Foundations of Reading Test Pass Rates 2025

Teacher preparation programs were required to administer the Foundations of Reading test (FORT) and report the results, by Aug. 1, 2025, from candidates who were tested between Jan. 2, 2025 to July 31, 2025 for the first reporting year.

The passing score, set by the Iowa Department of Education (Department), is 240, which is the national benchmark. The report includes the percentage of candidates at each institution in relation to the passing score, number of test takers and learning support services or opportunities for students to retake the test. **As of Aug. 1, 2025, the Iowa overall passage rate was 46%.**

For questions about this report email idoe.edprep@iowa.gov.

Institution	Percent at or Above Passing Score (240)	Percent Below Passing Score (239 and under)	Number of Candidates Tested	Services or Opportunities to Retake the Assessment
Briar Cliff University	above state average		< 10*	• Require individual tutoring
Buena Vista University	21%	79%	53	• Require individual tutoring
Central College	73%	27%	11	• Require online remediation (externally developed)
Clarke University	30%	70%	20	• Require online remediation (externally developed) • Offer individual tutoring
Coe College	above state average		< 10*	• Require remediation with an additional course
Cornell College	46%	54%	11	• Require online remediation (externally developed)
Dordt University	76%	24%	25	• Require online remediation (externally developed)
Drake University	above state average		< 10*	• Offer online remediation (externally developed) • Offer individual tutoring
Emmaus University	above state average		< 10*	• Require online remediation (externally developed)
Faith Baptist Bible College	100%	0%	10	• Require online remediation (externally developed)
Graceland University	above state average		< 10*	• Require online remediation (internally developed) • Require remediation with an additional course

Institution	Percent at or Above Passing Score (240)	Percent Below Passing Score (239 and under)	Number of Candidates Tested	Services or Opportunities to Retake the Assessment
Grand View University	above state average		< 10*	• Offer online remediation (externally developed) • Offer individual tutoring
Grinnell College	No Report Required			This institution does not prepare candidates in this area
Iowa State University	40%	60%	55	• Offer online remediation (externally developed) • Offer online remediation (internally developed)
Loras College	27%	73%	11	• Require online remediation (externally developed) • Individualized remediation plans
Luther College	56%	44%	16	• Require online remediation (externally developed)
Morningside University	65%	35%	23	• Require online remediation (externally developed) • Offer individual tutoring
Mount Mercy University	above state average		< 10*	• Require online remediation (externally developed) • Require to take an internally developed test
Northwestern College	50%	50%	20	• Require online remediation (externally developed) • Offer individual tutoring • Require to take an internally developed test
RAPIL - Regents Alternative Pathway to Iowa Licensure	No Report Required			This institution does not prepare candidates in this area
St. Ambrose University	75%	25%	16	• Require online remediation (externally developed)
Simpson College	75%	25%	12	• Offer remediation with an additional course • Option to retake exam
The University of Iowa	53%	47%	78	• Require online remediation (internally developed)
University of Dubuque	55%	45%	11	• Offer online remediation (externally developed) • Require individual tutoring
University of Northern Iowa	35%	65%	140	• Offer online remediation (externally developed) • Offer individual tutoring • Offer remediation with an additional course

Institution	Percent at or Above Passing Score (240)	Percent Below Passing Score (239 and under)	Number of Candidates Tested	Services or Opportunities to Retake the Assessment
Upper Iowa University	39%	61%	31	• Offer online remediation (externally developed) • Offer individual tutoring • Online module supporting each section of FoRT
Waldorf University	above state average		< 10*	• Require online remediation (externally developed)
Wartburg College	above state average		< 10*	• Offer online remediation (externally developed)
William Penn University	30%	70%	44	• Require online remediation (externally developed)
Viterbo University	No Report Required			This institution does not prepare candidates in this area

* less than ten candidates were tested from this institution

About the Report

- This report includes the percentage of candidates in teacher preparation programs (TPP) whose score on the FORT is below, at or above the passing score.
- The report indicates (TPP) approaches to supporting candidates who did not receive a passing score, in building knowledge and skills related to reading instruction.

About the Scores

- Scores earned on the FORT should not be interpreted as a sole method to assess the quality of individual candidates or their overall readiness to teach.
  - Scores are a snapshot of how individuals performed on the day they took the test, reflecting performance on a standardized assessment.
  - Programs have remediation options for those who did not pass (examples are listed in the table) so candidate knowledge about topics assessed on the test is not fixed.
- Passing the FORT is not a measure of an individual candidate's likelihood of obtaining licensure, as passing the test is not a licensure requirement.
- Scores do not account for candidate progression in their academic program; some may have taken the test early or late in their coursework.
- Scores can be used as a tool for programs to identify program-level and candidate strengths and areas of improvement, as the test includes performance across multiple subareas with multiple-choice and open-response sections.

Considerations for Interpretation of FORT Data

- **Timing of Test Administration.** Consideration should be given to the fact that pass-rate variance may occur depending on when in the program candidates are required to take the test. Programs have flexibility in determining the point, within their curriculum sequence, that candidates complete the assessment.
- **Curriculum Revisions.** As of July 1, 2024, legislation requires programs to align their curriculum with the Science of Reading. In response, many programs have been revising coursework and instructional sequences to meet these standards.
  - **FORT Performance Data.** Programs will also revise curriculum based on the performance data. This data will allow for targeted curriculum revisions to reinforce areas where candidates demonstrate a need for improvement. The data report shows candidate performance across specific objectives, including: Foundations of Reading Development, Development of Reading Comprehension, Reading Assessment and Instruction and Integration of Knowledge and Understanding.
- **Limitations of Current Reporting.** This report has limitations, including the relatively short timeframe since the test became available. In the initial year, programs were adjusting curriculum and some candidates may not have taken the test at the optimal point in their program sequence. Additionally, since the test was implemented starting January 2025, there are only seven months of data.
- **Anticipated Growth.** As programs refine curricula and candidates have field experience opportunities that better align with Science of Reading practices, pass rates are expected to improve.

Resources Available for the Department and Program Analysis

The Department has provided resources for faculty and candidates such as Iowa Literacy Educator Preparation Workbook, which allows preparation programs to self-evaluate and improve their curricula to align with the Iowa State Comprehensive Literacy Plan. Department consultants facilitated peer-evaluation and planned a literacy summit (June 5, 2025) for educator preparation to focus on continuous improvement, in addition to the regular program review cycles. Currently, 11 institutions have submitted curricula for a peer-review process and 21 preparation program faculty (representing 15 preparation programs) volunteered to complete a review of other program curricula, providing constructive feedback for curriculum improvement. In January 2026, all preparation programs received communication and an analysis tool to review candidate and program performance data. Programs with passage rates below the state average are required to submit the FORT Data Analysis and Reflection Tool identifying next steps for increasing passage rates; and identification of internal assessments utilized to ensure candidate preparedness in literacy competencies prior to licensure.

Resources Available from Pearson

- Assessment Framework Worksheet- resource for candidates and/or institutions to align curriculum with the objectives for the Foundations of Reading test.
- Prepare Page- includes the Foundations of Reading Framework, sample questions for each objective, practice test links, Right Start links, etc.
- Right Start- self-paced, interactive course that can be purchased to provide candidates with knowledge and skills to prepare for the test.
- Practice Test- free resource for candidates to help prepare them for the FORT. There is also a Multiple-Choice Question Analyses that provides support by explaining the correct answer for each question.

For questions about this report email idoe.edprep@iowa.gov