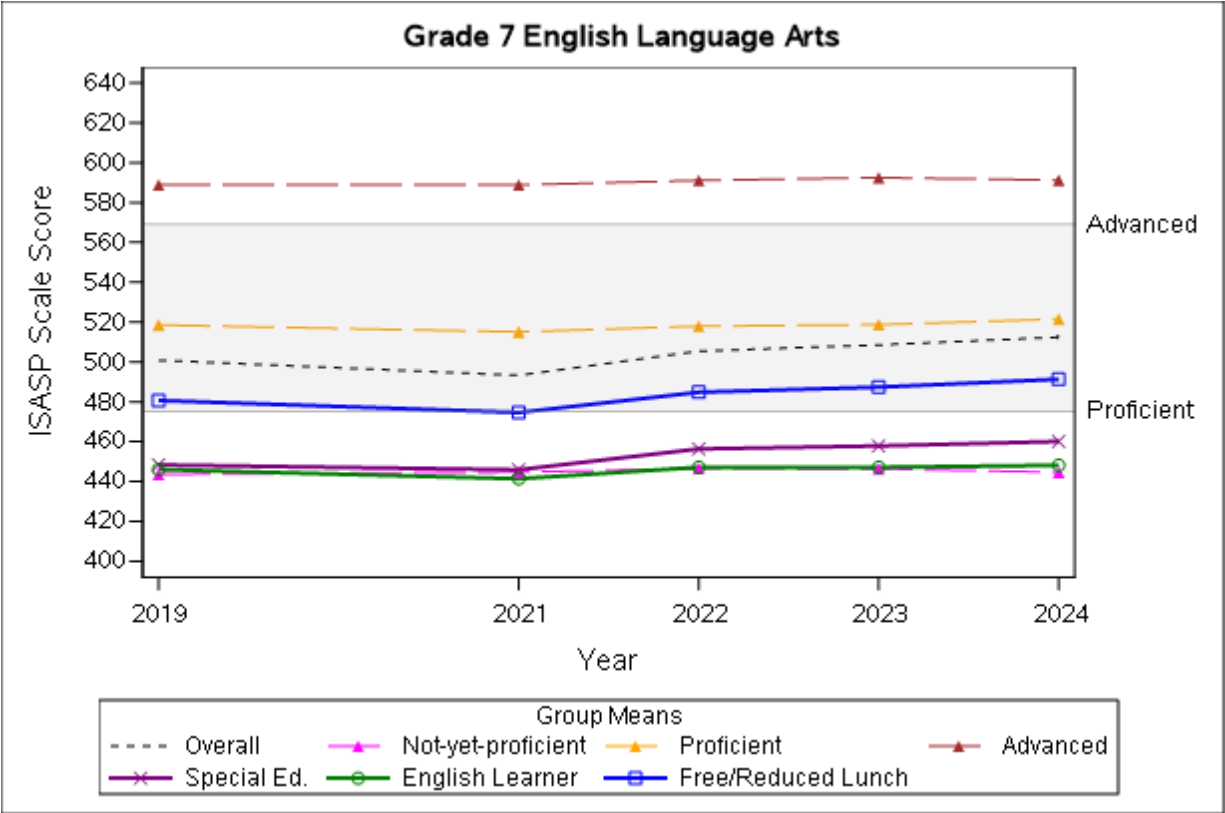
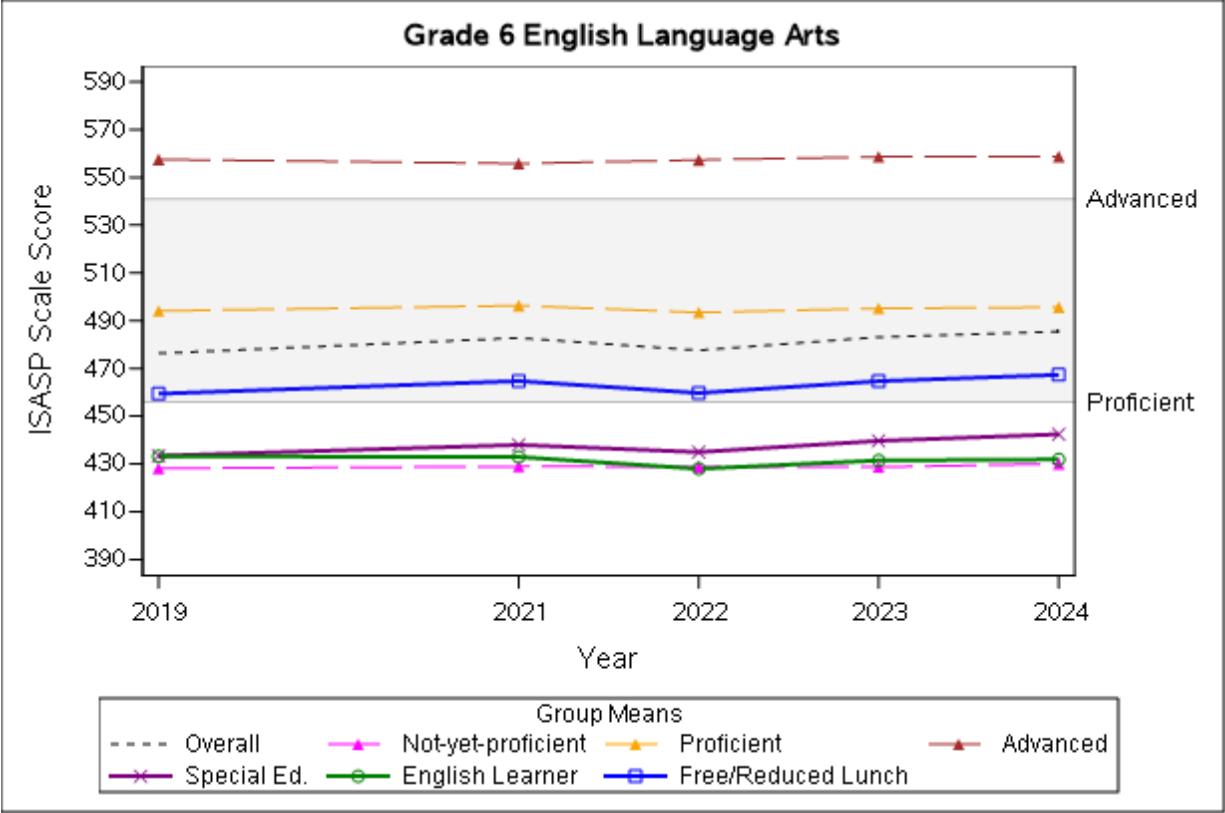
These results provide additional context for interpreting the performance of students in your school and district. Each marker represents the typical performance for a group of students and shows how this year compares to previous years. You can compare your individual students to the appropriate subgroups. Educators may wish to replicate these analyses at the aggregate level with district data to see how consistent their student groups are over time and to compare observed changes to the state. These types of comparisons are useful evaluative tools for better understanding how your students are changing over time and for examining the impact of local programs on student performance.

