

Procedures for Supplemental Coding on Answer Documents

- *Iowa Tests of Basic Skills*® (ITBS®), Forms A and B
- *Iowa Tests of Educational Development*® (ITED®), Forms A and B
- *Cognitive Abilities Test*™ (CogAT®), Form 6
- *Logramos*®, Form A
- *Logramos*®, Second Edition
- *Qualls Early Learning Inventory*™, (QELI™)



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Procedures for
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Please note: most coding discussed in this manual is optional.

Purposes of This Manual

This manual describes procedures that may be used by school districts to code information on student answer documents (answer folders, answer sheets, or machine-scorable test booklets) so that various kinds of special score analyses or reporting can be carried out. This manual applies to the answer documents used with the Complete, Core, and Survey Batteries of the *Iowa Tests of Basic Skills (ITBS)*, the Complete and Core Batteries of the *Iowa Tests of Educational Development (ITED)*, *Cognitive Abilities Test (CogAT)*, *Qualls Early Learning Inventory (QELI)* and *Logramos*.

Purposes of Coding Information

The coding described in this manual is optional; none of it is required for standard scoring of answer documents or for obtaining other basic scoring and reporting services from the Riverside Scoring Service®. The subsequent parts of this manual describe, by way of example, the coding a district might do in order to analyze the test data further or to report it in particular ways. Some specific purposes for coding include:

1. ***Disaggregating (or subpopulating) student test data.*** Most school districts are interested in examining how subgroups of students perform and how subgroup performance changes over time. In addition, most districts are required to report test data for subgroups to meet federal (e.g., Reading first, NCLB, Title I, IDEA) or state assessment reporting requirements. Thus, answer documents may need to be coded to help identify students by gender, racial/ethnic group, free or reduced-price lunch eligibility, migrant status, or participation in special education or English-language learner (ELL) programs.
2. ***Obtaining special score reports.*** Some of the score reports available from the Riverside Scoring Service require additional information, which can be coded in various ways on student answer documents prior to returning the documents for scoring. For example, one way to obtain the combined *ITBS/CogAT* or *ITED/CogAT* student list reports is to code one of the *CogAT* scores in a certain place on each student's *ITBS* or *ITED* answer document. As another example, to obtain the standard alphabetical list of student scores for class sections based on subject area, information about each student's class section must be coded on the answer documents. Likewise, any longitudinal reporting service that uses scores from previous years must have certain information coded so that each student's current score record can be matched with the records from previous years.
3. ***Updating a local student database.*** If a school district wishes to update its local student database with scores from an achievement battery (*ITBS*, *ITED*, or *Logramos*), there is usually a need for supplemental information on the answer document. In order to match a record of a student's test score data with the proper record in a database, a link such as a student's name is needed. However, the name alone is generally insufficient for this purpose, so student identification numbers or, at a minimum, gender and date of birth must be available to permit accurate matching of records.

4. **Documenting aspects of the test administration.** Some districts wish to identify students whose testing was done under nonstandard conditions or students whose test-taking behavior likely resulted in scores that are not meaningful. For example, students with Individual Education Programs (IEPs) might be given certain accommodations in test taking to try to keep their disability from interfering with the testing process. In such cases, the districts might want to note the accommodation used as a record for interpreting the scores and for deciding in subsequent years which accommodations might be needed. For some other students—for instance those who would obtain an invalid score because they did not take the test seriously—it might be necessary to exclude certain test scores, or all of their test scores, from the building and system reports of grade-group performance. In such situations, there is a need to code information that can be used in the scoring process to exclude these students' scores.

There are other legitimate reasons for wanting to code certain information on student answer documents for later use by the district. Answer documents have been designed to provide ample flexibility in meeting district needs for coding. For assistance, please contact Riverside Customer Service at 800.323.9540.

General Procedures for Coding

Areas for Optional Coding Use

The last page of the answer document, which includes the name grid, contains sections that can be used for optional coding (see sample on page 21). The only sections that cannot be used in a customized way by the district are Last Name, First Name, Gender, Office Use, *ITBS* Form, *ITED* Form, *CogAT* Level, and Date of Birth. For *Logramos*, these may be listed as *Apellido*, *Sexo*, *Nombre*, Office Use, and *Fecha de nacimiento*. All other sections can accommodate codes assigned by the district, with the restrictions noted in several of the sections that follow.

Test Administrator Use Only. This section contains 19 separate areas or fields that can be used for coding. The first, "Code," contains 20 circles below it labeled "A" through "T," any number of which may be coded for a given student. The directions for this first section could be "Mark all that apply" or "Mark the one circle that best describes the student."

For Fields "A" through "P" in this section, only one numerical response can be marked in each field per student; multiple marks in these fields are treated as coding errors.

