ISASP IOWA STATEWIDE ASSESSMENT of STUDENT PROGRESS

Interpretive Manual for Educators

Understanding the ISASP Results

The University of Iowa

ITP Iowa Testing Programs

Spring 2019

Table of Contents

How to Use the Interpretive Guide 1

ISASP Overview 2

Interpreting ISASP Reports 3

- Sample Individual Student Report Page 1 of 2 3
- Sample Individual Student Report Page 2 of 2 5
- Sample Student Roster Report 7
- Sample School Achievement Level Summary Report 9

Interpreting Achievement Levels and Performance Level Descriptors 11

Interpreting Domain Scores 14

Interpreting State of Iowa Performance 23

Interpreting ISASP Score Consistency 24

Contact Information 26

How to Use the Interpretive Guide

This guide is intended to help you understand results from the Iowa Statewide Assessment of Student Progress (ISASP). The published reports available for the ISASP include student and aggregate level data results. The Individual Student Report provides data at the student level. The Student Roster Report also provides student level information, but students are grouped by Achievement Level within a testing session. The Achievement Level Summary Report provides data at the aggregate level, grouped by grade, school, district and state.

The information in this guide will cover:

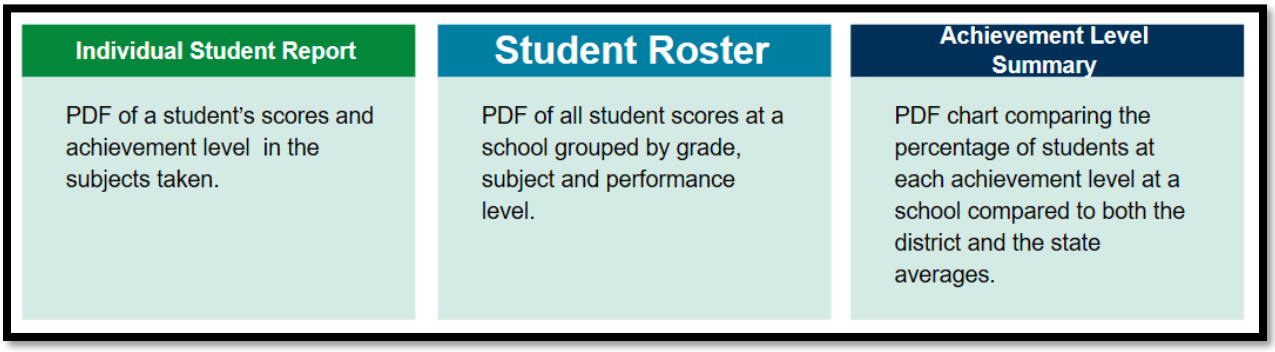
- ISASP Overview
- Interpreting ISASP Reports
- Interpreting Achievement Levels and Performance Level Descriptors
- Interpreting Domain Scores
- Interpreting State of Iowa Performance
- Interpreting ISASP Score Consistency

ISASP Overview

The ISASP are summative assessments developed by Iowa Testing Programs (ITP) at the University of Iowa for the state of Iowa. The assessments are aligned with the Iowa Core Standards and provide a clear and accurate assessment of student learning outcomes in Reading (grades 3 – 11), Language/Writing (grades 3 – 11), Mathematics (grades 3 – 11) and Science (grades 5, 8, and 10). The assessments are available in online and paper formats. Using a variety of item types (multiple choice items, extended response items and technology-enhanced items), the ISASP provides assessment information that is relevant and actionable.

The types of published reports on PearsonAccess^{next} are the Individual Student Report, Student Roster Report and Achievement Level Summary Report (Fig. 1).

Figure 1. Published Report Types



For more information regarding the Iowa Core Standards, please visit the Iowa Department of Education's Iowa Core website at: https://iowacore.gov/

Interpreting ISASP Reports

Sample Individual Student Report Page 1 of 2

ISASP
IOWA STATEWIDE ASSESSMENT of STUDENT PROGRESS

STUDENT REP 1

FIRSTNAME LASTNAME-ELAMATHSCI
STATE ID# 0123456789
SCHOOL NAME (5678)
DISTRICT NAME (1234)

SPRING 2019 GRADE 5

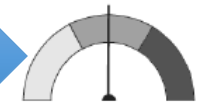
The State of Iowa is committed to delivering a high quality assessment for its students. The Iowa Statewide Assessment of Student Progress (ISASP) is aligned with the Iowa Core Academic Standards.

These results will provide educators, parents, and students important information about student performance that can be used to guide learning to best help each student.

Overview of how FIRSTNAME performed on the ISASP

ENGLISH LANGUAGE ARTS TOTAL Scale Score: **475** Achievement Level: **PROFICIENT**

2



ADVANCED (999 999)
PROFICIENT (999 999)
NOT YET PROFICIENT (999 999)

The English Language Arts (ELA) Total scale score is the combination of your Reading (999) and Language/Writing (999) scale scores.