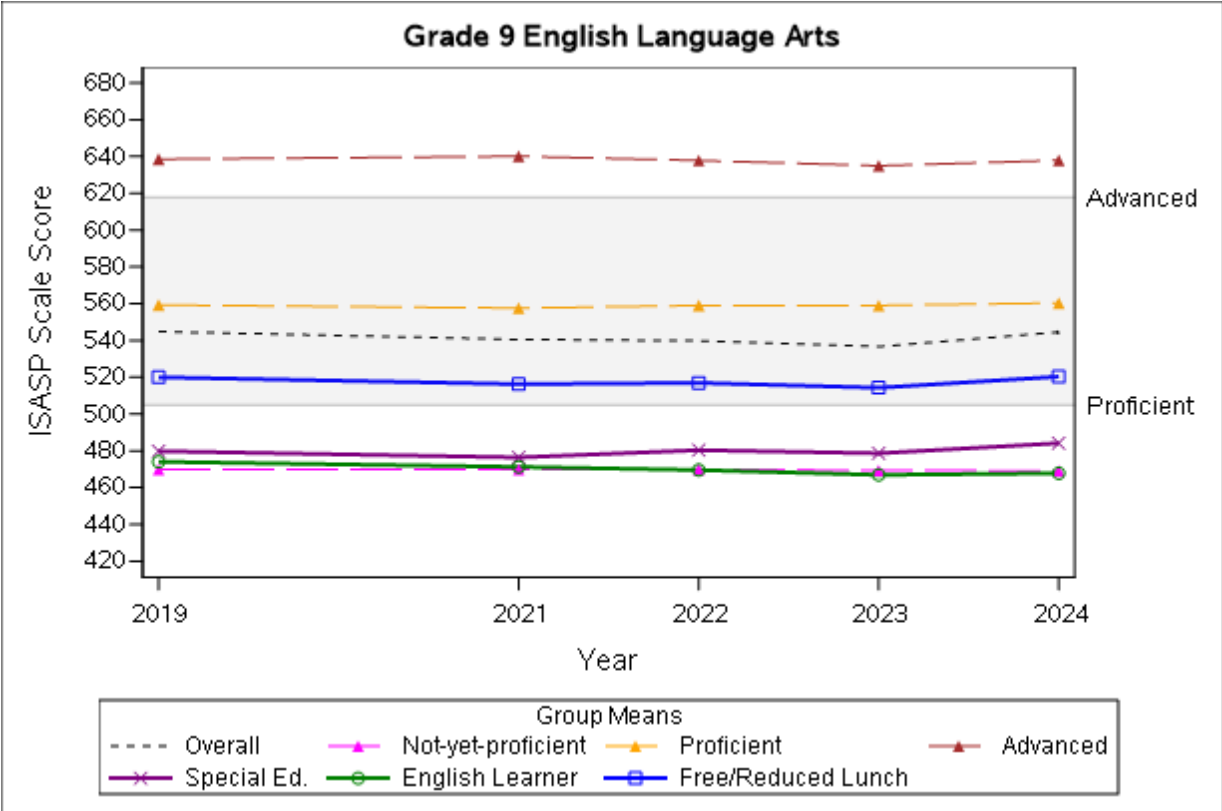
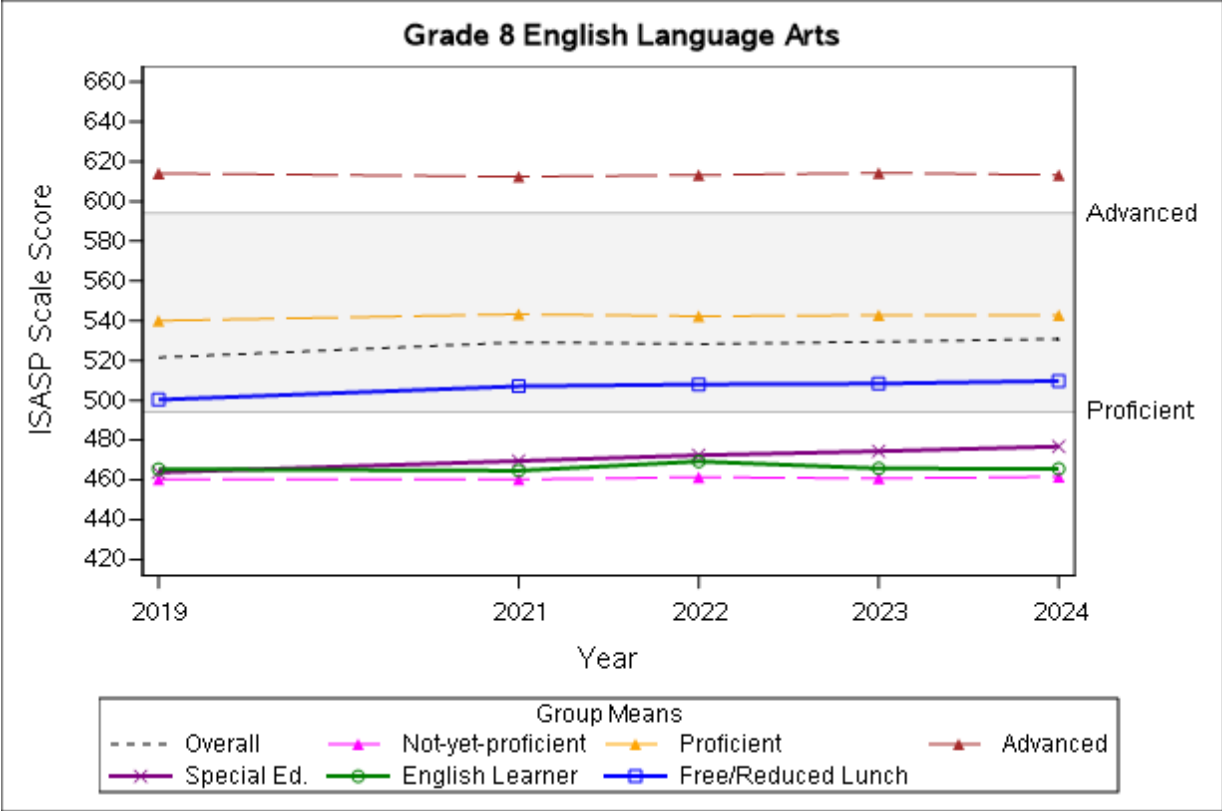
## English Language Arts

The figures on pages 3-7 provide group summaries in English Language Arts.