Field "Z" is reserved for use in excluding the student's scores on all tests from the group averages. (See page 13 for more information on using this field.) The "Program" field can be used to mark student participation in various local educational programs. (See page 7 for more information about using this field.)

Field "P = 0" is reserved for use for the application of Braille norms. When your students are tested with a Braille booklet, you need to transcribe their responses onto a regular answer document for central scoring. To indicate that you would like these answer documents scored with Braille norms, bubble in the "P = 0" field. Do not use this field for any other purpose.

Date of Birth. This section is optional with *ITBS*, *ITED*, *QELI*, and *Logramos*, but it is necessary when the answer document also is used with *CogAT* so that age-related scores can be reported. The date of birth is required for *CogAT*. The Riverside Scoring Service encourages the coding of a birth date for all test batteries because it can be used as a basis for matching student data records.

Gender. This section is optional, but its use helps accurate matching of student records whenever such matching is necessary.

Race/Ethnicity. This section is optional and when it is used, more than one circle may be marked for a given student to show that the student uses more than one category to describe his/her background. If the local district uses racial/ethnic categories that are different from those shown in this section of the answer document, some other section could be used, along with the local categories, to accomplish this coding. (See page 5 for more information.)

Office Use. This optional section is reserved for only one purpose, to exclude specific test scores of a student from any group averages that will be printed on various score reports. This section may not be used by the district for optional coding of any other kind, and it must be used according to the directions shown on page 14 of this manual.

Student ID Number. The identification numbers used with this optional section are assigned by the school district.

Other Information. This optional section contains three separate fields, any number of which can be used at the same time for coding. However, there is one restriction associated with using this section for optional coding. If the district intends to obtain combined reporting of either *ITBS* or *ITED* scores with *CogAT* scores, Field 1 must be used for this purpose. Fields 2 and/or 3 may be used for other coding (see page 10 for more information).

Optional. This field, which only appears on *QELI* answer folders, serves the same purpose as the “Test Administrator Use Only” section of answer materials for *ITBS*, *ITED*, *CogAT*, and *Logramos*. It includes Code A, B, C, G, H, and Z fields. These fields may be used to code students for many of the same reasons described in the “Other Background Variables” on pp. 9–10 of this manual.

Responsibility for Coding

In most cases, the optional information should be coded by teachers or other school personnel rather than by students. Most of this coding will need to be done after the completion of testing; however, there may be a few cases in which coding could be done by students or when coding would best be done during the test administration.

Of course, the school district is responsible for the accuracy of all coding. One way to avoid coding by hand and, at the same time, obtain highly accurate coding is to use bar-code labels, which can be affixed to student answer documents either before or after testing begins. More information about this bar-code service can be obtained from your local Assessment Consultant or from Riverside Bar Code Administration (call 800.323.9540 or e-mail barcode@hmco.com).

Some Considerations in Coding Documents

The Need for Leading Zeros. When a two-digit (or three-digit) field is being used to code numbers that are only a single digit, those digits must be coded with one or two zeros in front of them. For example, suppose Field “G” under “Test Administrator Use Only” was to be used to indicate which one of three schools a student attended in the previous year. Field “G” must be coded with numbers from 00 up to 99, so the school codes in this case would need to be 01, 02, and 03 rather than 1, 2, and 3. Likewise, if one of the *CogAT* Standard Age Scores (SAS) were coded in Field 1 under “Other Information,” a score of 93 would need to be coded as 093. Failure to use leading zeroes in such cases may delay your reports and result in the creation of meaningless subgroup score reports by omitting scores for students that should be included. Of course, only one number can be coded in each column of a field.

Erasures of Coded Information. When erasures are made in the process of coding, care must be taken to ensure that the mark remaining after erasing will not be interpreted by the scanner as a light mark in that circle. When another darker mark is made in that field after the first mark has been erased, the scanner will interpret the darker mark as the intended one. However, if there should not be a mark in the field after the erasure has been made (i.e., if the field should be blank), there must be a way to tell the scanner to ignore the light mark caused by the erasure.

In the “Test Administrator Use Only” and “Other Information” sections, there is a “No” circle at the bottom of each field for addressing the problem noted above. In the “Office Use” section, there is a circle with “N” in it to be used in the same way. For example, if a teacher mistakenly coded a circle in Field “D” instead of Field “E,” he or she should erase the mark in Field “D” and fill in the “No” circle at the bottom of the column. This prevents the scanner from interpreting the erasure mark as a legitimate one. Do not use the “No” and “N” circles in any other way.

