

Most Commonly Used in AEA 267

ACT

Grade Level(s): *Secondary*

Content Area(s): *College Readiness*

Description: *The ACT is a standardized test of High School Achievement. Scores are intended to predict success at college. The assessment has components related to English, math, reading, and science skills. The core test is selected response, but there is an optional free response section to assess writing.*

For more information: <http://www.act.org/>

Measures of Academic Progress (MAP)

Grade Level(s): *Kindergarten – 12th*

Content Area(s): *Early Literacy, Numeracy (K-2), Reading, Language Usage, Math, and Science (3-12)*

Description: *Measures of Academic Progress (MAPs) are state/district-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.*

For more information: <http://www.nwea.org/node/98>

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Grade Level(s): *Kindergarten – 6th*

Content Area(s): *Early Literacy*

Description: *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of free standardized, individually administered measures of early literacy development. DIBELS NEXT is the current edition and it is designed to use short (one-minute) fluency measures to regularly monitor the development of pre-reading and early reading skills. There are 6 subtests that measure different aspects of early literacy.*

For more information: <https://dibels.uoregon.edu/>

Iowa Youth Survey

Grade Level(s): *6th, 8th, 11th*

Content Area(s): *Community Support Survey, School Climate*

Description: *The Iowa Youth Survey is given across the state, requiring 6th, 8th, and 11th graders to answer questions about their attitudes and experiences regarding alcohol/drug use and violence, and their perceptions of their peer, family, school, and neighborhood/community environments.*

For more information: <http://www.iowayouthsurvey.iowa.gov/>

Iowa Collaborative Assessment Modules (ICAM)

Grade Level(s): *4th, 8th, 11th*

Content Area(s): *Math, Reading*

Description: *Iowa Collaborative Assessment Modules (ICAMs) are stand-alone assessments that can be used to meet state requirements for multiple measures. Each module has been designed to align with a content standard in either mathematics or reading. Districts can independently determine which assessment module(s) they will administer as a part of their district-wide assessment system.*

For more information: <http://www.aea267.k12.ia.us/assessment/large-scale-assessments/iowa-collaborative-assessment-modules/>

Building Tomorrow Survey

Grade Level(s): 5th, 6th, and 8th

Content Area(s): School Climate

Description: *The Building Tomorrow Survey is a voluntary survey that allows schools to measure the culture and climate of the district and buildings. The survey includes questions about safety, tobacco, alcohol, drugs, and violence.*

Brief Reading Inventory (BRI)

Grade Level(s): Preprimary – 12th

Content Area(s): Reading

Description: *The Brief Reading Inventory (BRI) is an individually administered informal reading assessment. The test measures reading accuracy, rate, and prosody in order to assess fluency. Students must read from a word list, read a passage aloud, retell the passage, and answer comprehension questions.*

For more information: <http://www.kendallhunt.com/bri/>

Curriculum Based Measurements (reading, math)

Grade Level(s): Kindergarten – 12th

Content Area(s): Math, Reading

Description: *Curriculum Based Measurements (CBMs) are assessments that teachers use to find out how students are progressing in basic academic areas. These assessments generally last from 1 to 5 minutes and are most useful if given every week. Teachers can use CBMs to monitor student growth and track the effectiveness of interventions.*

For more information: <http://www.studentprogress.org/families.asp>

Reading

Accelerated Reader

Grade Level(s): Kindergarten – 12th

Content Area(s): Reading

Description: Accelerated Reader is a computer based assessment of reading. The student reads a book at their instructional level at their own pace, and then completes a quiz on the computer. The Publisher recommends using the STAR Reading assessment along with Accelerated Reader.

For more information: <http://www.renlearn.com/ar/howitworks.aspx>

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Curriculum Based Measurements (reading, math)

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Content Area(s): Math, Reading

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For more information: [http://www.interventioncentral.org/curriculum-based-measurement-reading-math-
assessment-tests](http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assessment-tests)

Developmental Reading Assessment (DRA)

Grade Level(s): 1st – 3rd

Content Area(s): Reading

Description: The Developmental Reading Assessment (DRA) is a standardized reading test used to determine student's instructional level in reading. The DRA is administered individually to 1st – 3rd grade students. The assessment involves students reading passages and then retelling what they have read to the examiner. Students must continue through selections and retellings until they have reached a selection level that is difficult for them.

