

Standardized Testing Consortium

The Lutheran Schools in the Pacific Southwest District, along with other schools who have joined our testing consortium, participate in standardized testing each October.

The District Testing Committee oversees the practices of testing, reviews testing protocols, establishes testing dates, and negotiates fees for testing materials and scoring.

Iowa Test of Basic Skills

The PSD uses the Iowa Test of Basic Skills (ITBS). The testing documents and scoring are provided by Riverside Publishing Company. The tests may be administered to children in grades K-8. Not all schools choose to test kindergarten and first grade students. The committee has determined that the ITBS most closely evaluates a child's academic abilities based on California State Standards. Not all schools administer these tests to children in kindergarten and first grade, however, the Testing Committee strongly recommends that the CogAT be administered to all first grade students even if they are not given the ITBS at this grade level.

Students in Grades 9-11 may take the ITED tests also available on the school ancillary Materials Order Form.

The Cognitive Abilities Test

The CogAT is administered to all children in odd grades, 1,3,5,7. These tests assess a child's cognitive and reasoning abilities and potential in Verbal Reasoning, Quantitative Reasoning, and Non-Verbal (figural) reasoning.

The Role of the CogAT

The CogAT is the only abilities test that is specifically designed to help teachers expand instructional opportunities for all of their students. Students differ in their overall cognitive development as well as in their individual cognitive strengths and weaknesses. Form 6 of the CogAT has linked these differences to research about how children learn. The CogAT ability profile system makes it easy for teachers to use student assessment data to adapt instruction.

When the CogAT is scored, every student receives an ability profile that summarizes the ability and the pattern of student's reasoning abilities. This component allows teachers to quickly access information about the instructional needs and learning style (preferences) of the students.

A free on-line profile interpretation system is available at www.cogat.com. To utilize this system, once on the CogAT web-site, click on the interactive interpretation system icon. This system allows teachers to input any student's CogAT abilities profile. Teachers can learn general characteristics of students who have similar profiles and also link to specific instructional strategies tailored to this specific learning profile. The

Testing Committee believes that in an effort to fully utilize the testing data, teachers in all schools in our consortium should be required to access this information. When implemented in the classroom, these instructional strategies, designed specifically to promote differentiated, student-centered learning, will increase testing scores and focus on individual needs.

A free brief instructional video is available on line at www.cogat.com. In the left column of the CogAT's web page, you will find CogAT Link Assessment to Instruction. By clicking on this icon the instructional video will begin. This can be used as an introduction in-service for all teachers who have not used these CogAT resources. You may also print off "A Short Guide for Teachers" version 1.1. **This guide is a "must have" to effectively use CogAT scores to improve student learning.**

Quall's Early Learning Inventory

It is recommended that all schools use the QELI for all kindergarten students. The QELI is designed to measure young children's cognitive knowledge and classroom behaviors linked to success in school. It was developed to be appropriate for all students including those with special needs and linguistic backgrounds other than standard English. The QELI is available in a pre-Kindergarten (pre-K) and a Kindergarten through the beginning of first grade (K-1) edition. The QELI can be administered three times per year with several options for scoring including PDA, on-line, and paper pencil scoring. The QELI measures six behavioral characteristics related to school learning: General knowledge, Oral Communication, Written language, Math Concepts, Work habits and Attentive Behavior.

Testing Norms

The PSD uses the most current national testing norms for the ITBS taken in 2005. Schools may experience a slight change in testing scores school-wide whenever new norms are established for the ITBS.

Testing Dates

To maintain the most valid testing data, and to keep in alignment with the national norms, testing will usually take place sometime between October 12 and October 30. A testing window of two weeks is our general practice. The established testing dates for the next two years are:

Fall 2010 - October 18-29

Fall 2011 – October 17-28

Scores and School Data

Score reports are mailed to schools 15 working days after Riverside receives the school's answer documents. A variety of score reports are available. Basic score reports have been negotiated as part of our contract with Riverside Publishing. Schools may select additional reports from the menu of "optional materials" when they place their order for materials each May.

Interpretive Guides

To appropriately interpret testing data, all schools should purchase The Iowa Tests Interpretive Guide for Teachers and Counselors and The Iowa Tests Interpretive Guide for School Administrators. These booklets can be purchased when placing material orders or can be purchased directly from Riverside Publishing Company.

ITBS Testing Levels

The following are the test document levels/documents that should be used for fall testing:

Kindergarten-QELI or ITBS level 5-R (K.1 - 1.5)

First Grade-Level 6 (K.7 - 1.9)

Second Grade-Level 7 (1.7 - 2.3)

Third Grade-Level 9

Fourth Grade-Level 10

Fifth Grade-Level 11

Sixth Grade-Level 12

Seventh Grade-Level 13

CogAT Testing Levels

First Grade-Form 1

Third Grade-Form A

Fifth Grade-Form C

Seventh Grade-Form E

Special Situations and Accommodations - Students with Diagnosed Learning Disabilities

Testing accommodations may only be implemented if a child has a diagnosed learning disability. The diagnosis of the learning disability must be determined by an educational psychologist in private practice or a public school multi-disciplinary assessment team. A child with AD/HD, either inattentive-type or hyperactive-type would qualify as a child with an OHI (Other Health Impairment). However, the child only qualifies for accommodations on the ITBS if the psychologist, multi-disciplinary team, or pediatrician has determined that the attention disorder impacts student functioning in regular classroom settings and impairs learning.

A child's eligibility for standardized testing accommodations/modifications should be determined at the beginning of the school year. If a child is in the process of being assessed for a learning disability, they may not receive accommodations until an official diagnosis has been determined.

If accommodations are given to a child on the ITBS, their answer documents **SHOULD** be included with those of other students. To the extent that the accommodations used with a student were chosen carefully and judged to be necessary, the anticipated effect is to reduce the impact of that student's disability on the assessment process. That is, the student's responses are like those we would expect the student to make if that student had

no disability. Consequently, it seems reasonable to use that student's scores in the same ways we would use the scores of all other students.

PSD Approved Accommodations

Student marks in the test booklet or answer document can be erased to avoid scanning interference

Student marks responses in the test booklet and the responses are transferred to a scorable answer document by a teacher or designated school employee

Responses dictated orally to a scribe for selected-response items (multiple choice questions)

Large print versions-test items enlarged if necessary

Extra time on a test within a testing day

Supervised breaks within a section of the test

Test administered at the most beneficial time of day to the student

Student tested individually under examiner supervision

Student, under supervision, tested in another room or resource room

Special lighting, amplification equipment, study carrels, colored overlays

Modifications

Test questions read aloud to the student by teacher or designated employee

Test questions may NOT be read aloud on the Reading Comprehension portion of the test.

Calculators or arithmetic tables on the mathematics or science tests

Inappropriate Test Practice

The Committee has determined that it is an inappropriate practice within our consortium to assess students with a learning disability any grade level other than the grade in which they are currently enrolled.

Regional In-services

Regional In-services may be conducted by our National Account's Manager through Riverside Publishing.

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