# Report Interpretation Guide

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# Overview

The Illinois Learning Renewal Interim Assessments (LRIA) utilize the Transcend Assessment Solution developed by Pearson. The assessment system provides information about student performance on the grade level learning standards in reading and mathematics at three intervals throughout the year. The assessments are designed to be administered during a single class period for each content area assessment, and they are computer adaptive. Students are given grade level items at varying levels of difficulty matched to their current pattern of responses to estimate a score accurately and efficiently.

The reporting is rendered dynamically. Within 24-48 hours after a student completes a test, their score is made available, and it is added to the data set at all levels of reporting. This allows educators and administrators to make timely decisions to best support the learning of each student, and to partner with families around the progress of their students.

The information in each report is aligned to the locally determined scope and sequence covering the Illinois Learning Standards. Prior to each testing period, districts utilize Pearson's Intelligent Blueprint system to select the grade level learning standards that will be covered during that interim testing period. This ensures that students do not receive items testing learning standards that have not yet been instructed.

The assessments also follow a cumulative test design. Items aligned to previously taught and tested standards are sampled throughout each subsequent interim test to allow for a measure of within-year growth.

# Score Reporting Information

The LRIA/Transcend is intended to provide valid and reliable results at the content and domain levels. Items are aligned to the Illinois Learning Standards. The standards are associated with specific domains, which are reported as subscores of the overall content area score. Reporting at the domain level provides more specific information about student strengths and areas for growth within the content area.

| Content Area | Math (Grades 3-8) | Reading (Grades 3-8) |
|---|---|---|
| **Domains** | OA - Operations & Algebraic Thinking (g3-5) | RI - Reading for Information (g3-8) |
| | NBT - Numbers & Operations in Base Ten (g3-5) | RL - Reading for Literacy (g3-8) |
| | NF - Numbers & Operations -- Fractions (g3-5) | |
| | G - Geometry (g3-8) | |
| | MD - Measurement and Data (g3-5) | |
| | NS - The Number System (g6-8) | |
| | EE - Expression & Equations (g6-8) | |
| | F - Functions (g6-8) | |
| | SP - Statistics & Probability (g6-8) | |

The LRIA/Transcend reports on overall content area and domain level scores using *scale scores*. **Scale scores** are raw scores that have been adjusted and converted to a standardized scale to enable comparisons of student performance across tests within a subject area and grade level. The scale score range for the LRIA/Transcend is 300-500. LRIA/Transcend reporting includes visual representations of the distribution of tested students' scores across the range of possible scores at each grade and content level. The mean scale score and standard deviation is reported for each group of students viewed.

Estimated performance levels are provided at the content level for both reading and math.

| Performance Levels |
| --- |
| 1. Likely to not meet expectations |
| 2. Likely to partially meet expectations |
| 3. Likely to approach expectations |
| 4. Likely to meet expectations |
| 5. Likely to exceed expectations |

# Accessing the LRIA/Transcend Reports

The LRIA/Transcend reports are permissioned based on the district and school user roles in PearsonAccessnext.

The following users have access to all reports within the district:

- District Test Coordinator (DTC)
- Technology Coordinator (If assigned at district level)
- Report Access (If assigned at district level)

The following users have access to all reports at their assigned school:

- School Test Coordinator (STC)
- Test Administrators
- Technology Coordinator
- Report Access

To access the LRIA/Transcend Reports, log-in to PearsonAccessnext. Click on the Reports menu and then select Interim Test Reports. You can do this from the left menu bar on the home page or the top menu bar.

***Left Menu Bar:***
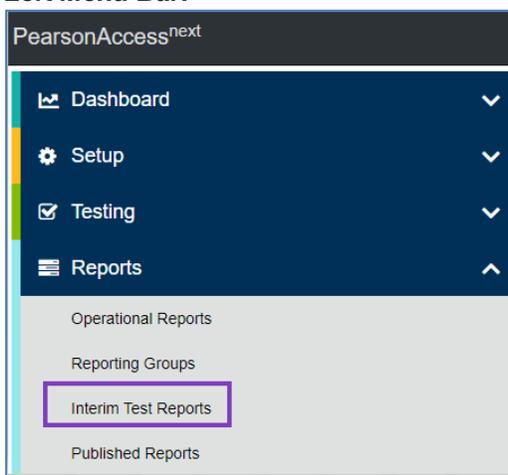
***Top Menu Bar:***
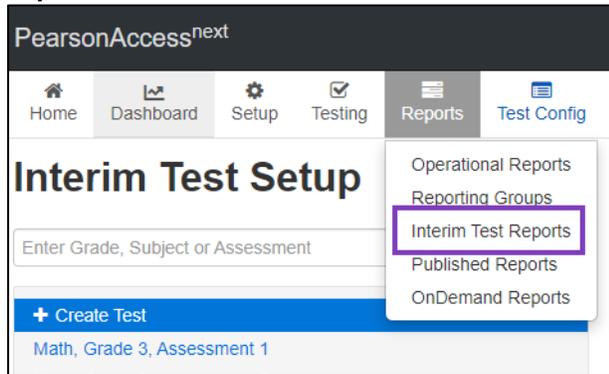