A student at this level has the knowledge, skills and abilities to be proficient in ELA. This may include the ability to read, comprehend and analyze literary and informational texts. This may also include the ability to write coherent pieces that are appropriate, organized, and use standard English. Page two of this report provides information about your student's performance in the domains of ELA.

More information about your student's English Language Arts Total score can be found at http://iowa.pearsonaccessnext.com/.

MATHEMATICS Scale Score: **410** Achievement Level: **NOT YET PROFICIENT**

3

ADVANCED (999 999)
PROFICIENT (999 999)
NOT YET PROFICIENT (999 999)

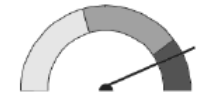
A student at this level has not demonstrated the knowledge, skills and abilities to be proficient in Mathematics. Page two of this report provides more information about your student's performance in the domains of Mathematics.

More information about your student's Mathematics score can be found at http://iowa.pearsonaccessnext.com/.

SCIENCE Scale Score: **551** Achievement Level: **ADVAN**

4

5



ADVANCED (999 999)
PROFICIENT (999 999)
NOT YET PROFICIENT (999 999)

A student at this level has the knowledge, skills and abilities to b vanced in Science. This incl sing the Science and Engineering Practices and Cross Cutting Concep nstrating an analytical understanding of life, physical, and earth and ience. The student communicates core ideas and concepts using co x practices of science. Page two of this report provides information about your student's performance in the domains of Science.

More information about your student's Science score can be found at http://iowa.pearsonaccessnext.com/.

SAMPLE

Sample Individual Student Report Page 1 of 2 (Continued)

1. **Student Information*** – The top of the page will include the student's name, Iowa Student State ID, school name, district name and grade level.

2. **Performance Meter** – The graphic under each subject test heading displays a visualization of the student's Achievement Level for that test. The cut score ranges, unique for each grade level and subject, are displayed below the graphic.

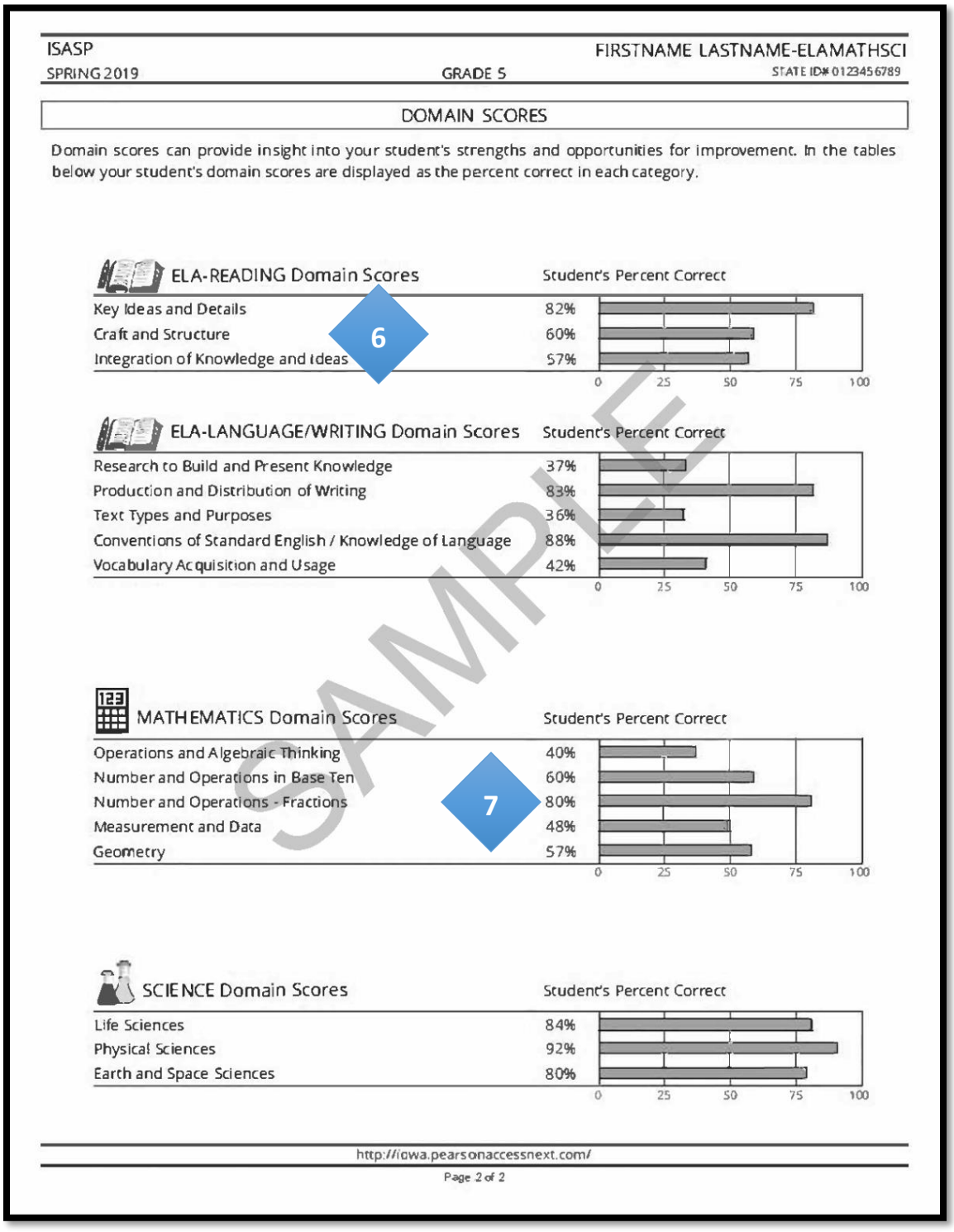
3. **Scale Score** – The Scale Score is a score converted from the student's raw score that allows for comparisons across grades and years. The English Language Arts Scale Score is a total derived from the combination of the Reading and Language/Writing Scale Scores.

