

Vendor Information for Ohio Department of Education Approved Assessments 2020-2021

This form provides general information about this approved assessment and the information is used by districts to consider before directly contacting providers about potential local procurements.

Provider Information

Name of Product:	Iowa Assessments
Name of Vendor:	Riverside Insights
Contact Information (MUST include two names, telephone numbers and email addresses):	Barbara Fuerbacher Senior Assessment Consultant - Southern Ohio barbara.fuerbacher@riversideinsights.com 513.785.8963
	Jeff Squires National Sales Director jeff.squires@riversideinsights.com 614.579.9114
Vendor/Assessment Website:	https://www.riverside-assessments.com/ohio-alt

ODE Approved for (ODE use only)

Gifted Student: Prescreening

Specific Academic Ability

Grades: 1-8

Iowa Assessments Survey Battery

Gifted Student: Identification

Specific Academic Ability (Math and Reading only)

Grades: 1-12

Iowa Assessments Core Battery: Forms E, F, G

Specific Academic Ability (Math and Reading only)

Grades: Kindergarten

Iowa Assessments Complete Battery: Forms E, F, G

Superior Cognitive Ability and Specific Academic Ability

Grades: 1-12

Iowa Assessments Complete Batter: Forms E, F, G

Growth Measure: Teacher and Principal Evaluation

Grades & content:

ELA	Math	Science	Social Studies
K-3	K-3	K-4, 6-7	K-12
9-12 (no ELA I or II)	9-12 (no Algebra I, Integrated Math I or II, or Geometry)	9-12 (no Biology)	(no American History or American Government)

Vendor Information for Ohio Department of Education Approved Assessments 2020-2021

High Quality Student Data

Grades & content:

ELA	Math	Science	Social Studies
K-3	K-3	K-4, 6-7	K-12
9-12 (no ELA I or II)	9-12 (no Algebra I, Integrated Math I or II, or Geometry)	9-12 (no Biology)	(no American History or American Government)

[K-3 Diagnostic Assessment](#)

Iowa Assessments Form E/F Reading Tests Levels 5-9 approved for grades 1-3

[Alternative Reading Assessment: TGRG](#)

Form E, F and G Reading Test Part 1 and Part 2, Level 9 (grade 3)

[Alternative Assessments for Grades 3-8](#)

Grades & content:

ELA	MATH
3-8	3-8

[Alternative High School Assessment: Chartered Nonpublic Schools](#)

[Additional information on alternative High School graduation approvals for chartered nonpublic schools](#)

Estimated Service Provider Costs (nonbinding)

*Districts should contact vendor for exact costs and requirements.

Contact for questions about costs:

Barbara Fuerbacher or Jeff Squires
513.785.8963 or 614.579.9114

Link to web-based cost sheet/PDF for approved assessment.

<https://www.riverside-assessments.com/ohio-alt>

As a provider of assessments, we are prepared to provide services to (Click appropriate boxes below.):

Any Districts in the State of Ohio

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Overview for districts describing in detail the assessment, its use and how your organization supports implementation of the assessment. (2 pages maximum)

Description

Available for paper-based and online administration, the Iowa Assessments Forms E, F, and G include all new content that reflects today's challenging educational landscape. The tests are designed to provide a thorough assessment of each student's progress in skills and standards that are essential to successful learning and college and career readiness.

The exceptional quality of the Iowa Assessments comes in part from the tests' unique, collaborative development process. The tests are written by researchers from The University of Iowa, who contribute extensive curriculum and measurement expertise, as well as experience gained from managing an ongoing state-level testing program. Riverside Insight's staff adds editorial expertise, as well as extensive design, art, and pre-press experience to the development effort. These combined talents have created tests that are widely known, trusted, and used throughout the world. Over the course of a typical school year, the Iowa Assessments are administered to millions of students across every state in the nation.

Development of Forms E, F, and G

As these forms were developed, the Iowa Assessments' authors and Riverside Insight's Product Development team worked to ensure that the test items, which include multiple-choice items as well as technology-enhanced items in the online version of Form G, were clearly written and that all distractors challenge students without being "tricky" so that students' academic achievement will be assessed as accurately as possible. Above all, the fundamental guiding principle for the development of the Iowa Assessments was to make time spent on testing instructionally useful for all students. For example, passages selected for inclusion in the Reading tests yield good comprehension questions and cover a range of reading interests.