Coding for Data Disaggregation (Subpopulating)

This section illustrates how a school district could code student answer documents with information that can be used later in the reporting or data analysis processes. Which procedures to use, which demographic information to code, and which labels to use in coding any one piece of information are all decisions that need to be made by the school district. There are no standard codes for demographic information required by the Riverside Scoring Service.

Race/Ethnicity

There are several ways that race/ethnicity could be coded on student answer documents. The coding could be done either by school personnel or by the students themselves. If students are to mark the information, they could fill it in at the same time they fill in their name and date of birth. Otherwise, school personnel could complete this coding after testing is done, using information available to them in school records. Bear in mind that the “Race/Ethnicity” section of the answer document could raise sensitivity/privacy concerns.

One method for recording information on race/ethnicity is already incorporated into the student answer document and the *Directions for Administration* manual. This method uses the “Race/Ethnicity” section, which is located on the right-hand side of the last page of the answer document. The suggested definitions for these categories, which appear in the *Directions for Administration* manual, are printed in the box below. For *Logramos* documents, the “*Raza o grupo Ètnico*” section contains the same information in Spanish.

American Indian or Alaskan Native: A student with origins in any of the original peoples of North America or who maintains cultural identifications through tribal affiliations or community recognition.

Asian: A student with origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. These peoples include, for example, Asian-Indians, Chinese, Filipinos, Japanese, Koreans, and Vietnamese.

Black or African American: A student with origins in any of the black racial groups of Africa.

Hispanic or Latino: A student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander: A student with origins in any of the original peoples of the Pacific Islands. These peoples include Hawaiians, Guamanians, and Samoans.

White: A student with origins in any of the original peoples of Europe, North Africa, or the Middle East.

Other: This option is reserved for use by students who are unable to describe their racial/ethnic background satisfactorily with the group names provided.

The “Race/Ethnicity” section can be used for coding if the definitions shown in this section and the various subgroups are the same as those needed by the school district for data reporting. Students may select more than one group if they belong to more than one racial/ethnic group.

If students code their classifications, the following directions, which are included in the *Directions for Administration* manual, should be used:

Find the “Race/Ethnicity” section next to the “Gender” section. Fill in the circle that is next to the name of the group to which you believe you belong. For example, if you believe you are Hispanic, fill in the circle next to “Hispanic or Latino.” You may fill in more than one circle if you believe you belong to more than one group. If you have questions, raise your hand and I will help you.

If the categories provided on the answer document for racial/ethnic coding are not consistent with the needs of the school district, then some other field could be selected for coding this demographic variable. For example, the “Code” field, under “Test Administrator Use Only,” could be dedicated to this purpose, and the following codes could be used: A = White, B = Black, C = Asian or Pacific Islander, D = Hispanic, and E = American Indian or Alaskan Native. Any number of categories could be used, and other labels could be substituted, depending on the classification system needed by the school district. Note that the “Code” field was chosen here because it permits more than one circle to be coded for a given student. If the district’s racial/ethnic coding system does not permit students to use more than one category, it might be better to select a different field for this purpose, perhaps Field “A.”

Program Participation

The last field in the “Test Administrator Use Only” section, labeled “Program(s),” can be used to identify student participation in certain school programs. This field is not available on *QELI* answer folders. Often there is a need to disaggregate test scores on the basis of such participation and provide summaries of subgroup performance. Sometimes there is a mandate for such reporting (as with Title I, Reading first, or IDEA) or monitoring the progress of certain subgroups of students.

The “Program(s)” section of the answer document could raise sensitivity/privacy issues. For example, Free and Reduced Lunch status could be considered confidential and private. Riverside Scoring Service offers the option of suppressing this information on many score reports. Program participation reporting is available on the List of Student Scores, Student Score Labels, Student Data on CD-ROM, and *Interactive Results Manager*[™] (*iRM*[™]), *Riverside’s Assessment Data and Reporting Service*[™] (*RADaRS*[™]). If the option to suppress is selected, the coded “Program(s)” information will not be reported on the List of Student Scores and the Student Score Labels. It will be on the Student Data on CD-ROM, *RADaRS*, and *iRM*. Please call Customer Service at 800.323.9540 to order these services.

Program subgroups might include some of the following:

Special Education. Students with an Individual Education Program (IEP), or those who participate in special education programs, can be identified by filling in the “SE” circle. This code is not used in determining test scores and can be defined by each local school district.

Students with Section 504 Plans. Students with a Section 504 Plan can be identified by filling in the “504” circle.

Free or Reduced-Price Lunch Eligibility. When the “F/RL” circle is marked, this indicates that the student is eligible to participate in the program. This information is often used as an indicator of poverty level, and frequently it is needed to report the progress of groups of students who are from economically disadvantaged homes. Locally developed directions for coding should distinguish between those who are eligible, those who actually participate, and those who have not applied for the program but appear to be eligible.

