

District Test Schedule

Test	Description	Given	Grades
<p style="text-align: center;">ITEDS</p>	<p>The Iowa Statewide Testing Program is a voluntary, non profit cooperative program for Iowa schools provided as a service to the schools by the College of Education of The University of Iowa. The ITED is used in grades 9-12. Schools participating in the program subscribe to a comprehensive program of professional services: ITED test materials, scoring and reporting services, and consultation are available throughout the school year. From its beginning in 1942, the emphasis in the program has been on the use of ITED results for instructional purposes. To that end, virtually all of Iowa school districts-both public and private-have voluntarily participated in this program on a regular basis since its inception. For their part, the schools provide assistance to ITP by participating in research projects and test development efforts conducted by Iowa Testing Programs.</p>	<p style="text-align: center;">November</p>	<p style="text-align: center;">9-11</p>
<p style="text-align: center;">ITBS</p>	<p>The Iowa Statewide Testing Program is a voluntary, non profit cooperative program for Iowa schools provided as a service to the schools by the College of Education of The University of Iowa. The ITBS (Iowa Test of Basic Skills) is used in grades K through 8. Schools participating in the program subscribe to a comprehensive program of professional services: ITBS test materials, scoring and reporting services, and consultation are available throughout the school year. From its beginning in 1935 with the Iowa Every Pupil Tests, the emphasis in the program has been on the use of ITBS results for instructional purposes. To that end, virtually all Iowa school districts-both public and private-have voluntarily participated in this program annually since its inception. For their part, the schools provide assistance to ITP by participating in research projects and test development efforts conducted by Iowa Testing Programs.</p>	<p style="text-align: center;">November</p>	<p style="text-align: center;">2-8</p>
<p style="text-align: center;">MAP</p>	<p>Students in grades 3-10 take MAP (Measure of Academic Progress/NWEA) tests on Math, Language, and Reading, in the Fall. Grade 2 also takes these tests in the Spring. Grades 3,7, and 10 take the Science test in the Spring. These tests are taken twice a year, once in the Fall (1st quarter) and again in the Spring (4th quarter). Results are used to determine academic achievement and plan for instruction. These tests also serve as a required alternate assesment by the State of Iowa.</p>	<p style="text-align: center;">September May</p>	<p style="text-align: center;">2-10</p>
	<p>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.</p> <p>The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later</p>		

<p>DIBELS and QRI</p>	<p>reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.</p> <p>The <i>Qualitative Reading Inventory-II</i>, developed by Lauren Leslie and JoAnne Caldwell, is an "individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully and the conditions that appear to result in unsuccessful word identification, decoding and/or comprehension. The QRI-II was designed to provide a variety of different opportunities to observe a student's reading behavior. The QRI provides a number of assessment options that can be administered by the classroom teacher as well as reading and assessment specialists. Word identification, decoding, comprehension, and other reading behaviors. (Leslie, L. and Caldwell, J. (1995). <i>Qualitative Reading Inventory-II</i>. New York, NY: Addison Wesley)</p>	<p>September</p>	<p>K-3</p>
<p>Iowa Youth Survey</p>	<p>Administered in years 2005, 2008, and 2011</p> <p>The Iowa Youth Survey is a joint effort conducted by The Iowa Department of Public Health's Division of Health Promotion, Prevention, and Addictive Behaviors, Iowa Department of Education, Office of Drug Control Policy, Iowa Department of Human Rights, Criminal and Juvenile Justice Planning and Statistical Analysis Center, and Iowa Department of Human Services.</p> <p>In the fall of 2005, 2008 and 2011, students in the 6th, 8th, and 11th grades across the state of Iowa answer questions about their attitudes and experiences regarding substance abuse and violence, and their perceptions of their peer, family, school, and neighborhood/community environments.</p> <p>Survey reports list responses to every question on the survey, providing total percentages and breakdowns by grade and gender. New for the 2005 reports are combined data presented in easy-to-read charts. Thirty-four constructs within nine framework domains are included.</p> <p>Reports are available in the following categories: State of Iowa, Counties, Judicial Districts, DECAT Regions, Department of Human Services Regions, and the Department of Public Health's Substance Abuse Treatment and Substance Abuse Prevention Planning Regions. Also available is the Iowa Youth Survey Trend Report 1999 and 2002, which contains comparisons between the 2002 and 1999 surveys using a youth development results framework. A new trend report adding 2005 data will be available soon.</p>	<p>September</p>	<p>6, 8, 11</p>
<p>PSAT</p>	<p>The most common reasons for taking the PSAT/NMSQT are:</p> <ul style="list-style-type: none"> • to receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice. • to see how your performance on an admissions test might compare with that of others applying to college. • to enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11). • to help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT. • to receive information from colleges when you check "yes" to Student Search Service. 	<p>October</p>	<p>10-11</p>
	<p>The PLAN® program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address</p>		