4. **Achievement Level** – The Achievement Level reports the student's performance on the test. There are three levels: Advanced, Proficient and Not Yet Proficient. It provides a general explanation of what the student knows and is able to do.

5. **Description of Performance** – The description under each subject test heading is an explanation of the student's understanding of the content specific to grade level.

**For 2019, the student information in the Individual Student Report will be from last school year (spring 2019). This should be taken into consideration as Individual Student Reports are accessed, distributed and reviewed with families.*

Sample Individual Student Report Page 2 of 2



ISASP
SPRING 2019
GRADE 5
FIRSTNAME LASTNAME-ELAMATHSCI
STATE ID# 0123456789

DOMAIN SCORES

Domain scores can provide insight into your student's strengths and opportunities for improvement. In the tables below your student's domain scores are displayed as the percent correct in each category.

ELA-READING Domain Scores

	Student's Percent Correct
Key Ideas and Details	82%
Craft and Structure	60%
Integration of Knowledge and Ideas	57%

0 25 50 75 100

ELA-LANGUAGE/WRITING Domain Scores

	Student's Percent Correct
Research to Build and Present Knowledge	37%
Production and Distribution of Writing	83%
Text Types and Purposes	36%
Conventions of Standard English / Knowledge of Language	88%
Vocabulary Acquisition and Usage	42%

0 25 50 75 100

MATHEMATICS Domain Scores

	Student's Percent Correct
Operations and Algebraic Thinking	40%
Number and Operations in Base Ten	60%
Number and Operations - Fractions	80%
Measurement and Data	48%
Geometry	57%

0 25 50 75 100

SCIENCE Domain Scores

	Student's Percent Correct
Life Sciences	84%
Physical Sciences	92%
Earth and Space Sciences	80%