Gifted and Talented. The “GT” circle identifies students who participate in an educational program for gifted and talented students. Such programs vary by name and purpose among school districts; therefore, what constitutes GT participation must be defined by the district.

English Language Learner. The term used to describe students whose native language is not English varies from program to program. The “ELL” circle can be used to identify students who are learning English and have not been in an English-speaking instructional setting for very long. Some are considered limited-English proficient (LEP) and some are students in an English-as-a-second-language (ESL) or bilingual program. The definition to be used for this program must be determined by the local district.

Migrant Student. Certain federally funded programs (e.g., Title I) require that the performance of migrant students be monitored and reported as part of the funding agreement. The “MG” circle identifies such students. The definition of migrant status varies somewhat from state to state and must be determined by the local district.

Title I Student. Students who are participating in a Title I program, individually or buildingwide, can be identified according to the subject area in which they are participating. The “TI L” circle could be used to show the student is in Title I Language (including reading), and the “TI M” circle could be used to identify those in Title I Math.

Other Programs. Other federal, state, or local program participation could be coded using the remaining two circles of this field. “Other 1” and “Other 2” are placeholders for program names the local district might want to include for further identification purposes. The Riverside Scoring Service does not need to know which programs these codes represent they are used.

Primary Student Disability. For districts needing to identify students according to their primary disability, a coding system could be established like the one shown on the following page. In this case, a two-digit field in the “Test Administrator Use Only” section would be needed because there are too many definitions for a one-digit field. To illustrate, the set of definitions on the following page could be used with Field “G”.

- 00 = Specific Learning Disabilities
- 01 = Speech or Language Impairments
- 02 = Mental Retardation/Disabilities
- 03 = Serious Emotional Disturbance
- 04 = Orthopedic Impairments
- 05 = Other Health Impairments
- 06 = Traumatic Brain Injury
- 07 = Multiple Disabilities
- 08 = Auditory Impairments
- 09 = Visual Impairments
- 10 = Autism
- 11 = Deaf-Blindness

Other Background Variables

Some school districts need to examine the test scores of subgroups defined on the basis of information other than personal demographics or program participation. The fields in the “Test Administrator Use Only” section of the answer document can be used for this purpose. Illustrations are given below to show how such coding might be done. All areas of the “Test Administrator Use Only” section, except Column Z (which is reserved for special scoring instructions), can be used for this purpose. The “Office Use” section is reserved for special scoring instructions as well. The “Other Information” section could be used as well if it need not be reserved for combined reporting with *CogAT* Standard Age Scores (see page 10 for more information).

Feeder School Analysis. When students in a particular grade come from various other buildings the previous year, it may be of interest to examine whether curricular differences among those buildings may have affected students’ performance. For example, this situation would arise when students have moved from grade 5 in three elementary buildings to grade 6 in a single middle school. It may also occur when some students have moved from grade 3 in a parochial school building and others have come from grade 3 in a public school building, with all now in the same public school building in grade 4.

If the number of feeder schools is ten or fewer, one of the single-digit coding fields could be selected for this purpose. Field “B,” for example, could be designated and number codes could be assigned to each of the feeder schools. Then, for each student, a number could be coded in Field “B” to identify the school building the student attended in the previous year. At the time documents are returned for scoring, the district could order a report that provides subgroup analysis based on Field “B.”

Years in the School District. For trend analysis or longitudinal analysis, some districts examine the scores of a fixed group of students (a cohort) over several years. This is important to do when, for example, large numbers of students migrate in or out of the district from year to year. In such circumstances, it is important to determine whether the scores of grade groups have changed over time due to the nature of the groups that have left or entered since the past year. To address this issue, it is possible to code each student’s document according to the number of years in which the student has been enrolled in the district.

Generally, a single-digit coding field can be selected for this purpose. If Field “F” is chosen, for example, each student’s answer document would be coded with the number of years the student has been in the district, beginning with zero for new students. Certain score reports can be ordered that permit an examination of group scores according to students’ years of exposure to the district’s instructional program. To simplify further, the codes might even be “0 = less than two years” and “1 = two or more years.” This would permit the formation of larger subgroups and, therefore, yield more stable data over time for smaller districts.

Coding Required for Particular Score Reports

Combined Achievement/Ability Reporting

For schools wishing to obtain combined *ITBS/CogAT* or *ITED/CogAT* reporting, there are several ways in which *CogAT* scores can be merged with *ITBS* or *ITED* scores. One way is to code a Standard Age Score (SAS) from a previous testing of *CogAT* into Field 1 in the “Other Information” section on the answer document. Because children’s cognitive abilities grow and change, it is best to use SAS scores of young students within two years of the date of testing. Scores of students 12 years or older may be used for 3 to 4 years following testing.