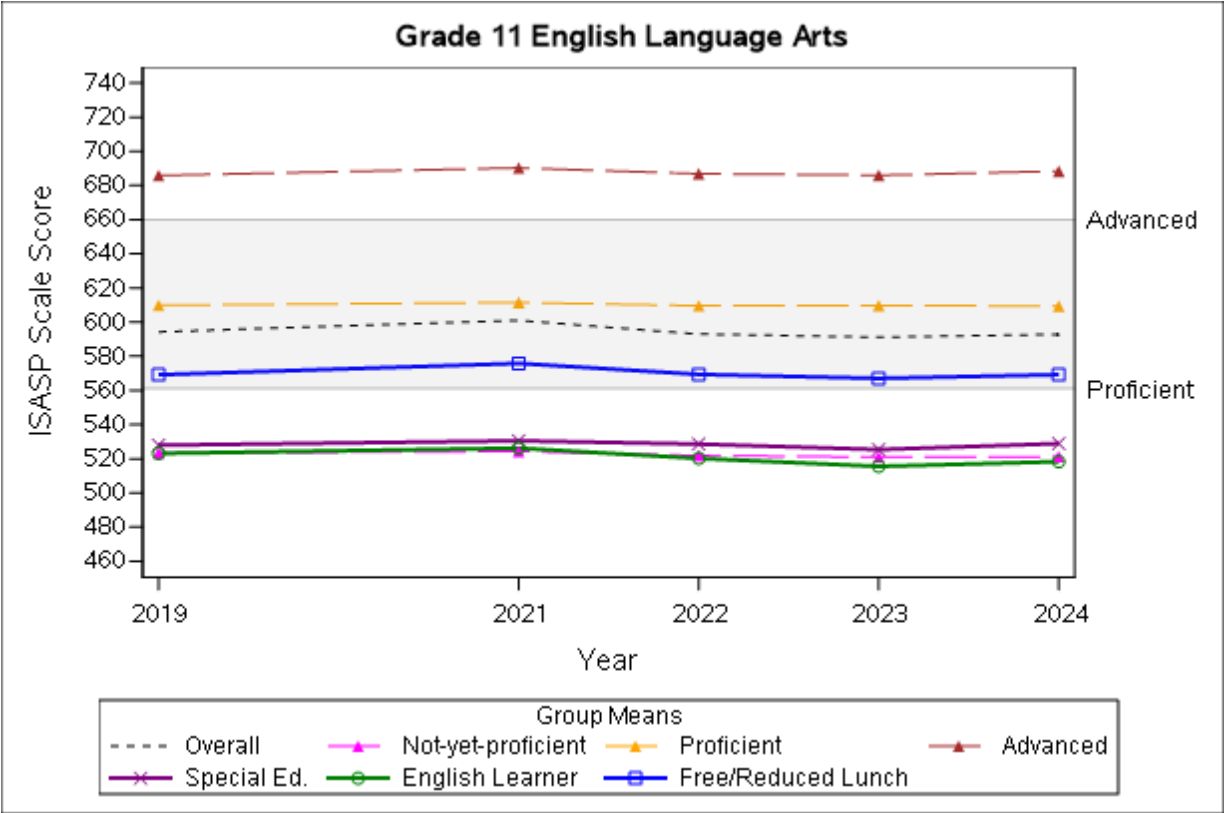
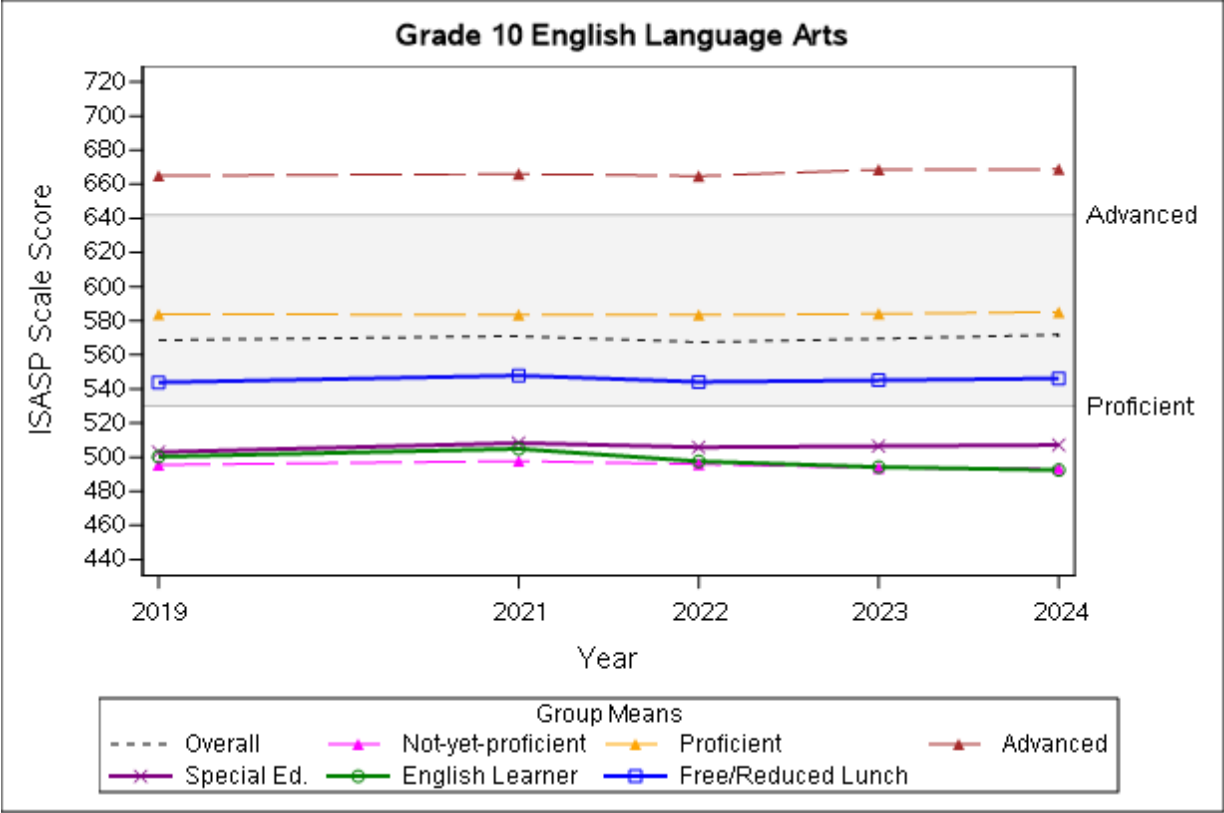