0 25 50 75 100

http://iowa.pearsonaccessnext.com/

Page 2 of 2

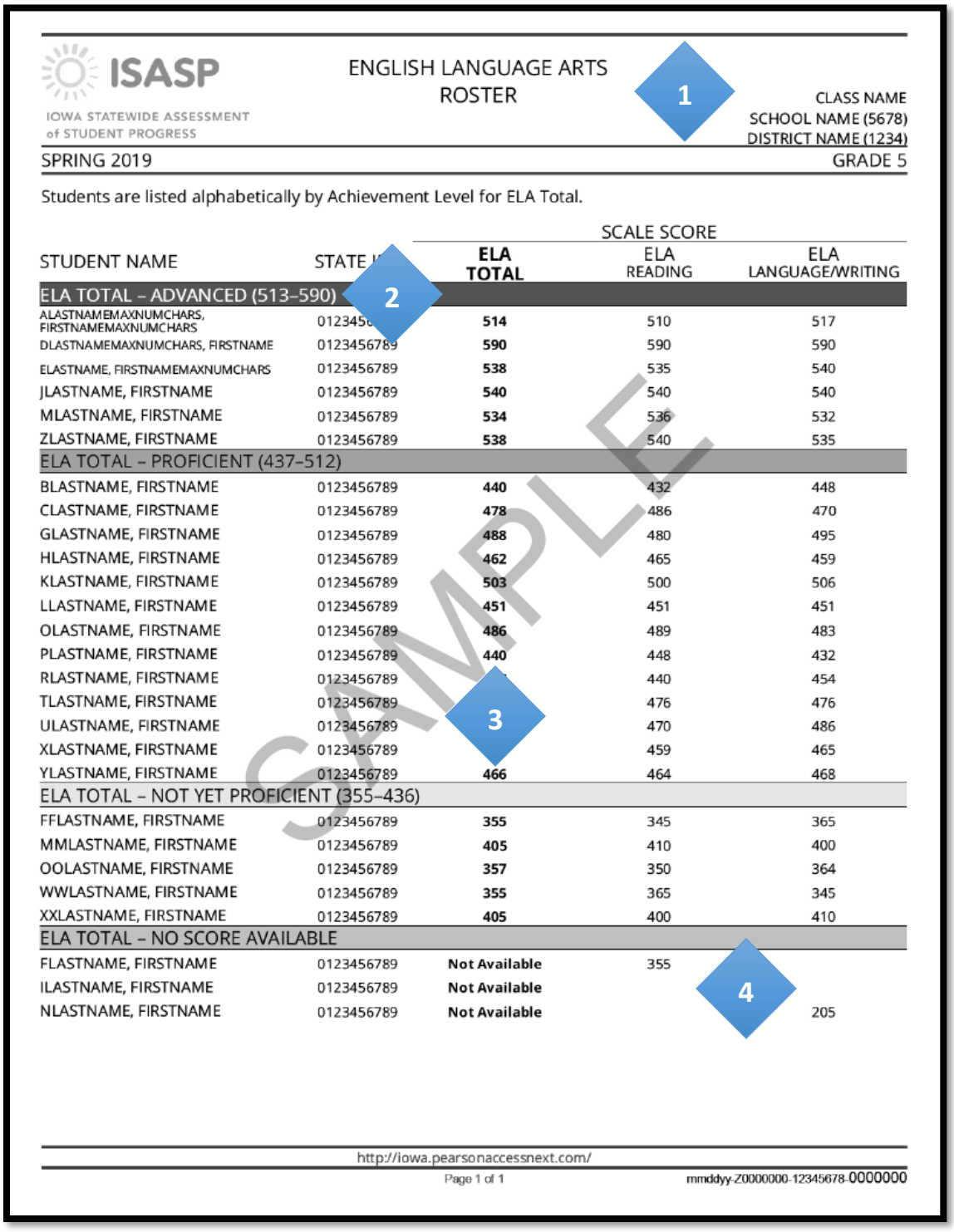
SAMPLE

Sample Individual Student Report Page 2 of 2 (Continued)

6. **Iowa Core Domains** – The Iowa Core Domains are grade level and content specific areas of focus that are tested for the subject.

7. **Percent Correct** – The bar graph next to the Iowa Core Domains provides the percentage of questions the student answered correctly.

Sample Student Roster Report



ISASP
IOWA STATEWIDE ASSESSMENT of STUDENT PROGRESS

ENGLISH LANGUAGE ARTS
ROSTER

1

CLASS NAME
SCHOOL NAME (5678)
DISTRICT NAME (1234)

SPRING 2019
GRADE 5

Students are listed alphabetically by Achievement Level for ELA Total.

STUDENT NAME	STATE ID	SCALE SCORE ELA TOTAL	ELA READING	ELA LANGUAGE/WRITING
ELA TOTAL – ADVANCED (513–590)				
ALASTNAMEMAXNUMCHARS, FIRSTNAMEMAXNUMCHARS	0123456789	**514**	510	517
DLASTNAMEMAXNUMCHARS, FIRSTNAME	0123456789	**590**	590	590
ELASTNAME, FIRSTNAMEMAXNUMCHARS	0123456789	**538**	535	540
JLASTNAME, FIRSTNAME	0123456789	**540**	540	540
MLASTNAME, FIRSTNAME	0123456789	**534**	536	532
ZLASTNAME, FIRSTNAME	0123456789	**538**	540	535
ELA TOTAL – PROFICIENT (437–512)				
BLASTNAME, FIRSTNAME	0123456789	**440**	432	448
CLASTNAME, FIRSTNAME	0123456789	**478**	486	470
GLASTNAME, FIRSTNAME	0123456789	**488**	480	495
HLASTNAME, FIRSTNAME	0123456789	**462**	465	459
KLASTNAME, FIRSTNAME	0123456789	**503**	500	506
LLASTNAME, FIRSTNAME	0123456789	**451**	451	451
OLASTNAME, FIRSTNAME	0123456789	**486**	489	483
PLASTNAME, FIRSTNAME	0123456789	**440**	448	432
RLASTNAME, FIRSTNAME	0123456789		440	454
TLASTNAME, FIRSTNAME	0123456789		476	476
ULASTNAME, FIRSTNAME	0123456789		470	486
XLASTNAME, FIRSTNAME	0123456789		459	465
YLASTNAME, FIRSTNAME	0123456789	**466**	464	468
ELA TOTAL – NOT YET PROFICIENT (355–436)				
FFLASTNAME, FIRSTNAME	0123456789	**355**	345	365
MMLASTNAME, FIRSTNAME	0123456789	**405**	410	400
OOLASTNAME, FIRSTNAME	0123456789	**357**	350	364
WWLASTNAME, FIRSTNAME	0123456789	**355**	365	345
XXLASTNAME, FIRSTNAME	0123456789	**405**	400	410
ELA TOTAL – NO SCORE AVAILABLE				
FLASTNAME, FIRSTNAME	0123456789	**Not Available**	355	
ILASTNAME, FIRSTNAME	0123456789	**Not Available**		
NLASTNAME, FIRSTNAME	0123456789	**Not Available**		205