Select Reading or Math. Reports will then be available based on the permissions of the user.

# District or School Status Overview Report

Within each content area, district and school users will see a dashboard providing information on both the status of tested students at a given grade level and the performance levels of students at a particular grade level. Dashboards are populated once four or more students have completed testing, and they are updated as additional student scores are received. Permissioned users at the district level will have access to all overview reports, whereas permissioned users at the school level will see only their assigned school. The following example is representative of a district view.

To access the **STATUS OVERVIEW REPORT**, select either Reading or Math from the dropdown menu. The selected dashboard will appear with the information for each grade level within the district/school. In the example below, the user has drilled down into the subgroups (schools and classes). District users will see the entire grade level within the district represented, as well as the grade level by each individual school. School users will see only their individual school and the grade levels serviced by it.
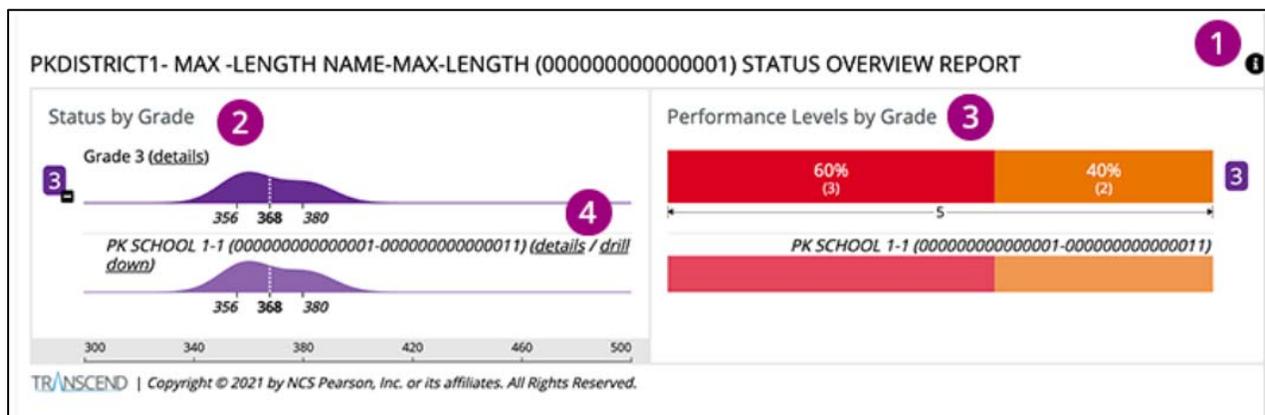
**Detailed Explanation of Report (1-4)**

1. Click on the Info Icon on the top right to access a brief description of the information contained in the report.
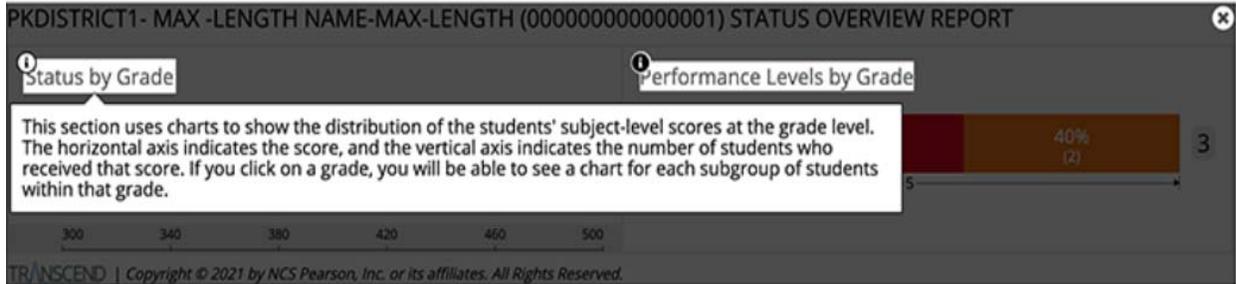


2. Status by Grade- This visual representation shows the distribution of tested students' scores amongst the possible range of scores (300-500). The horizontal axis represents the range of possible scores while the vertical axis represents the number of tested students at any given score. The mean and the standard deviation from the mean are labeled on each visual to facilitate comparisons between the overall performance of students on each interim test.