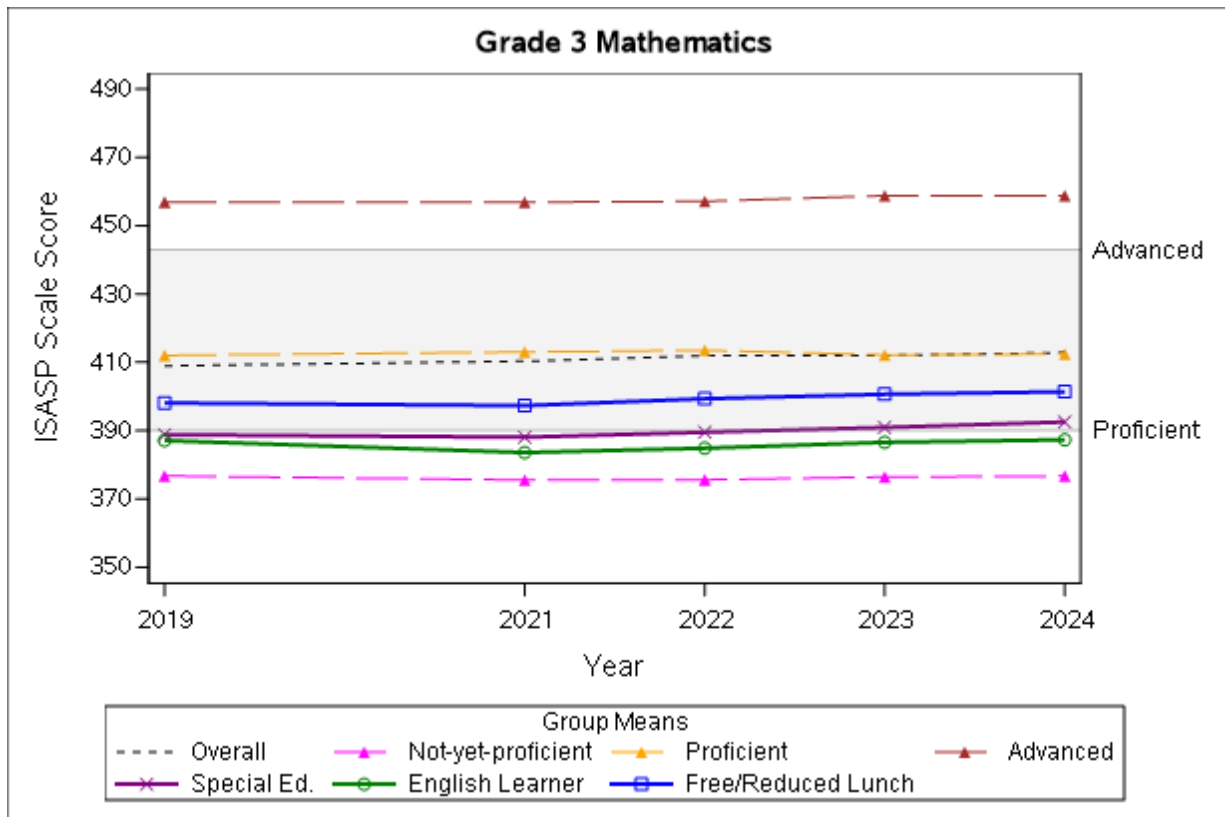


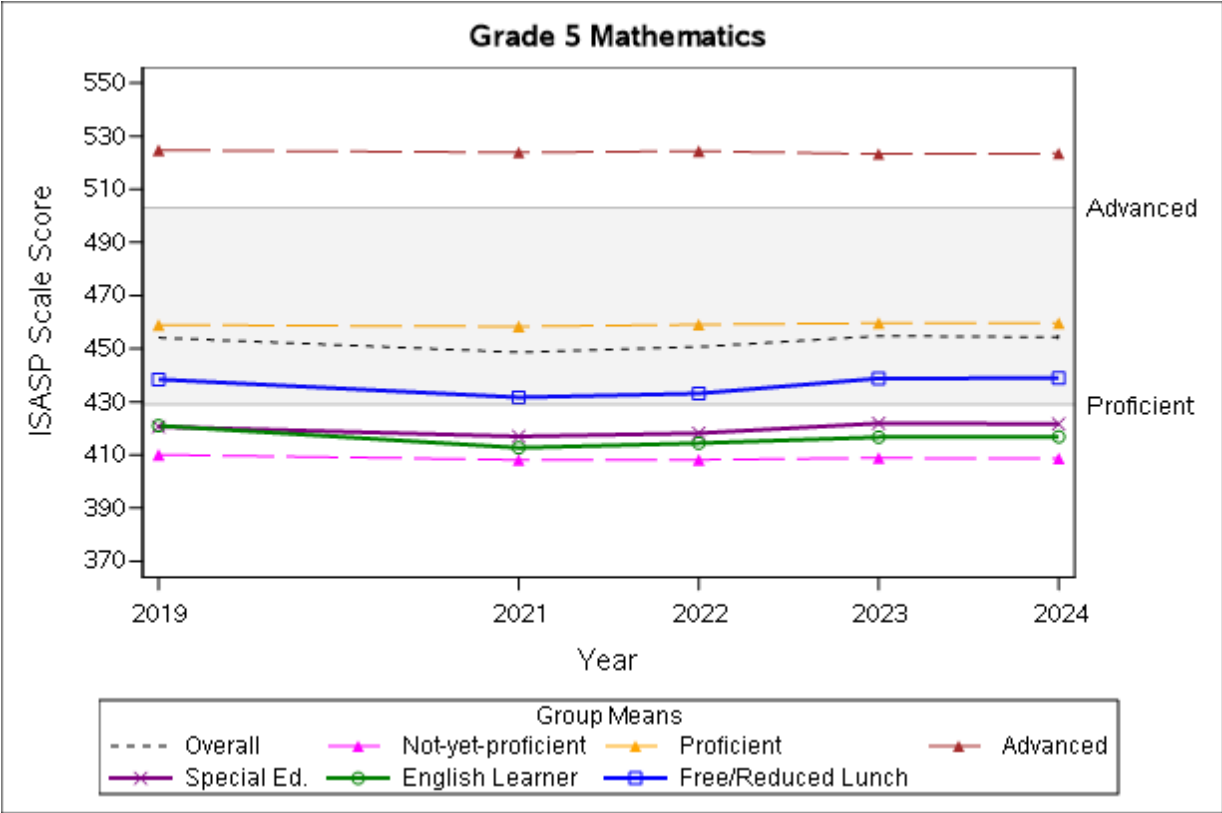
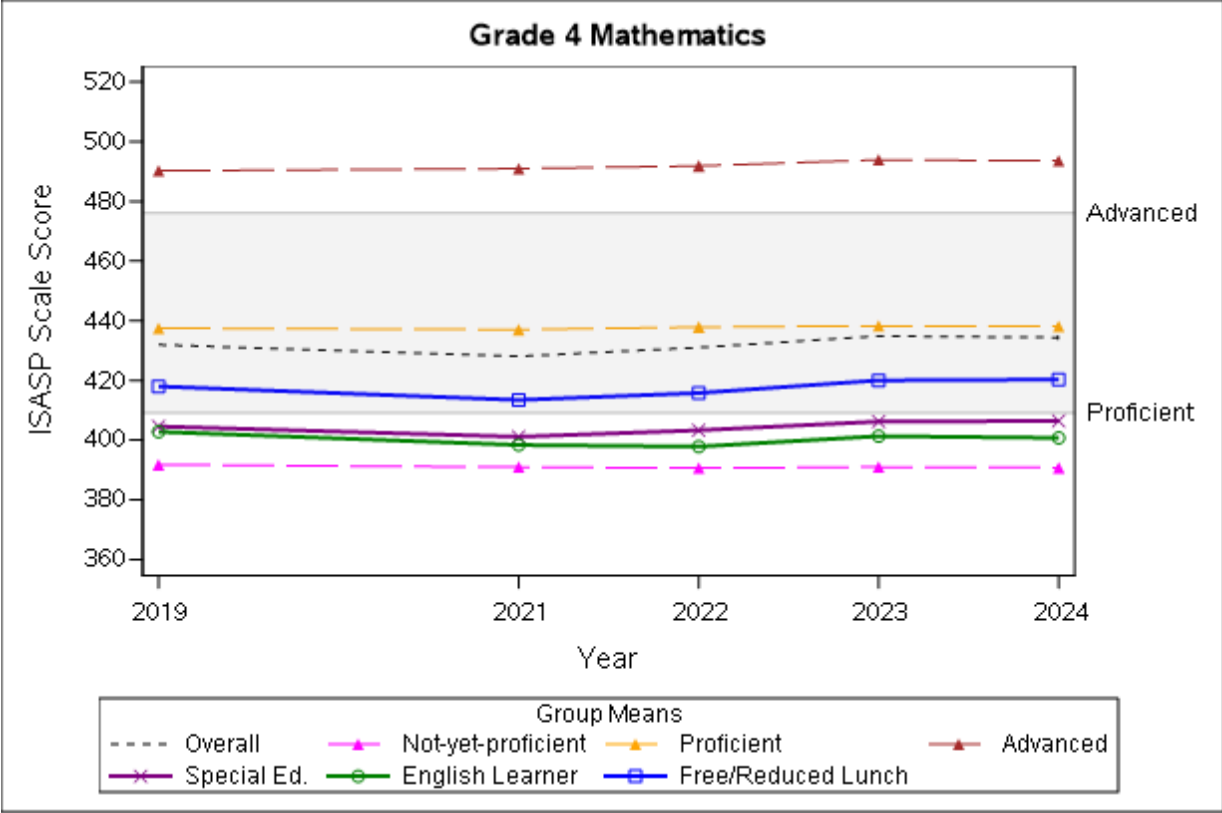