2

3

4

SAMPLE

http://iowa.pearsonaccessnext.com/

Page 1 of 1

mmddyy-Z0000000-12345678-0000000

Sample Student Roster Report (Continued)

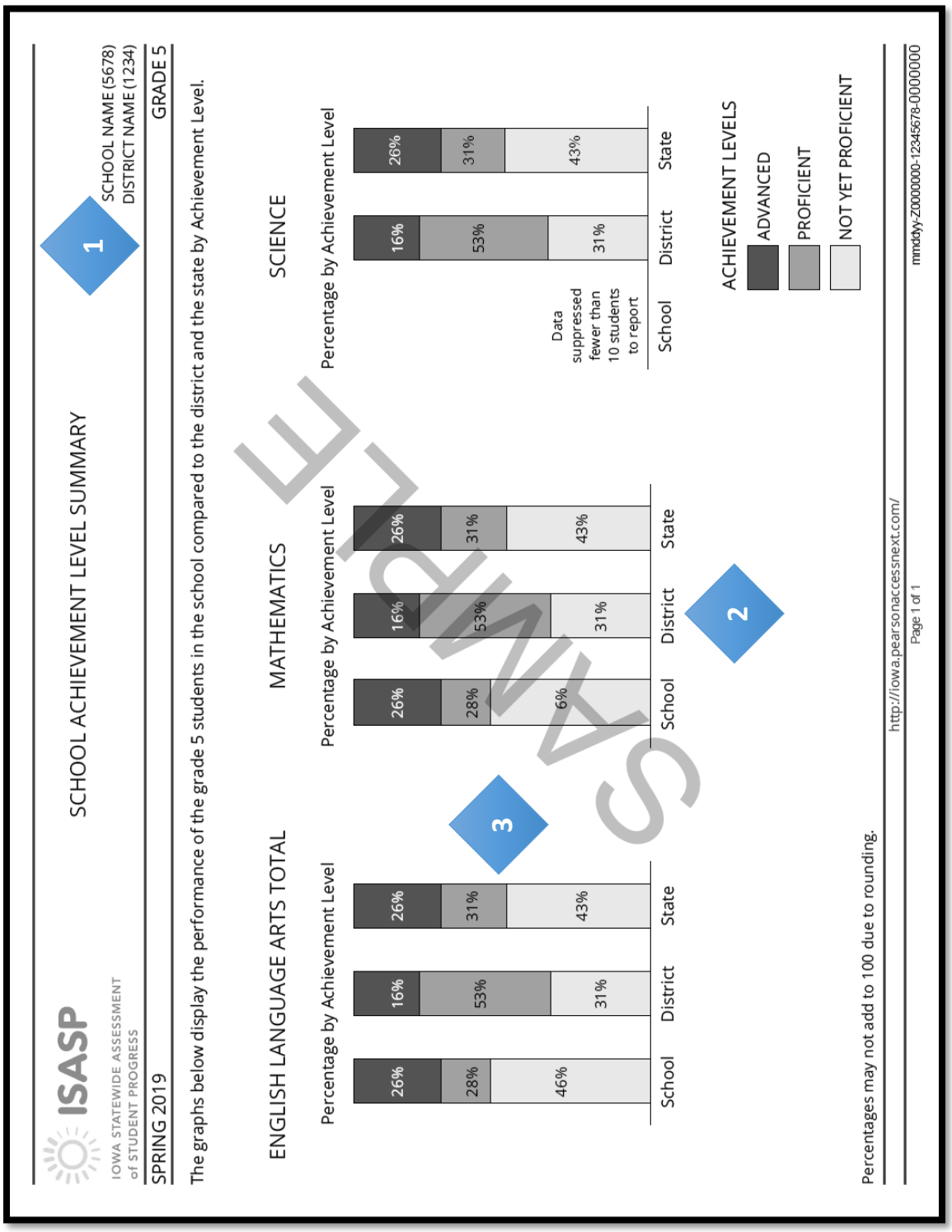
1. **School and District Information** – The top of the page will include the class name, school name, district name and grade level. The class name is the test session name students were assigned to in PearsonAccess^{next}. If there was no specific test session name set up, class name will be listed as the grade level.

2. **Achievement Levels** – The students will be listed alphabetically by last name under each Achievement Level heading. The cut score ranges, unique for each grade level and subject, is also provided in the heading.

3. **Scale Scores** – The Scale Score for each student is provided. For English Language Arts, there are ELA Total, Reading and Language/Writing Scale Scores.

4. **No Score Available** – If a registered student was marked complete, but did not respond to any items, this student will be listed under the No Score Available heading. Students who only took one of the English Language Arts tests would also appear here.

Sample School Achievement Level Summary Report



Sample School Achievement Level Summary Report (Continued)

1. **School and District Information** – The top of the page will include the school name, district name and grade level.