For more information:

[http://www.pearsonschool.com/index.cfm?locator=PSZ4Z4&PMDBSUBCATEGORYID=&PMDBSITE
ID=3761&PMDBSUBSOLUTIONID=27738&PMDBSOLUTIONID=27702&PMDBSUBJECTAREAI
D=&PMDBCATEGORYID=27705&elementType=mergedNavGroup&navGroupName=Features%20an
d%20Benefits&PMDBProgramID=23661](http://www.pearsonschool.com/index.cfm?locator=PSZ4Z4&PMDBSUBCATEGORYID=&PMDBSITEID=3761&PMDBSUBSOLUTIONID=27738&PMDBSOLUTIONID=27702&PMDBSUBJECTAREAI
D=&PMDBCATEGORYID=27705&elementType=mergedNavGroup&navGroupName=Features%20an
d%20Benefits&PMDBProgramID=23661)

Gates MacGinitie

Grade Level(s): Kindergarten – 12th

Content Area(s): Reading

Description: *The Gates MacGinitie is a group administered survey test designed to assess student achievement in reading. The Gates-MacGinitie is designed to be used as a screening tool, which can lead to the identification of students who need additional instruction and assessment.*

For more information: <http://www.riversidepublishing.com/products/gmrt/>

Guided Reading

Grade Level(s): Kindergarten – 12th

Content Area(s): Reading

Description: *Guided Reading is a strategy intended to help students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies. Guided Reading can be used as a component of formative assessment when teachers learn what skills students possess and use that knowledge to help the student acquire more reading skills.*

For more information: <http://www.scholastic.com/teachers/article/guided-reading-primary-classroom>

Informal Reading Inventory (IRI)

Grade Level(s): Kindergarten – 12th

Content Area(s): Reading

Description: *An Informal Reading Inventory (IRI) is an individually administered survey designed to help teachers determine a student's instructional reading level. IRIs can contain word lists for the student to read, and leveled passages to target the student's reading level. An IRI can help assess a student's strengths and needs in word recognition, word meaning, reading strategies, and comprehension.*

For more information: <http://www.readingrockets.org/article/23373/>

Iowa Collaborative Assessment Modules (ICAM)

Grade Level(s): 4th, 8th, 11th

Content Area(s): Math, Reading

Description: *Iowa Collaborative Assessment Modules (ICAMs) are stand-alone assessments that can be used to meet state requirements for multiple measures. Each module has been designed to align with a content standard in either mathematics or reading. Districts can independently determine which assessment module(s) they will administer as a part of their district-wide assessment system.*

For more information: <http://www.aea267.k12.ia.us/assessment/large-scale-assessments/iowa-collaborative-assessment-modules/>

Jamestown Oral Reading Fluency

Grade Level(s): 3rd – 12th

Content Area(s): Reading

Description: *The Jamestown Oral Reading Fluency assessment requires students to work in pairs as they take turns reading aloud and scoring from a passage of the appropriate reading level. The process of reading aloud and scoring that reading is repeated over time, with the intention of increasing reading fluency.*

For more information: http://www.glencoe.com/gln/jamestown/reading_fluency.html

Measures of Academic Progress (MAP)

Grade Level(s): Kindergarten – 12th

Content Area(s): Early Literacy, Numeracy (K-2), Reading, Language Usage, Math, and Science (3-12)

Description: Measures of Academic Progress (MAPs) are state/district-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

For more information: <http://www.nwea.org/products-services/assessments/help-all-kids-learn>

Qualitative Reading Inventory (QRI)

Grade Level(s): 1st – 12th

Content Area(s): Reading

Description: The Qualitative Reading Inventory is an assessment of students reading abilities. The QRI begins with the student reading from several graded word lists, so as to understand the independent, instructional, and frustrational reading level of the student. The grade level of the first frustrational word list that the student reads indicates which passage level the student reads. Questions to assess prior knowledge of the passage theme are asked before the student reads, and comprehension questions are asked after the passage has been read out loud.

