

IOWA Form E - Description of Test Questions by Level

Vocabulary

Level	Description
5	Students hear a word, sometimes used in context. Then they choose one of three pictures that illustrates the meaning of the word. Nouns, verbs, and modifiers are included.
5/6	Students hear a word, sometimes used in context. Then they choose one of three pictures that illustrates the meaning of the word. Nouns, verbs, and modifiers are included.
7	A pictorial or written stimulus is followed by a set of written responses. Nouns, verbs, and modifiers are included. The content focus is on general vocabulary rather than the specialized vocabulary used in areas such as science and mathematics. There are two untimed portions of the test; students work at their own pace on these portions.
8	A pictorial or written stimulus is followed by a set of written responses. Nouns, verbs, and modifiers are included. The content focus is on general vocabulary rather than the specialized vocabulary used in areas such as science and mathematics. There is one untimed portion of the test; students work at their own pace on this portion.
9–14	Each question presents a word in the context of a short phrase or sentence, and students select the answer that is closest in meaning to the tested word. Nouns, verbs, and modifiers are included. Target words represent general vocabulary content rather than the specialized vocabulary used in various content areas.
15–17/18	Each question presents a word in the context of a short phrase or sentence, and students select the answer that is closest in meaning to the tested word. Nouns, verbs, and modifiers are included. Target words represent general vocabulary content rather than the specialized vocabulary used in various content areas.

Word Analysis

Level	Description
5	This test assesses how well students recognize letters and letter-sound relationships. Letters, pictures, or words are presented as response options for each test question.
5/6	This test assesses how well students recognize letters and letter-sound relationships. Letters, pictures, or words are presented as response options for each test question.
7	This test assesses how well students know letter-sound relationships. Both pictures and words are used as stimuli and response choices. All questions are read aloud.
8	This test assesses skills involving letter-sound relationships, common affixes, and the formation of compound words. Both pictures and words are used as stimuli and response choices. All questions are read aloud.
9 (optional)	This test provides detailed diagnostic information about a student's ability to identify and analyze distinctive features of the sounds and symbols of oral and written language. A variety of skills involving sound-letter association, decoding, and word structure are represented as they apply to initial, medial, and final sounds and to silent letters, initial syllables, final syllables, affixes, and compound words.
10–17/18	N/A

Listening

Level	Description
5	Brief stories are read aloud, each followed by a question. Because all response choices are pictures, the test requires no reading. The items require students to demonstrate both literal and inferential understanding of what they hear.
5/6	Brief stories are read aloud, each followed by a question. Because all response choices are pictures, the test requires no reading. The items require students to demonstrate both literal and inferential understanding of what they hear.
7	Short scenarios are read aloud followed by one or more multiple-choice questions about the situations. Because all response choices are pictorial, the scores from this test do not depend on students' reading abilities. The Listening test requires students to demonstrate both literal and inferential understanding.
8	Short scenarios are read aloud followed by one or more multiple-choice questions about the situations. Because all response choices are pictorial, the scores from this test do not depend on students' reading abilities. The Listening test requires students to demonstrate both literal and inferential understanding.

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Listening, *continued*

Level	Description
9 (optional)	This test measures the skills that students need to comprehend material when it is presented orally. The situations in the test tap the general comprehension skills necessary for understanding meaning in reading, but those skills are applied to understanding material that students are more likely to hear than to read, such as school announcements, reports on the radio, brief instructions, and weather forecasts. Responses are a mix of pictorial and text-based stimuli.
10–17/18	N/A

Language

Level	Description
5	This test measures how well students understand the use of language to express ideas. The questions cover the use of prepositions, singular and plural, and comparative and superlative forms. Some other questions are oriented toward word classifications, verb tenses, or spatial-directional relationships. Questions are read aloud, and students answer by choosing one of three pictures.
5/6	This test measures how well students understand the use of language to express ideas. The questions cover the use of prepositions, singular and plural, and comparative and superlative forms. Some other questions are oriented toward word classifications, verb tenses, or spatial-directional relationships. Questions are read aloud, and students answer by choosing one of three pictures.
7	This test assesses students' abilities to use some of the conventions of standard written English. The four test sections address spelling, capitalization, punctuation, and skill in written usage and expression. In all cases, both the questions and the sets of response choices are read aloud by the teacher.
8	This test assesses students' abilities to use some of the conventions of standard written English. The four test sections address spelling, capitalization, punctuation, and skill in written usage and expression. In all cases, both the questions and the sets of response choices are read aloud by the teacher.
9–14	N/A
15–17/18	N/A