2. **Bar Graphs** – The bar graph shows the percentages by Achievement Levels at the school, district and state.

3. **Percentages by Achievement Levels** – Each bar shows the Achievement Level distribution for the school, district and state. The percentages for each bar may not add to 100 percent due to rounding of each Achievement Level.

Note: Also available is the District Achievement Level Summary Report, which contains the same information except with the school level information removed.

Interpreting Achievement Levels and Performance Level Descriptors

The ISASP Achievement Levels and Performance Level Descriptors provide descriptions of what students know and what they are able to do. There are three general Achievement Levels: Advanced, Proficient and Not Yet Proficient (Table 1).

Table 1. Achievement Level Descriptors

Achievement Levels	General Descriptors
Advanced	Students performing at the Advanced 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.
Proficient	Students performing at the Proficient 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.
Not Yet Proficient	Students performing at the Not Yet Proficient level have not yet demonstrated the knowledge and skills to be classified as Proficient.

The student's Achievement Level is determined by the Scale Score achieved on the subject test, and where the score is in the cut score range (Table 2). The score scale of the ISASP is a vertical scale that spans the full performance continuum on each test from grades 3 – 11. The scale is designed to allow for growth to be measured across years. The scale ranges from 345 to 800.

Both Achievement Levels and cut score ranges were established in a standard setting committee meeting in summer 2019. The Achievement Levels and cut score ranges were then approved by the Iowa State Board of Education in September 2019.

The Achievement Levels, Scale Scores and the grade level and content specific Performance Level Descriptors should be reviewed together to provide a detailed meaning of a student's performance. The grade level and content specific Performance Level Descriptors are posted on the ISASP portal. An example is provided in Figure 2.

English Language Arts Performance Level Descriptors
http://iowa.pearsonaccessnext.com/resources/reports/ISASP_ELAPLD_101119.pdf

Mathematics Performance Level Descriptors
http://iowa.pearsonaccessnext.com/resources/reports/ISASP_MathPLD_101119.pdf

Science Performance Level Descriptors
http://iowa.pearsonaccessnext.com/resources/reports/ISASP_Science_PLD_101119.pdf

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Note: The descriptors outline a range of skills a Proficient or Advanced level student could demonstrate. The descriptors are representative of Proficient or Advanced skills at a given grade but are not meant as an exhaustive list of all possible content that could be assessed on an ISASP form.

Table 2. Cut Score Ranges

English Language Arts			
	Not Yet Proficient	**Proficient**	**Advanced**
Grade 3	345 to 397	398 to 446	447 to 510
Grade 4	350 to 413	414 to 477	478 to 540
Grade 5	355 to 436	437 to 512	513 to 590
Grade 6	360 to 455	456 to 540	541 to 640
Grade 7	370 to 474	475 to 568	569 to 680
Grade 8	385 to 493	494 to 593	594 to 720
Grade 9	410 to 504	505 to 617	618 to 750
Grade 10	435 to 529	530 to 641	642 to 780
Grade 11	460 to 560	561 to 659	660 to 800

Mathematics			
	Not Yet Proficient	**Proficient**	**Advanced**
Grade 3	345 to 389	390 to 442	443 to 510
Grade 4	350 to 408	409 to 475	476 to 540
Grade 5	355 to 428	429 to 502	503 to 590
Grade 6	360 to 449	450 to 531	532 to 640
Grade 7	370 to 468	469 to 574	575 to 680
Grade 8	385 to 489	490 to 605	606 to 720
Grade 9	410 to 512	513 to 625	626 to 750
Grade 10	435 to 536	537 to 653	654 to 780
Grade 11	460 to 558	559 to 674	675 to 800

Science			
	Not Yet Proficient	**Proficient**	**Advanced**
Grade 5	355 to 451	452 to 541	542 to 590
Grade 8	385 to 507	508 to 608	609 to 720
Grade 10	435 to 544	545 to 655	656 to 780

Figure 2. Performance Level Descriptors

Iowa English Language Arts PLDs – Grade 5		
	PROFICIENT	**ADVANCED**
	ISASP English Language Arts Scale Score Range: 437 to 512	***ISASP English Language Arts Scale Score Range: 513 to 590***
Reading: Literature	**A typical student at this level:** can read and comprehend grade 5 text. The student can determine what the text says explicitly, draw inferences, summarize stories, determine theme, and describe characters in a story. The student can determine meanings of unknown words and phrases, including nonliteral language, and distinguish point of view. The student can describe literary elements and text structures and analyze similar themes or ideas across multiple texts.	**A typical student at this level:** can read and comprehend grade 5 text. The student can determine what the text says explicitly, draw complex inferences, summarize stories, determine and analyze theme, and describe, in depth, the characters in a story. The student can determine meanings of advanced words and phrases, including nonliteral language, and distinguish point of view. The student can, in depth, describe and analyze literary elements, text structures, and similar themes or ideas across multiple texts.
Reading: Informational Text	**A typical student at this level:** can read and comprehend grade 5 text. The student can determine what the text says explicitly, draw inferences, summarize text, determine main ideas, and describe relationships between concepts. The student can determine meanings of unknown general academic and domain-specific words and phrases and distinguish point of view. The student can describe text structures, evaluate arguments and claims, and analyze similar topics across multiple texts.	**A typical student at this level:** can read and comprehend grade 5 text. The student can determine what the text says explicitly and draw complex inferences, determine and analyze main ideas, and describe in depth the relationships between concepts. The student can determine meanings of advanced academic and domain-specific words and phrases and distinguish point of view. The student can, in depth, describe text structures, evaluate arguments and claims, and analyze in depth similar topics across multiple texts.
Writing	**A typical student at this level:** can write clear, coherent opinion, informative, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.	**A typical student at this level:** can write complex opinion, informative, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.
Language	**A typical student at this level:** can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.	**A typical student at this level:** can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade- appropriate conversational, general academic, and domain-specific words and phrases adeptly.