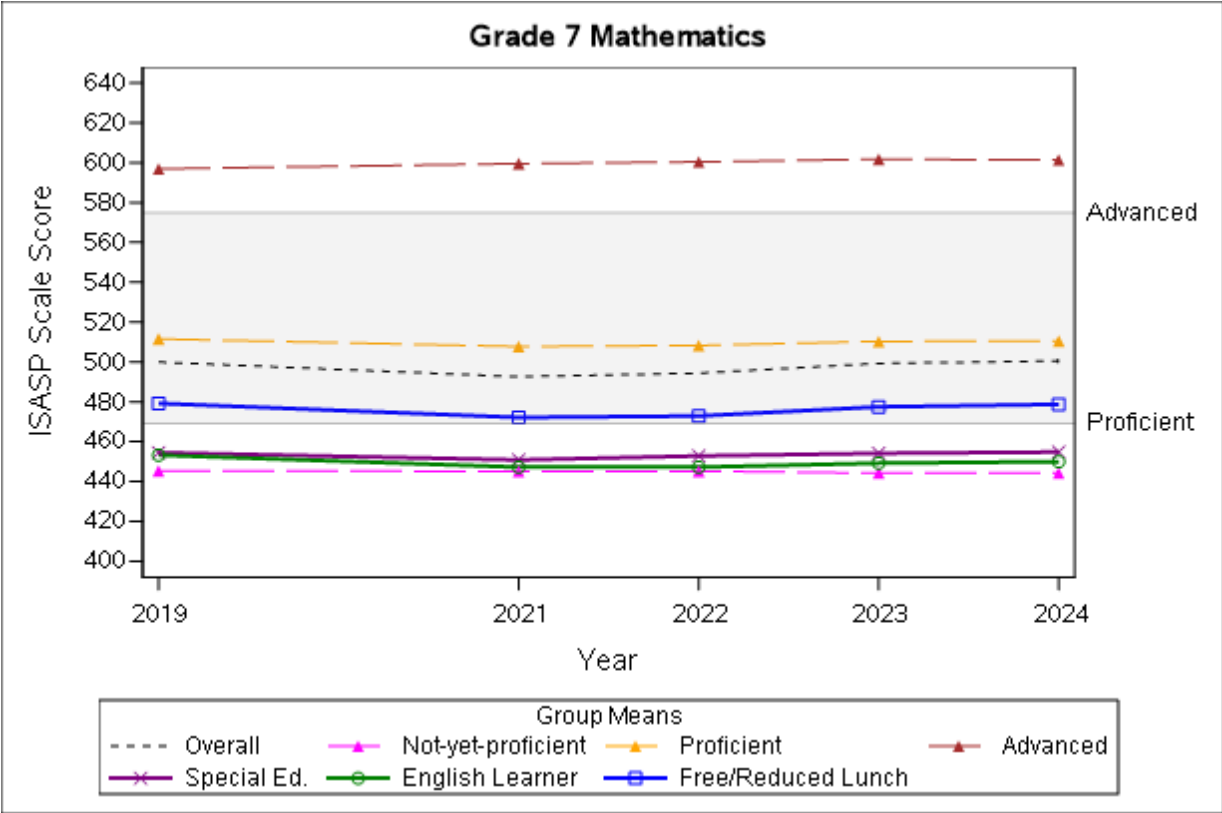
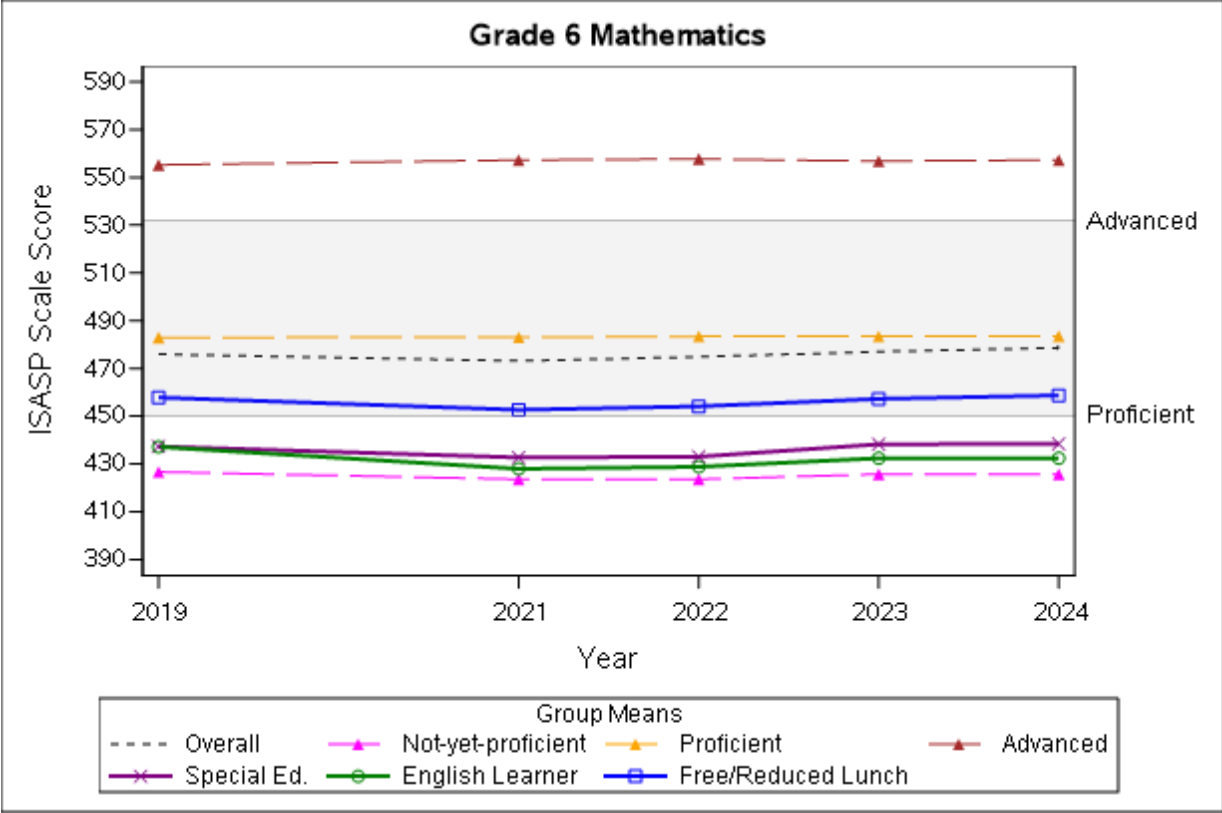