Reading

Level	Description
5	This test emphasizes words, assesses comprehension of sentences, and pictures that tell a story.
5/6	Administered in two parts, this test presents students with a variety of reading tasks. The first part of this test assesses word reading and word attack in several ways. Students identify a word read aloud by the teacher, identify a word that matches a picture, or choose a picture that matches a printed word in isolation or at the end of a simple sentence. The second part assesses comprehension of sentences, pictures that tell a story, and printed stories.
7	Administered in two parts, this test presents students with a variety of reading tasks. The first part of the test presents pictures that tell a story. Students must complete sentences about the pictures by choosing a word to fill in a blank. This part also involves reading sentences. Students select a word that best completes each sentence. The second part of the test consists of written stories followed by multiple-choice questions. The questions associated with both the picture stories and written stories often require more than literal comprehension. Some questions ask the students to make inferences or to generalize about what they have read.
8	Administered in two parts, this test presents students with a variety of reading tasks. The first part of the test presents pictures that tell a story. Students must complete sentences about the pictures by choosing a word to fill in a blank. This part also involves reading sentences. Students select a word that best completes each sentence. The second part of the test consists of written stories followed by multiple-choice questions. The questions associated with both the picture stories and written stories often require more than literal comprehension. Some questions ask the students to make inferences or to generalize about what they have read.
9–14	Administered in two parts, this test contains passages that vary in length from a few lines to a full page. Both literary passages (e.g., fiction, folktales, and poetry) and informational passages (e.g., expository science and social studies materials, procedural texts, and general nonfiction) are included. Many of the passages are excerpts from previously published works. A significant number of questions may require students to draw inferences or to generalize about what they have read.

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Reading, *continued*

Level	Description
15–17/18	<p>This test provides information about the kinds of comprehension skills students are expected to continue to develop as they proceed through high school—skills they will use in reading texts across the curriculum, in engaging with literature, in reading and thinking about magazine and newspaper articles in and outside of school, and in extracting and evaluating ideas from a variety of sources for research projects. Many of the passages are excerpts from previously published works.</p> <p>The questions associated with each passage require students to demonstrate understanding at the various process levels usually associated with reading comprehension. Many questions address the higher-level objectives of inferring, analyzing, and generalizing.</p>

Written Expression

Level	Description
5	N/A
5/6	N/A
7	N/A
8	N/A
9–14	<p>In the first part of this test, students must choose the best or most appropriate way to express the ideas in a piece of writing. Choices involve organization, sentence structure, usage, clarity, and the most effective or appropriate language. In the second part, each question contains one or more short sentences arranged in three lines. Students must identify the line containing an error, or they may select “No mistakes” if they believe no error is present. Many of these questions are focused on common usage errors related to the use of verbs, modifiers, and pronouns.</p>
15–17/18	<p>This test provides information about students’ skills in recognizing correct and effective use of standard American English in writing. In the context of a variety of written materials, students are asked to make revision choices concerning focus, organization, diction and clarity, sentence structure, usage, mechanics, and spelling—much as they do in editing near-final drafts of their own writing.</p> <p>All questions are based on four complete texts that are patterned after student writing in content and style. These texts are presented as drafts in which certain portions have been underlined to indicate a possible need for revision.</p>

Mathematics

Level	Description
5	<p>This test consists of questions about beginning mathematics concepts, problem solving, and mathematics operations.</p> <p>The content standards involve numeration, geometry, measurement, and applications of addition and subtraction in word problems. Items are read aloud, and responses are pictures and numbers.</p>
5/6	<p>This test consists of questions about beginning mathematics concepts, problem solving, and mathematics operations.</p> <p>The content standards involve numeration, geometry, measurement, and applications of addition and subtraction in word problems. Items are read aloud, and responses are pictures and numbers.</p>
7	<p>This test is administered in two separate sessions.</p> <p>All questions are read aloud.</p> <p>In Part 1, the response options for each question are either pictorial or numerical. Students are required to demonstrate their understanding of, and ability to apply, a variety of concepts in the areas of number sense and operations, algebraic patterns and connections, geometry, and measurement.</p> <p>In Part 2, some questions involve the interpretation of data presented in graphs or tables: students locate data, compare amounts, or develop generalizations.</p> <p>For other questions, brief word problems are presented; students solve the problems, and then record their answers according to the choices provided. One choice in each set is “N,” meaning that the problem’s solution is not given among the choices provided.</p>
8	<p>This test is administered in two separate sessions.</p> <p>All questions are read aloud.</p> <p>In Part 1, the response options for each question are either pictorial or numerical. Students are required to demonstrate their understanding of, and ability to apply, a variety of concepts in the areas of number sense and operations, algebraic patterns and connections, geometry, and measurement.</p> <p>In Part 2, some questions involve the interpretation of data presented in graphs or tables: students locate data, compare amounts, or develop generalizations.</p> <p>For other questions, students select a number sentence that could be used to solve the problem.</p> <p>Brief word problems are also presented; students solve the problems, and then record their answers according to the choices provided. One choice in each set is “N,” meaning that the problem’s solution is not given among the choices provided.</p>
9–14	<p>This test is administered in two parts.</p> <p>Students must demonstrate an understanding of mathematics concepts, relationships, visual representations, and problem solving. The questions address number sense and operations, algebraic patterns and connections, data analysis/probability/statistics, geometry, and measurement.</p>
15–17/18	<p>Students must demonstrate an understanding of mathematics concepts, relationships, visual representations, and problem solving. The questions address number sense and operations, algebraic patterns and connections, data analysis/probability/statistics, geometry, and measurement.</p>