   In the district example above, the distribution of all tested students within the grade level is shown amongst the possible range of scores. Immediately below the district information is information about a school within the district. In this case, because the data is identical, we may assume that either the district has only one school serving grade 3, or that only one of their schools serving grade 3 has tested enough students at this point to generate a report.

Looking at the example, student scores appear to range from about 340-400 with the largest number of students being concentrated around 358-360. The mean is 368, and the standard deviation is +/- 12.

3. Performance Levels by Grade- This graph includes the performance level and percentage of student that performed at that level. Performance Levels are color coded. The performance levels color bands can be found within each report by clicking on the Info Icon.
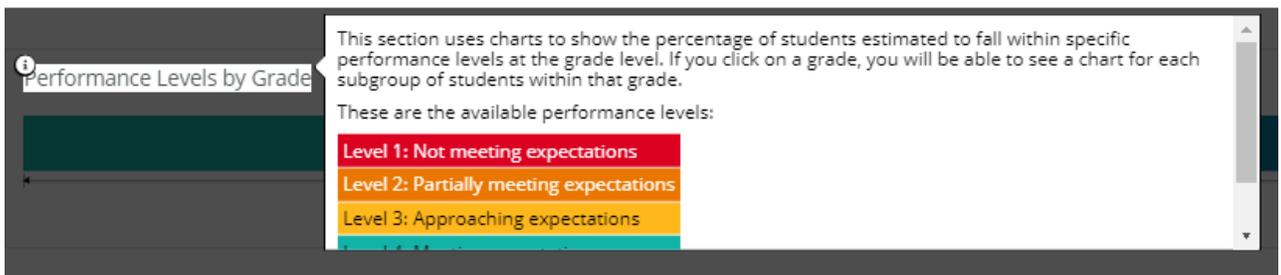


   In this example, 60% of students are at Level 1 or Likely to not meet expectations, and 40% are at Level 2 or Likely to partially meet expectations. Presently, no students are represented in performance levels 3-5, so these levels are not shown on the graph. As additional tests are completed, the graphs will automatically update.

4. Click on "details" at the school (or class) level to go to the Status and Growth Summary Report. Click on "drill down" to go to the Status Overview Report for that specific grouping.

# Class Status and Growth Summary Report

To access the Status and Growth Summary Report, click on the "details" next to the number in the purple box on the left, or click on "details" at the school (or class) level on the Status Overview Report.