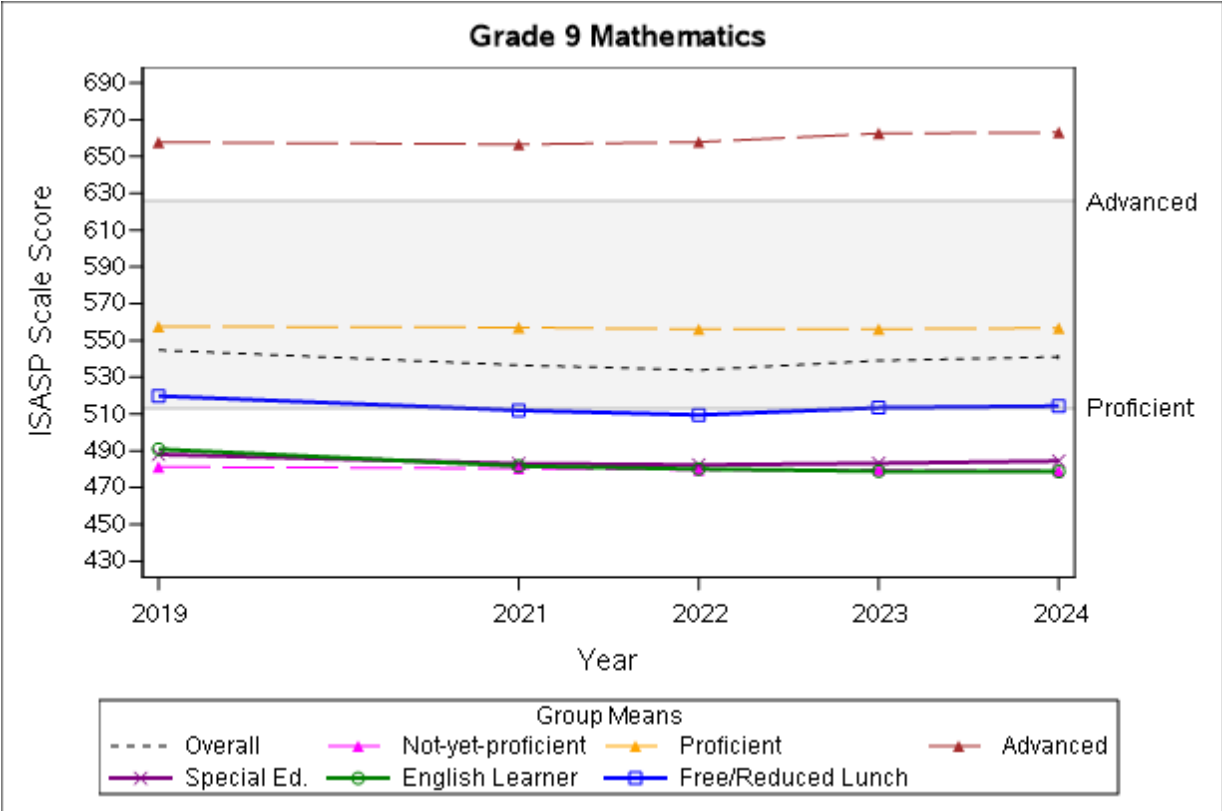
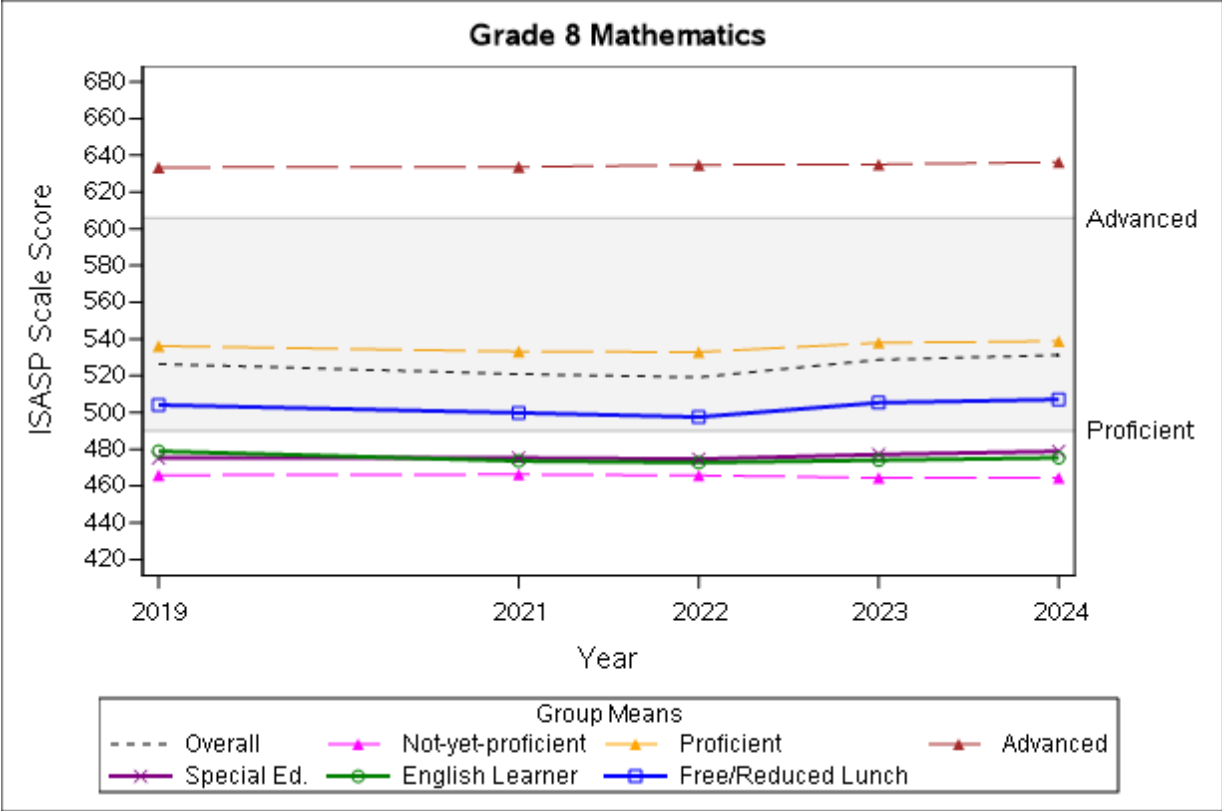
## Mathematics

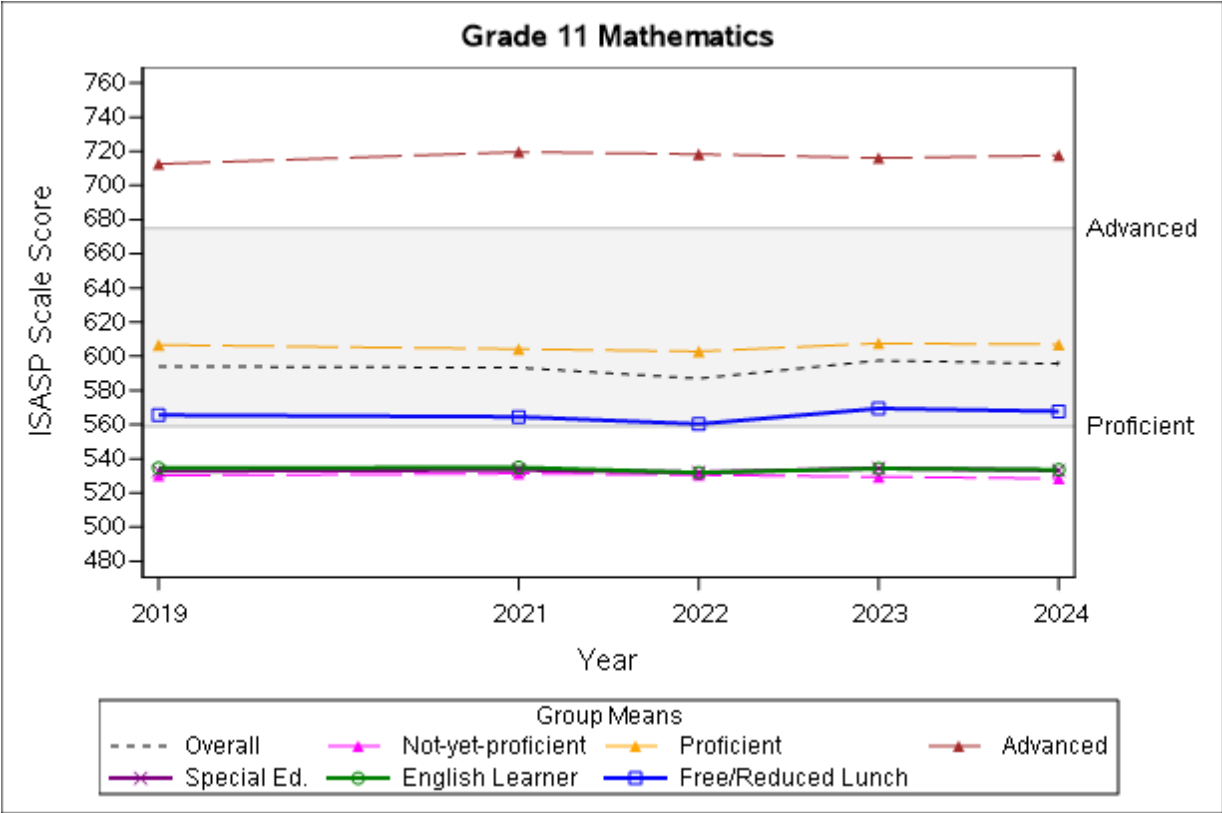