Computation

Level	Description
5	N/A
5/6	N/A
7	The first section is an oral presentation of addition and subtraction problems. In the second section of the test, which is not read aloud, addition and subtraction problems are presented in the test booklet, and students proceed independently. One choice for each question is “N,” meaning that the problem’s solution is not given among the choices provided.
8	The first section is an oral presentation of addition and subtraction problems. In the second section of the test, which is not read aloud, addition and subtraction problems are presented in the test booklet, and students proceed independently. One choice for each question is “N,” meaning that the problem’s solution is not given among the choices provided.
9–14	Most problems in the Computation test require the use of one arithmetic operation— addition, subtraction, multiplication, or division. The problems require operations with whole numbers, fractions, decimals, or various combinations of these, as well as algebraic manipulations at Level 14. Students must solve a problem and compare their answer with the choices given. The fourth option in each question is “N,” meaning the correct answer is not given among the choices provided.
15–17/18	The questions included in this test were selected to represent the skills that are most directly related to the computational manipulations needed throughout the secondary school mathematics curriculum. Thus, the Computation test includes not only questions that measure the ability to add, subtract, multiply, and divide whole numbers, fractions, decimals, and percentages but also questions that measure the ability to manipulate variables and to evaluate expressions with exponents or with square roots.

Social Studies

Level	Description
5	N/A
5/6	N/A
7	All questions are read aloud, and students answer by selecting one of three pictorial responses. The content of the questions is taken from the areas of geography, history, economics, and civics and government.
8	Most questions are read aloud, and students answer by selecting one of three pictorial or text responses. The content of the questions is taken from the areas of geography, history, economics, and civics and government. At the end of the test, students respond to sets of questions linked to common stimuli; in these cases, the questions and stimuli are not read aloud.

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Social Studies, *continued*

Level	Description
9–14	The test measures various aspects of the social studies curriculum. Emphasis is on the use and understanding of concepts, principles, and various types of visual materials such as posters, cartoons, timelines, maps, graphs, tables, and charts. The materials cover content from the areas of history, geography, economics, and civics and government.
15–17/18	The test measures various aspects of the social studies curriculum. Emphasis is on the use and understanding of concepts, principles, and various types of visual materials such as posters, cartoons, timelines, maps, graphs, tables, charts, and passages. The materials cover content from the areas of history, geography, economics, and civics and government.

Science

Level	Description
5	N/A
5/6	N/A
7	The format parallels that used in Social Studies: questions are read aloud, and response choices are pictorial. The knowledge and skills measured by the science questions come from the areas of life science, earth and space science, and physical science. Science inquiry methods are also addressed.
8	The format parallels that used in Social Studies: most questions are read aloud, and response choices are pictorial or text. The knowledge and skills measured by the science questions come from the areas of life science, earth and space science, and physical science. Science inquiry methods are also addressed. At the end of the test, students respond to sets of questions linked to common stimuli; in these cases, the questions and stimuli are not read aloud.
9–14	This test emphasizes the methods and processes used in scientific inquiry. In addition, many questions assess knowledge and skill in life science, earth and space science, and physical science. Students are required to use the concepts and principles of science to explain, infer, and hypothesize.
15–17/18	This test emphasizes the methods and processes used in scientific inquiry. In addition, many questions assess knowledge and skill in life science, earth and space science, and physical science. Students are required to use the concepts and principles of science to explain, infer, and hypothesize.

Spelling

Level	Description
5	N/A
5/6	N/A
7	N/A
8	N/A
9–14	Each question presents four words, one of which may be misspelled, and a fifth option, “No mistakes,” for use when all four words are spelled correctly. This format permits the testing of four spelling words for each question. Errors in the selected words are based on common substitutions, reversals, omissions, or unnecessary additions.
15–17/18	N/A

Punctuation

Level	Description
5	N/A
5/6	N/A
7	N/A
8	N/A
9–14	The questions require students to either identify errors in punctuation (underpunctuation or overpunctuation) by marking the line of writing in which an error occurs or identify correct punctuation by marking the last response, “No mistakes.” Questions relate to the use of end punctuation, commas, and other punctuation marks. The particular skills assessed may differ by level.
15–17/18	N/A

Capitalization

Level	Description
5	N/A
5/6	N/A
7	N/A
8	N/A

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Capitalization, *continued*

Level	Description
9–14	The questions require students to either identify errors in capitalization (undercapitalization or overcapitalization) by marking the line of writing in which an error occurs or identify correct capitalization by marking the last response, “No mistakes.” Questions relate to the capitalization of names, dates, places, and other words. The particular skills assessed may differ by level.
15–17/18	N/A