Suppose you have *CogAT* scores obtained in grade 3 for students who are now in grade 4. To get combined reporting for your grade 4 students after they have taken the *ITBS*, code a grade 3 *CogAT* score onto a grade 4 *ITBS* answer document before the latter is sent for scoring. Field 1 of the “Other Information” section may be coded with the student’s Verbal, Quantitative, Nonverbal, or Composite SAS. On page 2 of the Order Form for Riverside Scoring Service (OSS), indicate which score (Verbal, Quantitative, Nonverbal, or Composite) has been coded on the students’ answer documents.

The coded score must have three digits filled in. For example, if the student’s Verbal SAS was 97, Field 1 should contain “097.” Make sure that no blank digits or double marks have been included.

Other ways of merging *CogAT* scores with *ITBS* or *ITED* scores to obtain combined reporting are described in other manuals, such as the Interpretive Guides or the *Test Coordinator Guide*.

List Reports by Class Section

In some elementary school buildings, and in essentially all junior high/middle school and high school buildings, teaching is departmentalized or organized around subject matter teaching assignments. In such cases, students receive direct instruction in areas like reading, math, social studies, and science from each of several teachers rather than from only one. Thus, there is a need for test results to be made available for students grouped according to their separate instructional classes. Special coding on the answer document can be used to accomplish this rearranging of the alphabetical List of Student Scores.

Suppose you need to have a separate report for each teacher's class in grades 6–8, based upon their subject matter area (math, English/language arts, social studies, and science). The first step is to identify four two-digit coding fields in the “Test Administrator Use Only” section that you can use for this purpose. Suppose you select Field “H” for math, “I” for English/language arts, “J” for social studies, and “K” for science. The second step is to make separate lists of the teachers in each of the four subject areas and indicate the class periods in which they teach. You would assign a unique code to each combination of teacher and class period. For math teachers, you might use codes 00–19, for English you might use 20–39, for social studies you might use 40–59, and for science you might use 60–79. Here is what the list might look like for math for use in Field “H”:

00 = Mr. Green, Period 1
01 = Mr. Green, Period 4
02 = Mr. Green, Period 5
03 = Mr. White, Period 1
04 = Mr. White, Period 2
05 = Mr. White, Period 3
06 = Mr. White, Period 6
07 = Ms. Brown, Period 2
08 = Ms. Brown, Period 6

In each field, all numbers 00 through 99 could be used when the number of teachers is large. If there were 20 math teachers with five classes each, all numbers would be needed to code the 100 combinations possible for Field “H.”

Listings like the one shown above could be put on the chalkboard or displayed with an overhead projector while students are completing the coding of name, birth date, and gender. Students could then fill in the code for each of their teachers in the designated area on their answer documents. If the list of teacher names is especially long, each student may need a sheet of paper containing the list.

This type of coding will permit the district to order list reports that will contain the names and scores of all students in each of the separate instructional groups. In the illustration above, there would be three list reports for Mr. Green, four for Mr. White, and two for Ms. Brown, each containing the students and all their *ITBS* scores for the classes each one teaches. (This would work the same way at the high school level using *ITED* and for all levels of *Logramos*.)

Student or Group Longitudinal Reports

Longitudinal reports available from the Riverside Scoring Service can provide score data for a student or for a grade group over a period of years. In order to link score data from several consecutive years, score records need to be matched. Electronic matching requires the availability of accurate information on score records so that successful matching across consecutive years will yield a high percentage of matches. Coding on student answer documents and Building/Class ID Sheets (or the use of bar codes) is a key to obtaining high-quality longitudinal reports. The most useful matching information is a student ID number. In the absence of ID numbers, matching needs to be done using names, date of birth, and gender.

The “Student ID Number” (“*Número de identificación*” for some levels of *Logramos*) section of the answer document is a 10-digit field that can be used to code an identification number assigned to each student by the school district. The number used need not be 10 digits long, but when shorter numbers are coded, they should be entered consistently in the section. No specific justification, left or right, is required; however, it is natural for most people to code from left to right. That is, if a five-digit ID number is used by the district, the five digits for each student could be entered in the first five columns beginning on the left. (In such cases, there is no blank circle to fill in for columns 6–10 to show that those columns are blank.) The most important issue is to be consistent in how coding is done for all students.

When ID numbers are assigned by the district, an assignment scheme needs to be developed so that no two concurrently enrolled students would have the same ID number. A student’s ID number should be the same for that student during all of his/her years of schooling in the district. Adhering to this rule will avoid mismatching student information when ID numbers are used as the basis for matching.