The **STATUS AND GROWTH SUMMARY REPORT** displays the overall score and the domain scores for a group of students on a specific test. A district user will be able to see the scores for students within a specific grade and subject, while a school user will only have access to their school scores. Again, the subgroups would be schools in the district and/or classes in the school.
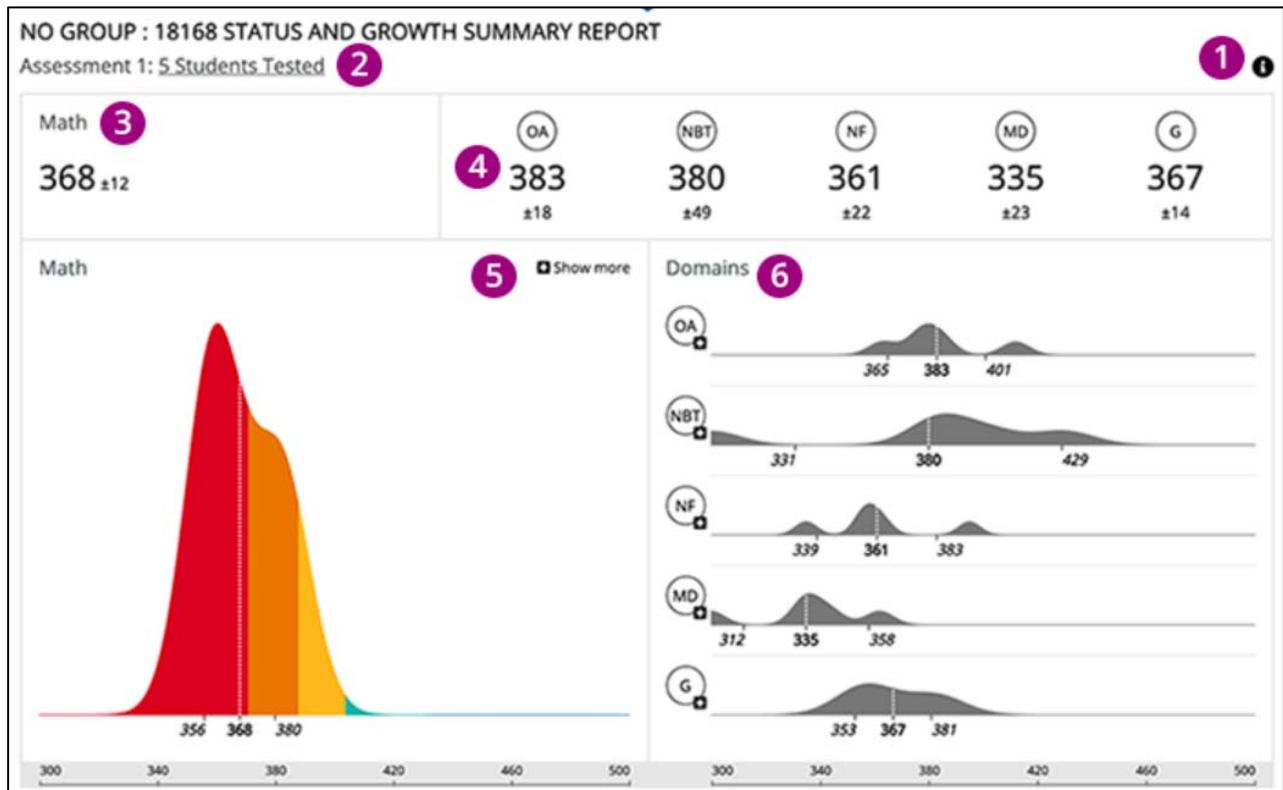


**Detailed Explanation of Report (1-6)**

1. Click on the Info Icon on the top right to expose the information available for each report.
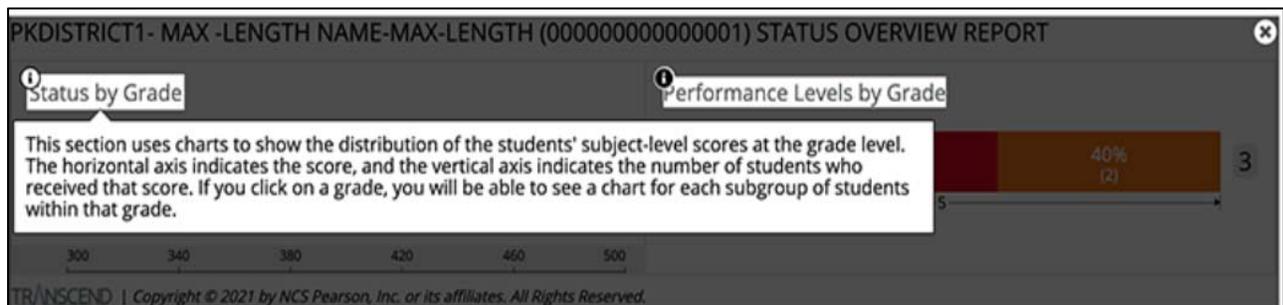


2. The number of students currently tested appears below the main heading. You can click the "Students' Tested" to open the Status Roster Report.

3.  This shows the mean and standard deviation of students' scores at the subject level. Click the overall score to compare it with previous tests to analyze the group's growth. In this example, the mean is 368 and the standard deviation is +/- 12.

4.  This shows the mean and standard deviation of students' scores for each domain tested. Click each of the domain scores to compare them with domain scores of previous tests to analyze the group's growth.