SAMPLE

Interpreting Domain Scores

In addition to the individual Scale Scores in Reading, Language/Writing, Mathematics and Science, percent correct (or percent of total points) scores are reported for the content domains of the Iowa Core Standards. For example, in Reading the Individual Student Reports include percent correct scores in domains Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. The purpose of these domain scores is to provide individual students with a more detailed report of the points they earned on the assessment.

Teachers and school administrators are provided with state level domain scores in the percent correct metric so that differences between observed domain scores and state averages can be used as an aid to interpretation. Tables 3 to 11 provide the state level domain scores based on 2019 performance. In addition, districts can download the student data files from PearsonAccess^{next} which provide domain score data for local means of interpretation.

Table 3. Grade 3 State Domain Percent Correct

Grade 3	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	53
Craft and Structure	77
Integration of Knowledge and Ideas	65
ELA – Language/Writing	
Research to Build and Present Knowledge	42
Production and Distribution of Writing	37
Text Types and Purposes	52
Conventions of Standard English/Knowledge of Language	46
Vocabulary Acquisition and Use	76
Mathematics	
Operations and Algebraic Thinking	59
Numbers and Operations in Base Ten	55
Numbers and Operations – Fractions	49
Measurement and Data	50
Geometry	63

Table 4. Grade 4 State Domain Percent Correct

Grade 4	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	64
Craft and Structure	56
Integration of Knowledge and Ideas	62
ELA – Language/Writing	
Research to Build and Present Knowledge	42
Production and Distribution of Writing	42
Text Types and Purposes	48
Conventions of Standard English/Knowledge of Language	50
Vocabulary Acquisition and Use	75
Mathematics	
Operations and Algebraic Thinking	63
Numbers and Operations in Base Ten	55
Numbers and Operations – Fractions	60
Measurement and Data	50
Geometry	65

Table 5. Grade 5 State Domain Percent Correct

Grade 5	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	59
Craft and Structure	59
Integration of Knowledge and Ideas	55
ELA – Language/Writing	
Research to Build and Present Knowledge	47
Production and Distribution of Writing	43
Text Types and Purposes	46
Conventions of Standard English/Knowledge of Language	51
Vocabulary Acquisition and Use	83
Mathematics	
Operations and Algebraic Thinking	59
Numbers and Operations in Base Ten	58
Numbers and Operations – Fractions	50
Measurement and Data	51
Geometry	64
Science	
Life Science	48
Physical Science	52
Earth and Space Science	38

Table 6. Grade 6 State Domain Percent Correct

Grade 6	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	60
Craft and Structure	63
Integration of Knowledge and Ideas	58
ELA – Language/Writing	
Research to Build and Present Knowledge	46
Production and Distribution of Writing	42
Text Types and Purposes	53
Conventions of Standard English/Knowledge of Language	53
Vocabulary Acquisition and Use	65
Mathematics	
Ratios and Proportional Relationships	55
The Number System	64
Expressions and Equations	56
Statistics and Probability	49
Geometry	51

Table 7. Grade 7 State Domain Percent Correct

Grade 7	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	63
Craft and Structure	63
Integration of Knowledge and Ideas	68
ELA – Language/Writing	
Research to Build and Present Knowledge	50
Production and Distribution of Writing	44
Text Types and Purposes	50
Conventions of Standard English/Knowledge of Language	58
Vocabulary Acquisition and Use	58
Mathematics	
Ratios and Proportional Relationships	58
The Number System	55
Expressions and Equations	55
Statistics and Probability	54
Geometry	52

Table 8. Grade 8 State Domain Percent Correct

Grade 8	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	61
Craft and Structure	62
Integration of Knowledge and Ideas	66
ELA – Language/Writing	
Research to Build and Present Knowledge	50
Production and Distribution of Writing	48
Text Types and Purposes	55
Conventions of Standard English/Knowledge of Language	54
Vocabulary Acquisition and Use	69
Mathematics	
Functions	44
The Number System	50
Expressions and Equations	56
Statistics and Probability	61
Geometry	53
Science	
Life Science	51
Physical Science	41
Earth and Space Science	51