<p>PLAN</p>	<p>academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.</p>	<p>November</p>	<p>10</p>
<p>Technological Literacy Assessment</p>	<p>This qualitative assessment is administered to all eighth graders to assess ability to responsibly use appropriate technologies to communicate, solve problems, access information, manage, integrate, evaluate, and create. New Hampton administers this assessment through classroom projects. More Info.</p>	<p>Nov-Dec</p>	<p>8</p>
<p>Mid Year DIBELS</p>	<p>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.</p> <p>The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.</p>	<p>January</p>	<p>K-3</p>
<p>Bullying Survey</p>	<p>Students are surveyed assessing bullying behaviors as displayed by students at grades 4 - 9. The district uses Survey Monkey to gather and compile information in conjunction with the Guidance Department.</p>	<p>January</p>	<p>4-9</p>
<p>ASVAB</p>	<p>The ASVAB (Armed Services Vocational Aptitude Battery) is the most widely used multiple aptitude test battery in the world, developed and maintained by the Department of Defense. Over half of all high schools nationwide participate in ASVAB testing. The ASVAB consists of the following eight individual tests:</p> <ul style="list-style-type: none"> • Word Knowledge • Paragraph Comprehension • Mathematics Knowledge • Arithmetic Reasoning • General Science • Mechanical Comprehension • Electronics Information • Auto and Shop Information <p>Students are provided with scores on each of these individual tests and three Career Exploration Score composites: Verbal Skills, Math Skills, and Science and Technical Skills. The battery takes approximately three hours to complete and test results are returned to schools in about two weeks.</p>	<p>February</p>	<p>11</p>

<p>Character Counts Surveys</p>	<p>Students are surveyed about behavior in light of the Six Pillars of CHARACTER COUNTS! The district uses SurveyMonkey online to gather and compile information.</p>	<p>April</p>	<p>3, 6, 10 Staff Parents</p>
<p>Writing Assessment</p>	<p>Students do a short timed writing and will be evaluated as a first draft writing assignment using the criteria of three traits of the Six Trait Writing Framework: organization, ideas and content, ad conventions.</p>	<p>April</p>	<p>3, 7, 10</p>
<p>DIBELS and QRI</p>	<p>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.</p> <p>The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.</p> <p>The <i>Qualitative Reading Inventory-II</i>, developed by Lauren Leslie and JoAnne Caldwell, is an "individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully and the conditions that appear to result in unsuccessful word identification, decoding and/or comprehension. The QRI-II was designed to provide a variety of different opportunities to observe a student's reading behavior. The QRI provides a number of assessment options that can be administered by the classroom teacher as well as reading and assessment specialists. (Leslie, L. and Caldwell, J. (1995). <i>Qualitative Reading Inventory-II</i>. New York, NY: Addison Wesley)</p>	<p>May</p>	<p>K-3</p>
<p>ACT</p>	<p>ACT is an optional test taken by students at an official ACT site. The ACT's are used as college entrance exams. The ACT test was developed by the American College Testing Program. The ACT exam has four sections: Reading, English, Mathematics and Science. A maximum score is a 36. The ACT test is used to screen college applicants. Students are responsible for reporting their scores to the school to be used in Official High School Transcripts.</p>	<p>Whenever Available</p>	<p>9-12</p>
<p>ACCUPLACER</p>	<p>The Accuplacer exam was developed by College Board. The Accuplacer tests have eight different exams. Your college will choose the sections that they require you to take. The Accuplacer exam covers Reading, Writing, English, and Mathematics. It is a college placement test. Students are required to take this test when enrolling in a PSEO class. The test is administered at the High School by NICC personnel.</p>	<p>Beginning of Semesters</p>	<p>10-12</p>