5.  This multi-colored chart shows the distribution of tested students' scores amongst the possible range of scores.
    a.  The horizontal axis represents the range of possible scores (300-500) while the vertical axis represents the number of tested students at any given score. The mean and the standard deviation from the mean are labeled on each visual to facilitate comparisons between the overall performance of students on each interim test.
    b.  The color bands represent the different performance levels. The performance levels color bands can be found within each report by clicking on the Info Icon.
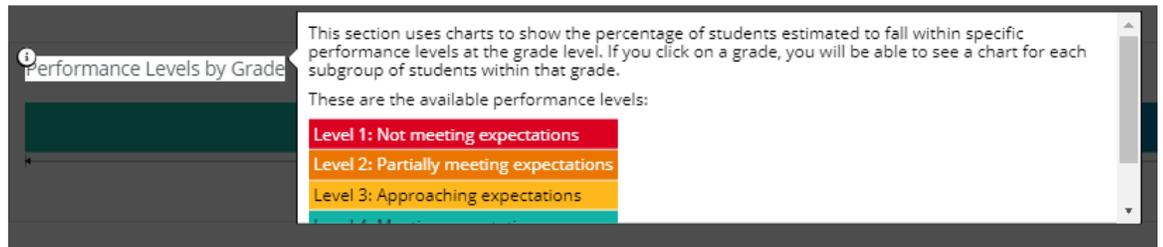


    c.  Click **Show more** (and then **Show less**) to toggle between the most recent test and all previous tests.

6.  The chart in the Domains section shows the distribution of student domain-level scores on the current test.
    a.  The horizontal axis represents the range of possible scores (300-500) while the vertical axis represents the number of tested students at any given score. The mean and the standard deviation from the mean are labeled on each visual to facilitate comparisons between the overall performance of students on each interim test.
    b.  Click on a domain to see charts for the previous assessments for that domain.
    c.  Domains do not have performance levels.

# Status Roster Report

The **STATUS ROSTER REPORT** shows a group of students' estimated performance on a single test. This includes the subject-area and domain scale scores, and standard deviations.

This report will pull all students registered in a class into one report for teachers. This will allow teachers to see a quick summary of their class.

*On this report, you can click the arrows at the top of any column to sort that column.*



**Detailed Explanation of Report (1-6)**

1. Click on the Info Icon on the top right to expose the information available for each report.
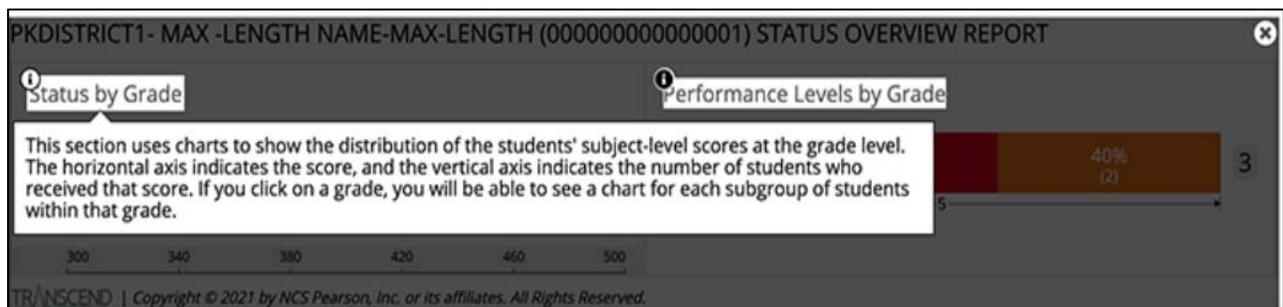


2. The **Level** column indicates the estimated performance level for each student in that subject. The circular chart color represents the student's estimated performance level, surrounded with a confidence band.

   a. When a student is placed in the lowest performance level, the confidence band around the circle reflects the likelihood that the student is placed in the lowest performance level.

   b. When the performance level is one ***other than the lowest performance level***, the confidence band around the circle represents the likelihood that the student is placed in that performance level or above it.

c. The circles match the performance level colors shown above. The performance levels color bands can be found within each report by clicking on the Info Icon.
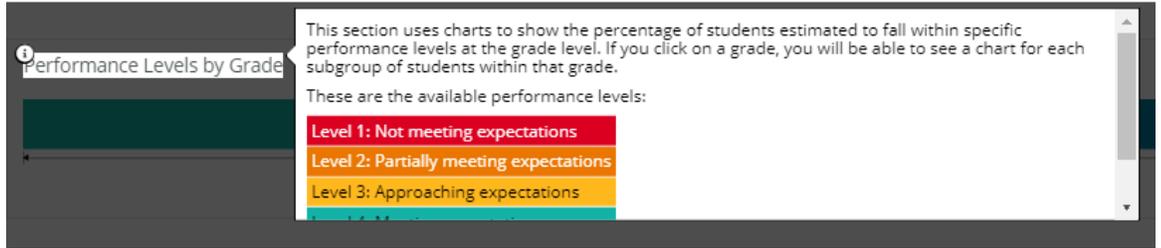