Table 9. Grade 9 State Domain Percent Correct

Grade 9	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	61
Craft and Structure	66
Integration of Knowledge and Ideas	53
ELA – Language/Writing	
Research to Build and Present Knowledge	49
Production and Distribution of Writing	45
Text Types and Purposes	52
Conventions of Standard English/Knowledge of Language	59
Vocabulary Acquisition and Use	67
Mathematics	
Geometry	54
Statistics and Probability	50
Functions	51
Algebra	50
Number and Quantity	50

Table 10. Grade 10 State Domain Percent Correct

Grade 10	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	53
Craft and Structure	57
Integration of Knowledge and Ideas	63
ELA – Language/Writing	
Research to Build and Present Knowledge	50
Production and Distribution of Writing	50
Text Types and Purposes	52
Conventions of Standard English/Knowledge of Language	60
Vocabulary Acquisition and Use	67
Mathematics	
Geometry	37
Statistics and Probability	57
Functions	53
Algebra	55
Number and Quantity	52
Science	
Life Science	56
Physical Science	51
Earth and Space Science	46

Table 11. Grade 11 State Domain Percent Correct

Grade 11	
English Language Arts	**Percent Correct**
ELA – Reading	
Key Ideas and Details	63
Craft and Structure	63
Integration of Knowledge and Ideas	61
ELA – Language/Writing	
Research to Build and Present Knowledge	52
Production and Distribution of Writing	47
Text Types and Purposes	57
Conventions of Standard English/Knowledge of Language	57
Vocabulary Acquisition and Use	81
Mathematics	
Geometry	51
Statistics and Probability	54
Functions	48
Algebra	55
Number and Quantity	50

Interpreting State of Iowa Performance

Educators, parents and students rely on ISASP results to provide important information about students' current achievement and growth in their achievement across years.

ISASP has been carefully designed using the Iowa Core Standards, input from Iowa educators and responses from students in extensive research studies. Iowa Percentile Ranks allow the comparison of one student's scores with those obtained by other students in the state. Such comparisons allow teachers and administrators to assess the performance of their students in relation to that of the entire student group in Iowa.

Iowa Percentile Ranks for all grades and areas tested in the spring of 2019 will be posted on the ISASP portal at: http://iowa.pearsonaccessnext.com/addtl-rpt-resources/

Interpreting ISASP Score Consistency

Reliability refers to the consistency or precision of test scores and performance level classifications. Reliability addresses the question of how likely a student would be to achieve the same score or be classified in the same performance level, across multiple administrations of equivalent tests.

As part of each ISASP test administration, the reliability of the test scores and achievement level classifications are evaluated from a variety of perspectives. Following each administration, indices for reported test scores and decisions regarding achievement level classifications will be provided for each test.

For the 2019 ISASP administration, two reliability indices are reported in Table 12. The first of these indices is the reliability coefficient which ranges from 0.00 and 0.99. The second of the statistical indices used to describe test reliability is the standard error of measurement (SEM). The SEM is an index of the typical range or variability of the scores observed for students. It tells the degree of precision in placing a student at a point on the score scale.

Table 12. Reliability and Standard Error of Measurement

Grade	Reliability Index*	Reading	Language/ Writing	English Language Arts	Mathematics	Science
3	Reliability	0.88	0.84	0.92	0.88	.
	SEM	10.4	11.3	7.6	9.9	.
4	Reliability	0.86	0.83	0.91	0.88	.
	SEM	12.9	14.1	9.6	11.9	.
5	Reliability	0.87	0.83	0.91	0.89	0.80
	SEM	14.9	16.9	11.4	13.7	18.3
6	Reliability	0.88	0.84	0.92	0.87	.
	SEM	15.9	18.1	12.0	16.4	.
7	Reliability	0.88	0.87	0.93	0.88	.
	SEM	18.2	18.0	12.7	17.3	.
8	Reliability	0.87	0.87	0.93	0.90	0.80
	SEM	20.0	19.8	13.7	17.4	24.5
9	Reliability	0.85	0.86	0.92	0.86	.
	SEM	23.7	22.2	15.9	22.1	.
10	Reliability	0.85	0.87	0.92	0.87	0.87
	SEM	23.5	21.8	16.0	21.7	21.9
11	Reliability	0.87	0.88	0.93	0.91	.
	SEM	22.5	20.7	15.2	18.9	.

**Coefficient α was used to estimate reliability.*

Contact Information

For questions on test content or general test administration policies or procedures, contact ITP at: Iowa-Testing-Programs@uiowa.edu

For questions or assistance regarding technology, including PearsonAccess^{next} or TestNav, contact Pearson customer support at 833-878-7041 or submit a Pearson customer support request at: https://tinyurl.com/IowaHelp

Pearson customer support hours are Monday – Friday, 6:00 am – 7:30 pm (CT)