All test items were extensively reviewed and edited by the authors and Riverside Insights' staff with the above goal in mind, and the quality and functionality of the items was verified by national item tryouts. Review criteria included age and grade appropriateness; ethnic, racial, and gender balance; good style, grammar, and syntax; and good item characteristics. Furthermore, all items were examined by qualified reviewers and controlled for potential bias to make sure clarity and functionality occurred across subpopulations. The feedback from bias reviewers was thoroughly considered in conjunction with the known performance of the items across the subpopulations. Problem items identified during reviews or tryouts were either rewritten or eliminated.

During the development of test specifications, the test authors worked closely with national experts and educators. Review of local, state, and national guidelines for curriculum in each subject is an ongoing activity of the author team. The forms were developed to be consistent with recent shifts in curriculum and instructional practice and to be attuned to current curricular objectives at specified grades. The authors and Riverside Insights incorporated feedback into their test design from participants in both the preliminary and final item tryouts, from fairness and content review panels, from exchanges of ideas and information with other curriculum and testing professionals. These processes ensure that tests are developmentally appropriate and aligned with a consensus of up-to-date content standards, including Core Curriculum State Standards. During the research studies, items were tried out at a span of levels. The research then provided p-values that the authors and Riverside Insights' team used to determine

Vendor Information for Ohio Department of Education Approved Assessments 2020-2021

the best placement of items at each grade and test level. Appropriate placement not only ensures that there is an adequate floor and ceiling for every test level so the majority of students are able to finish the test, but also that the test is challenging enough for high-achieving students to demonstrate what they know and can do. In short, with this measurement approach, accurate data is obtained for the entire achievement continuum, ranging from the least able students to the gifted and talented.

The formats of the Iowa Assessments items and directions are based on applied research that has demonstrated their efficacy in measuring the skills selected for the tests. Riverside Insights pays close attention to the format and design characteristics of the test booklets and all related materials.

The four-color test booklets and engaging online format incorporate design and layout features that are engaging, developmentally appropriate, and both student- and teacher-friendly at all grade levels. The visual design—including artwork, photographs, font size and style, and page layouts—adheres to the Principles of Universal Design and makes the tests look more like the materials students customarily see in their classrooms every day. Care was taken, however, to ensure that design elements are not distracting and do not otherwise adversely affect student scores for the sake of appearance.

The Iowa Assessments directions for students and test administrators were also extensively reviewed internally by the authors and Riverside Insights' team. The clarity and functionality of the directions were then verified by the administration of the tests during the initial pilot studies, followed by national item tryouts, and the national standardization research study.

How the Iowa Assessments are Used and Reported

The Iowa Assessments answer the needs of schools to provide better ways to measure achievement and impact instruction to help students prepare for college and career.

Specifically, the tests can be used to:

- Screen for Response to Intervention (RtI) grouping
- Measure growth from year to year
- Evaluate instructional programs
- Plan for instruction
- Predict success on the state test
- Predict college readiness indicators
- Help districts monitor student learning in terms of the CCSS or Ohio Standards

A full range of derived scores, including Grade Equivalents, Percentile Ranks, and Standard Scores that can provide important information about student performance in each content area assessed, is available. The Iowa Assessments offer many specific innovations to support educators' needs. Reporting features include:

- National comparison data for individuals & groups
- Item level data
- Skill level data
- Cognitive level data
- Test total data
- Over 15 paper reports
- Reporting aligned to the CCSS
- Web-based interactive reporting with over 40 different reports

Vendor Information for Ohio Department of Education Approved Assessments 2020-2021

Ohio educators can, therefore, use the Iowa Assessments to determine students' achievement in reading so they know if they are on track and if they met the State's requirements for proficiency at the end of Grade 3. They can use the tests in Grades 3-8 to measure student achievement relative to the Ohio Learning Standards in English language arts and mathematics. They can use the tests at the high school levels to determine students' progress toward graduation. Because educators can utilize data from the tests to measure mastery of course content, the results can inform teacher and principal evaluations. The Survey version can provide an indication if students should be further screened for gifted and talented programs, while the Complete and Core versions provide detailed score data to place students into those programs.

Implementation and Technical Assistance

A key component of Riverside Insights' approach to the management of an assessment program is a comprehensive system of customer support, which includes providing training in the administration of the test and in the use of the results. Riverside Insights' regional sales and support staff has extensive experience presenting and supporting both pre- and post-test training workshops for a wide variety of constituencies and groups. They will work with Ohio districts that use the Iowa Assessments to determine the nature, purpose, and depth desired for pre- and/or post-test workshops.