3. The **Score** section contains:
    a. Summary of entire group of students (See 4 below for more information)
    b. Overall and domain score for individual students (See 5 below for more information)

4. The information shown at the top of each Score column summarizes the entire group of students.

    a. The numbers show the mean and standard deviation of the students' scores.

    b. The chart shows the distribution of the students' scores. The horizontal axis indicates the score, and the vertical axis indicates the number of students who received that score.

5. Individual student rows show an individual's overall score, and their score in each domain.
    a. The numbers show the score and its standard error of measurement.
    b. The chart graphically illustrates the probable range of scores for that student.

6. Click a student name to go to that student's STATUS AND GROWTH REPORT.

# Student Status and Growth Summary Report

The **STATUS AND GROWTH REPORT** shows a single student's scores on a test. This includes the overall score, domain scores, and performance levels.
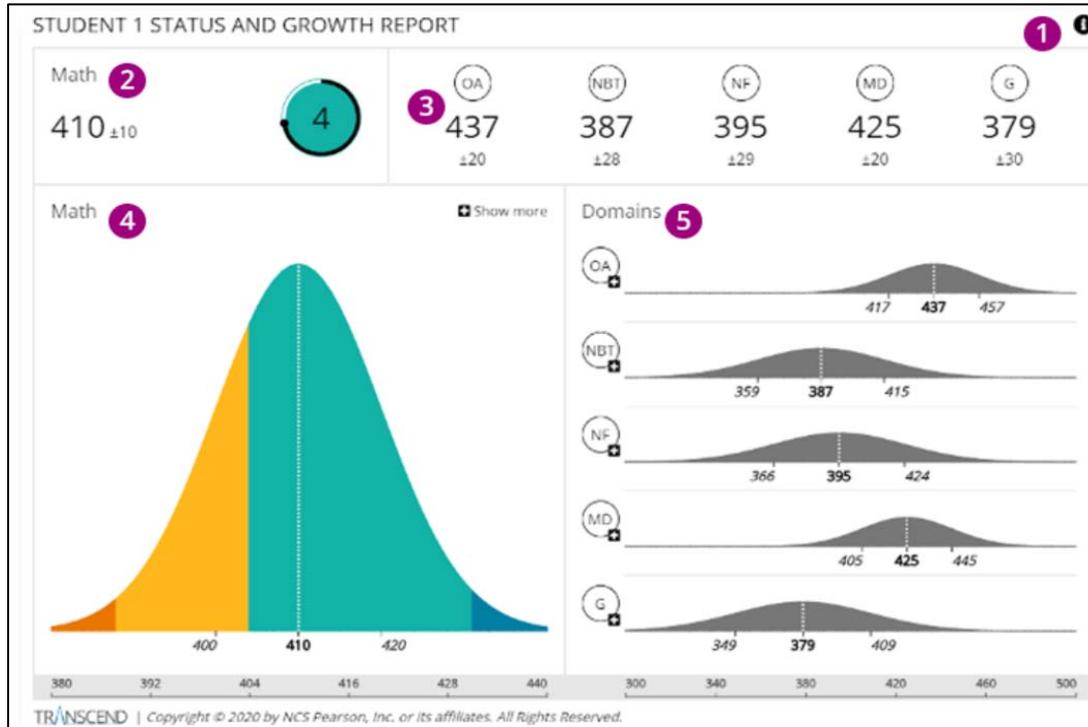


**Detailed Explanation of Report (1-5)**

1. Click on the Info Icon on the top right to expose the information available for each report.
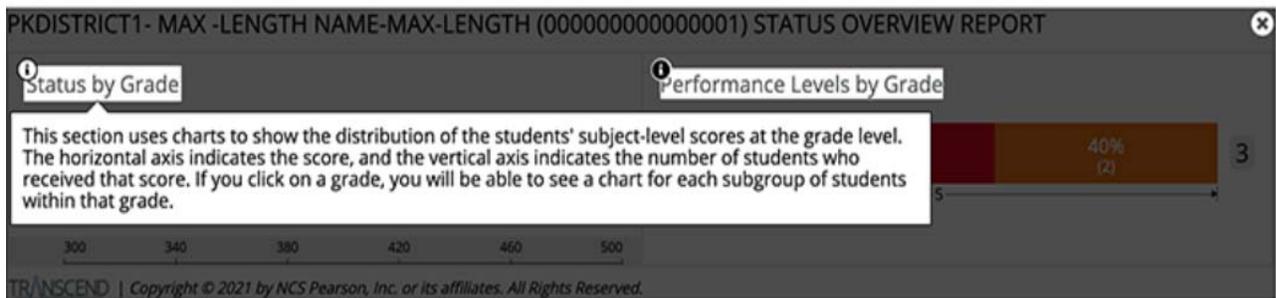