Ordering the Student Profile Narrative in Spanish

The Student Profile Narrative report for *ITBS*, *ITED*, *CogAT*, and *Logramos* may be ordered in English or Spanish. To order all Student Profile Narrative reports in English, check the “All English” option on the OSS. To order all Student Profile Narrative reports in Spanish, check the “All Spanish” option. To order the Student Profile Narrative in English for some students or classes and in Spanish for others, code either 1 or 2 in Field “P” on each student’s answer document. For students coded 1 in Field “P,” the Student Profile Narrative will be delivered in English; for students coded 2 in Field “P,” the Student Profile Narrative will be delivered in Spanish. On the OSS, check the option for students coded P-1 and P-2.

Coding to Link Student Test Scores to a District Database

Most districts that maintain a student database with demographic and academic information about each student will update that database with test scores each year. Updating involves electronically matching a student’s test score record for the current year and his/her student record in the district’s database. Usually this linking is accomplished by matching student identification numbers. In the absence of student ID numbers, such information as first and last names, birth date, and gender need to be used. The section above on coding to obtain longitudinal reports describes the use of matching variables for this purpose.

Coding to Document Aspects of the Test Administration

Testing Accommodations Used

The use of accommodations during testing by any students—whether they have an Individual Education Program (IEP) or whether they are English language learners (ELLs)—need not be reported for scoring purposes. However, districts that wish to monitor the use of accommodations on a buildingwide or systemwide basis will want to develop a scheme for coding such information on the answer documents of students who use accommodations. The “Code” field, the first two columns under the “Test Administrator Use Only” section, could be used for this purpose.

Each of the 20 circles in this coding field can be labeled as the school district chooses, and any number of the circles can be filled in for a particular student when multiple accommodations have been used. As an illustration, the following definitions for each circle might be used to code the use of accommodations:

- A = Tested off level or out of level
- B = Used Braille edition
- C = Used large-print edition
- D = Had answers recorded by an assistant
- E = Was given extended time
- F = Was given communication assistance
- G = Was tested individually or in a small group
- H = Had directions repeated
- I = Had some tests read aloud
- J = Used a word-to-word dictionary for translation

Excluding Scores from Group Averages

Some federal legislation and state mandates require that all students be tested and that their scores be included in the reports of building and district performance disseminated publicly by districts. For the rare instances in which a student’s scores need to be excluded from group averages, there are two coding options for communicating this information to Riverside Scoring Service. One involves excluding the scores from all tests in the battery and the other involves excluding the scores from only certain tests.

Exclude a Student’s Scores from All Tests. Field “Z” under the “Test Administrator Use Only” section should be used for this purpose. The field is reserved for this purpose only and should not be used for any other type of coding. To exclude a student from group averages (class, building, and system) for all tests, any circle in Field “Z” can be filled in. However scores will appear on individual student reports. In addition, the district needs to check the box on page 2 of the OSS to “Exclude students coded in Column Z of Test Administrator Use Only.”

If districts need information on the types of students or situations for which exclusion has been indicated, a code could be designated for each exclusion category. For example, the following definitions might be used to code Field “Z” at the high school level:

- 0 = Home-schooled student
- 1 = Charter-school student
- 2 = Foreign exchange student
- 9 = All other

Only one code per student can be used in Field “Z.”

Exclude a Student’s Scores from Only Certain Tests. The “Office Use” section on the answer document can be used to exclude the student’s score on any particular test(s) from group averages. For example, for a student who is a first-grade (Level 7) English language learner with limited English proficiency, the student’s Reading score might be excluded from the group averages, but the student’s other scores would be included in the group averages. For such a student, the “Y” circle next to the 3 in the “Office Use” section would be filled in. (The test number codes for the “Office Use” section are listed according to test level in tables that begin on page 15.)

Students for whom only some test scores have been excluded will appear on the student list reports in the appropriate alphabetical order, and scores will be reported there for the excluded test(s) and the associated totals and composites. (These scores will be preceded by a degree symbol.) The excluded test scores will not be used in computing any group averages, but individual student score reports will be provided for all such students.

Districts will need to check the box on page 2 of their OSS for “Exclude subtest data for students coded in Office Use on answer documents.” Once that is done, any coding of the “Y” circle for any test in the “Office Use” section will cause that student’s test score to be excluded from all averages that involve that score.

If one of a student’s test scores is mistakenly coded for exclusion, the error can be fixed by erasing the mark in the “Y” circle and filling in the adjacent circle containing the “N.” This will cause any light marks remaining in the “Y” circle to be ignored in the scoring process. It is not necessary to mark the “N” circle to indicate that a student’s score should not be excluded, even if other tests have been marked for exclusion. The “N” circle needs to be used only when the corresponding “Y” circle has been marked erroneously and then erased.