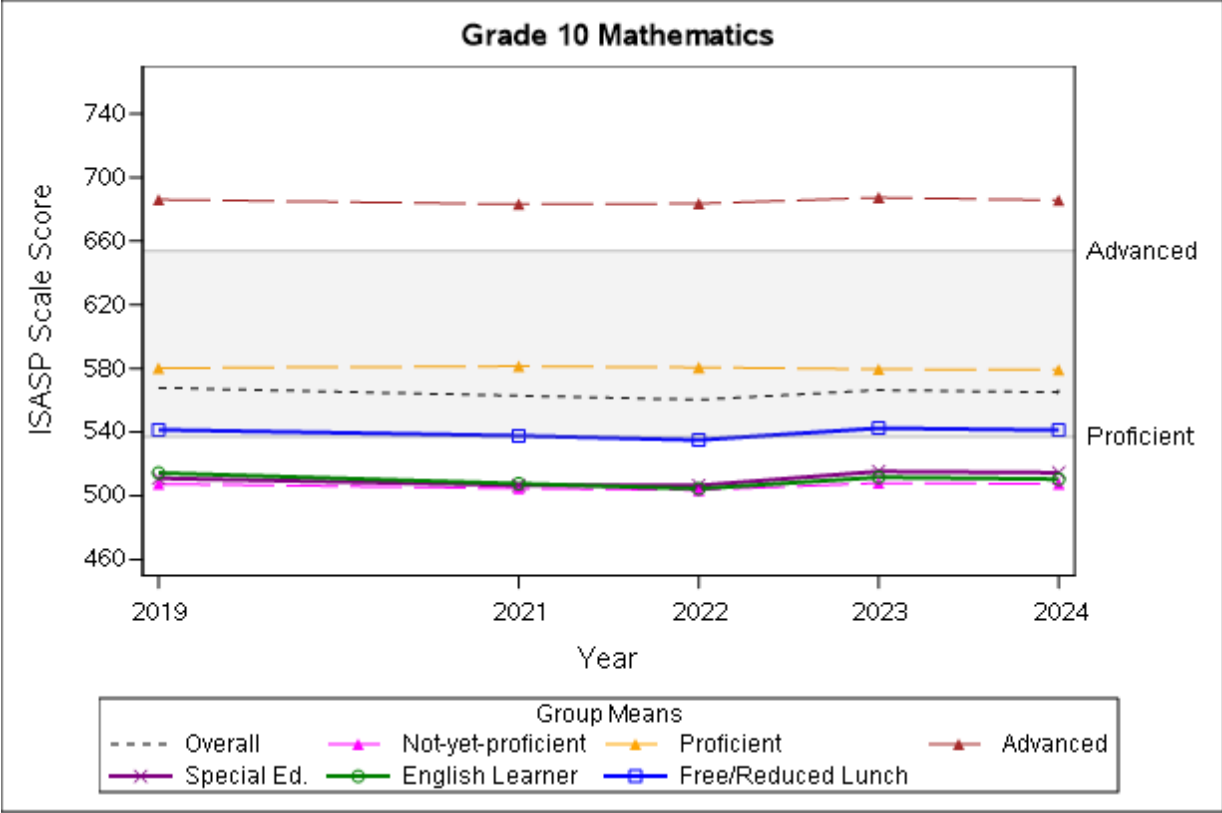
The figures on pages 8-12 provide group summaries in Mathematics.











## Science

The figures on pages 13-14 provide the group summaries in Science.