2. The overall student score indicates the student's score and standard error of measurement on the single test in that subject. The circular chart color represents the student's estimated performance level, surrounded with a confidence band. In this example, the student received an overall score of 410 +/-10 and a performance level 4 "Likely to meet expectations".

3. These numbers indicate the student's score and standard error of measurement for each of the domains.

    a. *You can click the + (plus) on the overall score or one of the domain scores to compare this test with earlier tests to show the student's growth.*

4. The chart indicates the student's subject-level score and standard error of measurement on this single test.

    a. The color bands represent the different performance levels. The performance levels color bands can be found within each report by clicking on the Info Icon.
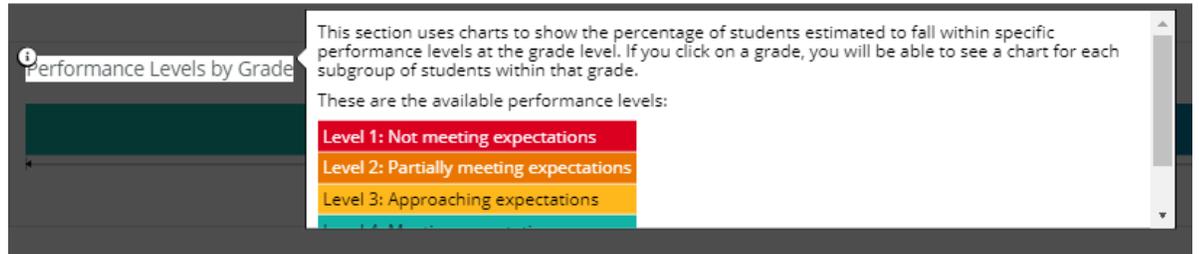


    b. Click **Show more** (and then **Show less**) to toggle between the latest test and all tests.

5. Charts in the **Domains** section indicate the student's score and standard error of measurement for each of the domains on this specific test.

    a. *You can click on a domain to see charts for the previous assessments for that domain.*

# Item Mapping Analysis Report

The **ITEM MAPPING ANALYSIS REPORT** provides users information regarding each item that was administered to an individual student.

Users will be able to sort the item information by:
- The standard measured
- The difficulty of the item
- The order in which the student was administered the item
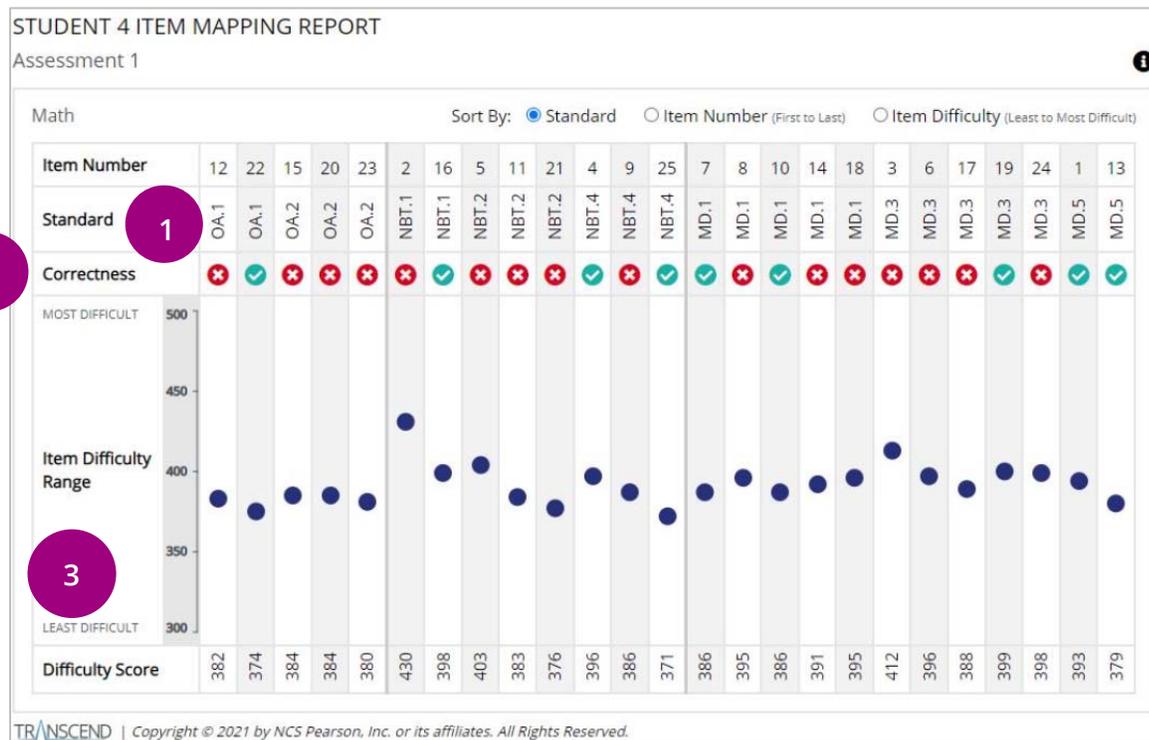