The *Logramos* Level 5/6 Primary Reading Profile

The *Logramos* Level 5/6 Reading tests are not designed to be administered to kindergarten students in the fall and may not be appropriate for some students at the end of kindergarten. However, student scores on Vocabulary, Word Analysis, and Listening provide an important tool to monitor student progress in essential preliteracy skills. For this reason, the *Logramos* Level 5/6 Primary Reading Profile can be ordered even if the Reading tests were not administered. To order the Primary Reading Profile for Level 5/6 excluding Reading Words and Reading Comprehension, check the appropriate line on the OSS.

Codes for “Office Use” Exclusion

<i>ITBS Levels 5 and 6 Complete Battery</i>	
Test Name	Office Use Code
Vocabulary	1
Word Analysis	2
Listening	3
Language	4
Mathematics	5
Reading	6

<i>ITBS Levels 7 and 8 Complete/Core Battery</i>	
Test Name	Office Use Code
Vocabulary*	1
Word Analysis*	2
Reading*	3
Listening*	4
Language*	5
Math Concepts*	6
Math Problems*	7
Math Computation*	8
Social Studies	9
Science	10
Sources of Information	11

*Available in the Core Battery

ITBS Machine-Scorable Level 9 Complete Battery—Book 1	
Test Name	Office Use Code
Vocabulary	1
Reading Comprehension	2
Spelling	3
Capitalization	4
Punctuation	5
Usage and Expression	6
Math Concepts and Estimation	7
Math Problem Solving and Data Interpretation	8
Math Computation	9
Word Analysis	10
Listening	11

ITBS Machine-Scorable Level 9 Complete Battery—Book 2	
Test Name	Office Use Code
Social Studies	12
Science	13
Maps and Diagrams	14
Reference Materials	15

<i>ITBS Levels 9–14 Complete Battery</i>	
Test Name	Office Use Code
Vocabulary	1
Reading Comprehension	2
Spelling	3
Capitalization	4
Punctuation	5
Usage and Expression	6
Math Concepts and Estimation	7
Math Problem Solving and Data Interpretation	8
Math Computation	9
Social Studies	10
Science	11
Maps and Diagrams	12
Reference Materials	13
Word Analysis (Level 9 only)	14
Listening (Level 9 only)	15

<i>ITBS Levels 7–14 Survey Battery</i>	
Test Name	Office Use Code
Reading	1
Language	2
Math	3

<i>ITED</i> Levels 15–17/18 Complete/Core Battery	
Test Name	Office Use Code
Vocabulary*	1
Reading Comprehension*	2
Language: Revising Written Materials*	3
Spelling*	4
Mathematics: Concepts and Problem Solving*	5
Computation*	6
Analysis of Social Studies Materials	7
Analysis of Science Materials	8
Sources of Information	9

*Available in the Core Battery

Logramos Level 5/6	
Test Name	Office Use Code
<i>Vocabulario</i> (Vocabulary)	1
<i>Análisis de palabras</i> (Word Analysis)	2
<i>Comprensión auditiva</i> (Listening)	3
<i>Lenguaje</i> (Language)	4
<i>Matemáticas</i> (Mathematics)	5
<i>Lectura de palabras</i> (Reading Words)	6
<i>Comprensión de lectura</i> (Reading Comprehension)	7

Logramos Levels 7 and 8	
Test Name	Office Use Code
<i>Vocabulario</i> (Vocabulary)	1
<i>Análisis de palabras</i> (Word Analysis)	2
<i>Lectura</i> (Reading)	3
<i>Comprensión auditiva</i> (Listening)	4
<i>Lenguaje</i> (Language)	5
<i>Conceptos matemáticos</i> (Math Concepts)	6
<i>Problemas matemáticos</i> (Math Problems)	7
<i>Operaciones aritméticas</i> (Math Computation)	8

Logramos Levels 9–14/15	
Test Name	Office Use Code
<i>Vocabulario</i> (Vocabulary)	1
<i>Comprensión de lectura</i> (Reading Comprehension)	2
<i>Lenguaje: Ortografía</i> (Language: Spelling)	3
<i>Lenguaje</i> (Language)	4
<i>Conceptos matemáticos</i> (Math Concepts and Estimation)	5
<i>Resolución de problemas matemáticos</i> (Math Problem Solving and Data Interpretation)	6
<i>Operaciones aritméticas</i> (Math Computation)	7
<i>Análisis de palabras</i> (Word Analysis)—Level 9 only	8
<i>Comprensión auditiva</i> (Listening)—Level 9 only	9