For more information: <http://www.pearsonhighered.com/educator/product/Qualitative-Reading-Inventory/9780137019236.page>

Rigby PM Benchmarks

Grade Level(s): Kindergarten – 5th

Content Area(s): Reading (Accuracy, Comprehension, Fluency)

Description: The Rigby PM Benchmark Kit is used to assess reading accuracy, comprehension, and fluency. Students are assessed individually, and will read at least two passages and possibly a word list for each assessment. Reading accuracy and comprehension are measured using an unfamiliar passage and a running record of the student's oral reading of that passage. Once the student has read the passage, they are asked to retell what was read. Fluency is measured using a familiar passage, or a passage that the student has previously read through.

For more information: http://rigby.hmhco.com/en/pm_ultra.htm

Running Records

Grade Level(s): Kindergarten – 2nd

Content Area(s): Reading

Description: A Running Record allows teachers to assess a student's reading performance as she/he reads from a book. In order to perform a running record, the teacher should have a form with the words from the student's book copied upon it, and the teacher should be familiar with the accepted coding used in running records. Running Records can provide teachers with evidence of students' reading level and allow for analysis of students' errors.

For more information: <http://www.readinga-z.com/guided/runrecord.html>

Scholastic Reading Inventory

Grade Level(s): Kindergarten – 12th

Content Area(s): Reading

Description: *The Scholastic Reading Inventory (SRI) is a computer-adaptive reading assessment for students in Grades K-12. The assessment uses the Lexile Framework for Reading as a basis for reading comprehension measurements. The SRI provides teachers with information on a student's reading level and can be used to monitor growth throughout the school year.*

For more information: http://teacher.scholastic.com/products/sri_reading_assessment/index.htm

Skills Iowa

Grade Level(s): 3rd – 12th

Content Area(s): Reading Comprehension

Description: *The Skills Iowa assessment is a web-based technology that has an instructional component and an assessment component. Students in grades 3 – 12 are tutored in reading comprehension, vocabulary, mathematics, language, library skills, and science. Students are assessed in reading comprehension, mathematics, and the conventions of language. The Skills Iowa assessments are suited to be used formatively, to help teachers gear instruction to each student's level.*

For more information: <http://www.skillsiowa.org/>

Stanford Diagnostic Reading Test (SDRT)

Grade Level(s): Kindergarten – 12th

Content Area(s): Reading

Description: *The Stanford Diagnostic Reading Test (SDRT), currently in its 4th edition, is administered to groups in order to determine students' strengths and needs in different reading components.*

For more information: <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-4887-242>

STAR Reading

Grade Level(s): 1st – 12th

Content Area(s): Reading

Description: *The STAR Reading assessment measure reading skills with the goal of identifying students who aren't reaching benchmark goals, allowing for students to be grouped according to instructional levels. The assessment takes approximately 10 minutes to administer to individuals or groups of students and is aligned with the goals and skills of the Common Core.*

For more information: <http://www.renlearn.com/sr/>

Traits of Effective Readers

Grade Level(s):

Content Area(s): Reading

Description: *The Traits of Effective Readers are an explanation of six aspects of reading. These aspects are Conventions, Comprehension, Context, Interpretations, Synthesis, and Evaluation. A student's abilities in these reading traits are assessed by having the student read a passage and then answer questions about the story, writing style, and characteristics of the passage.*

For more information: <http://slo.sbccc.edu/wp-content/uploads/readingscoringguide1.pdf>

Mathematics

Algebra Readiness Test

Grade Level(s): 8th – 12th

Content Area(s): Math

Description: *The Algebra Readiness test is intended to help teachers and counselors make more informed decisions regarding the initial placement of students in the secondary mathematics curriculum. The test can help teachers determine the algebra readiness of students, determine the initial placement of students in the secondary math curriculum, identify student strengths and weaknesses, and evaluate instructional programs.*

For more information: <http://itp.education.uiowa.edu/iara/iara.aspx>

Assessment and Learning in Knowledge Spaces (ALEKS)