Logramos Level 16–18	
Test Name	Office Use Code
<i>Vocabulario</i> (Vocabulary)	1
<i>Comprensión de lectura</i> (Reading Comprehension)	2
<i>Lenguaje</i> (Language)	3
<i>Ortografía</i> (Spelling)	4
<i>Conceptos y problemas matemáticos</i> (Mathematics: Concepts and Problem Solving)	5
<i>Operaciones aritméticas</i> (Computation)	6

Sample Last Page of Answer Document

ITBS® Complete Battery
Cognitive Abilities Test™

Form A or B
Form 6

ITBS
Level
10

Place bar-code label in the space above

OPTIONAL																													
1	(A)	(B)	(C)	(D)	(E)	13	(A)	(B)	(C)	(D)	(E)	25	(A)	(B)	(C)	(D)	(E)	37	(A)	(B)	(C)	(D)	(E)	49	(A)	(B)	(C)	(D)	(E)
2	(A)	(B)	(C)	(D)	(E)	14	(A)	(B)	(C)	(D)	(E)	26	(A)	(B)	(C)	(D)	(E)	38	(A)	(B)	(C)	(D)	(E)	50	(A)	(B)	(C)	(D)	(E)
3	(A)	(B)	(C)	(D)	(E)	15	(A)	(B)	(C)	(D)	(E)	27	(A)	(B)	(C)	(D)	(E)	39	(A)	(B)	(C)	(D)	(E)	51	(A)	(B)	(C)	(D)	(E)
4	(A)	(B)	(C)	(D)	(E)	16	(A)	(B)	(C)	(D)	(E)	28	(A)	(B)	(C)	(D)	(E)	40	(A)	(B)	(C)	(D)	(E)	52	(A)	(B)	(C)	(D)	(E)
5	(A)	(B)	(C)	(D)	(E)	17	(A)	(B)	(C)	(D)	(E)	29	(A)	(B)	(C)	(D)	(E)	41	(A)	(B)	(C)	(D)	(E)	53	(A)	(B)	(C)	(D)	(E)
6	(A)	(B)	(C)	(D)	(E)	18	(A)	(B)	(C)	(D)	(E)	30	(A)	(B)	(C)	(D)	(E)	42	(A)	(B)	(C)	(D)	(E)	54	(A)	(B)	(C)	(D)	(E)
7	(A)	(B)	(C)	(D)	(E)	19	(A)	(B)	(C)	(D)	(E)	31	(A)	(B)	(C)	(D)	(E)	43	(A)	(B)	(C)	(D)	(E)	55	(A)	(B)	(C)	(D)	(E)
8	(A)	(B)	(C)	(D)	(E)	20	(A)	(B)	(C)	(D)	(E)	32	(A)	(B)	(C)	(D)	(E)	44	(A)	(B)	(C)	(D)	(E)	56	(A)	(B)	(C)	(D)	(E)
9	(A)	(B)	(C)	(D)	(E)	21	(A)	(B)	(C)	(D)	(E)	33	(A)	(B)	(C)	(D)	(E)	45	(A)	(B)	(C)	(D)	(E)	57	(A)	(B)	(C)	(D)	(E)
10	(A)	(B)	(C)	(D)	(E)	22	(A)	(B)	(C)	(D)	(E)	34	(A)	(B)	(C)	(D)	(E)	46	(A)	(B)	(C)	(D)	(E)	58	(A)	(B)	(C)	(D)	(E)
11	(A)	(B)	(C)	(D)	(E)	23	(A)	(B)	(C)	(D)	(E)	35	(A)	(B)	(C)	(D)	(E)	47	(A)	(B)	(C)	(D)	(E)	59	(A)	(B)	(C)	(D)	(E)
12	(A)	(B)	(C)	(D)	(E)	24	(A)	(B)	(C)	(D)	(E)	36	(A)	(B)	(C)	(D)	(E)	48	(A)	(B)	(C)	(D)	(E)	60	(A)	(B)	(C)	(D)	(E)

TEST ADMINISTRATOR USE ONLY																	PROGRAM(S)		
Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	(Mark all that apply)	
(A)	(K)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	<input type="radio"/> SE	<input type="radio"/> MG
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(D)	(N)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	<input type="radio"/> GT	<input type="radio"/> Other 1
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No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No		

Teacher: _____
 School: _____
 City (System): _____
 State: _____ Grade: _____

LAST NAME										FIRST NAME									
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)
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DATE OF BIRTH

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DEC

GENDER

FEMALE

MALE

ITBS FORM

A

B

COGAT LEVEL

A

B

C

D

E

F

G

H

RACE/ETHNICITY

(Mark all that apply)

American Indian or Alaskan Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Other

OFFICE USE

(Y) (N) 1

(Y) (N) 2

(Y) (N) 3

(Y) (N) 4

(Y) (N) 5

(Y) (N) 6

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OTHER INFORMATION

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No No No



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