Grade Level(s): Kindergarten – 12th

Content Area(s): Math

Description: *The ALEKS system uses computer-adaptive assessments in mathematics to help teachers identify students' levels of mastery and their zones of proximal development. There is an instructional component to ALEKS, wherein scores from the assessments lead to teaching units based around using the students' current knowledge to design instruction on what they don't know.*

For more information: http://www.aleks.com/about_aleks

Curriculum Based Measurements (reading, math)

Grade Level(s): Kindergarten – 12th

Content Area(s): Math

Description: *Curriculum Based Measurements are methods that teachers use to find out how students are progressing in basic academic areas. These assessments generally last from 1 to 5 minutes and are most useful if given every week. Teachers can use CBMs to monitor student growth and track the effectiveness of interventions.*

District Developed Assessments – Math

Grade Level(s): Varies

Content Area(s): Math

Description: *Some districts have developed their own assessments for mathematics. These assessments can be just as useful, if not more so, than published assessments. Assessments are most useful if they are being used to inform and adapt instruction to improve student learning.*

Iowa Collaborative Assessment Modules (ICAM)

Grade Level(s): 4th, 8th, 11th

Content Area(s): Math

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For more information: <http://www.iowaaea.org/services/iowa-collaborative-assessment-modules-icam/>

Math Exemplars

Grade Level(s): Pre-Kindergarten – 12th

Content Area(s): Math

Description: *The Math Exemplars performance materials are designed to help teachers instruct and assess problem-solving and communication skills. The tasks are designed to assess problem-solving skills using real-world material. Math Exemplars can be used for assessment and for instruction.*

For more information: <http://www.exemplars.com/education-materials/math-k-12>

Measures of Academic Progress (MAP)

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Content Area(s): Early Literacy, Numeracy (K-2), Reading, Language Usage, Math, and Science (3-12)

Description: *MAPs are state/district-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measures growth over time.*

For more information: <http://www.nwea.org/node/98>

Skills Iowa

Grade Level(s): 3rd – 12th

Content Area(s): Mathematics

Description: *The Skills Iowa assessments are web-based tests that have instructional components and assessment components. Students in grades 3-12 are tutored in reading comprehension, vocabulary, mathematics, language, library skills, and science. Students are assessed in reading comprehension, mathematics, and the conventions of language. The Skills Iowa assessments are suited to be used formatively, to help teachers gear instruction to each student's level.*

For more information: <http://www.skillsiowa.org/?q=node/3>

Science Assessments

Measures of Academic Progress (MAP)

Grade Level(s): Kindergarten – 12th

Content Area(s): Early Literacy, Numeracy (K-2), Reading, Language Usage, Math, and Science (3-12)

Description: *MAPs are state/district-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measures growth over time.*

For more information: <http://www.nwea.org/node/98>

Performance Assessment Links in Science (PALS)

Grade Level(s): Kindergarten – 12th

Content Area(s): Science

Description: *The Performance Assessment Links in Science (PALS) is an on-line, standards-based, continually updated resource bank of science performance assessment tasks indexed via the National Science Education Standards (NSES) and various other standards frameworks. The tasks include student directions and response forms, administration procedures, scoring rubrics, examples of student work, and technical quality data calculated from field testing.*

For more information: <http://pals.sri.com/>

Science Exemplars

Grade Level(s): Kindergarten – 8th

Content Area(s): Science

Description: The Science Exemplars area set of performance tasks, rubrics for scoring the progress and communication during the tasks, and anchor papers to show students what performance can look like. The Science Exemplars kit can be used for assessment or instruction.

For more information: <http://www.exemplars.com/education-materials/science-k-8>

Science Performance Task

Grade Level(s): Kindergarten – 12th

Content Area(s): Science

Description: Performance tasks require students to complete a process in order to manufacture a product that aligns with the classroom topic. In Science Performance Tasks, students should be asked to perform an action, such as collecting different kinds of leaves or making a diorama. There must also be an emphasis on researching the topic before constructing the product. Performance tasks provide students with a way to apply their learning in creative ways, giving students flexibility to create their product in whichever way they see fit.