**Detailed Explanation of Report (1-3)**

1. The standard of the item measured.

2. Correctness- did the student get the item correct or incorrect.
   a. A white X with a red circle indicates the student got the item incorrect. A white check mark with a green circle indicates the student got the item correct.

3. The item difficulty range.
   a. Items with an item difficulty range around 400 are considered to be items of average difficulty. Items with an item difficulty range between 300-350 are considered to be easier items, whereas items with a difficulty range of 450-500 are considered to be more difficult items.

Educators may use this report to consider questions like the following:

1. Are there certain standards that students excelled at? Or struggled with?
2. Did students get easier items correct and struggle with harder items within a specific standard?
3. Are the patterns in this report consistent with student performance on other assignments (i.e., homework, quizzes, classroom tests).
4. What was the range of item difficulties that were on the student assessment? Was the range large or small?

# Interim Test by Assessment Report

The **INTERIM TEST BY ASSESSMENT REPORT** provides Item Group (standards) by assessment. This will be helpful at the state/district level to determine when each standard is assessed.

## Report Layout

| District Code | District Name | Subject | Grade | Standard | First Tested | Tested in Assessment 1 | Tested in Assessment 2 | Tested in Assessment 3 |
|---|---|---|---|---|---|---|---|---|
| 002 | 123 District | Math | 3 | 3.G.A.1 | Assessment 1 | 3.G.A.1 | 3.G.A.1 | 3.G.A.1 |
| 002 | 123 District | Math | 3 | 3.G.A.2 | Assessment 3 | | | 3.G.A.2 |
| 002 | 123 District | Math | 3 | 3.MD.A.1 | Assessment 1 | 3.MD.A.1 | 3.MD.A.1 | 3.MD.A.1 |
| 002 | 123 District | Math | 3 | 3.MD.A.2 | Assessment 2 | | 3.MD.A.2 | 3.MD.A.2 |
| 002 | 123 District | Math | 3 | 3.MD.B.3 | Assessment 2 | | 3.MN.B.3 | 3.MN.B.3 |
| 002 | 123 District | Math | 3 | 3.MD.B.4 | Assessment 2 | | 3.MD.B.4 | 3.MD.B.4 |
| 002 | 123 District | Math | 3 | 3.MD.C.5 | Assessment 2 | | 3.MD.C.5 | 3.MD.C.5 |
| 002 | 123 District | Math | 3 | 3.MD.C.6 | Assessment 3 | | | 3.MD.C.6 |
| 002 | 123 District | Math | 3 | 3.MD.C.7 | Assessment 3 | | | 3.MD.C.7 |
| 002 | 123 District | Math | 3 | 3.MD.D.8 | Assessment 3 | | | 3.MD.D.8 |

In this example, 3.G.A.1 was initially tested in Interim 1 and then again in Interim 2, and 3. Whereas 3.G.A.2 was first tested in Interim 3.

- This report is permission based, so each district will only view their data.
- The report will be available both in PearsonAccessnext or for download (CSV format).

To access this report, click on the Reports menu and then select Operational Reports. You can do this from the left menu bar on the home page or the top menu bar.
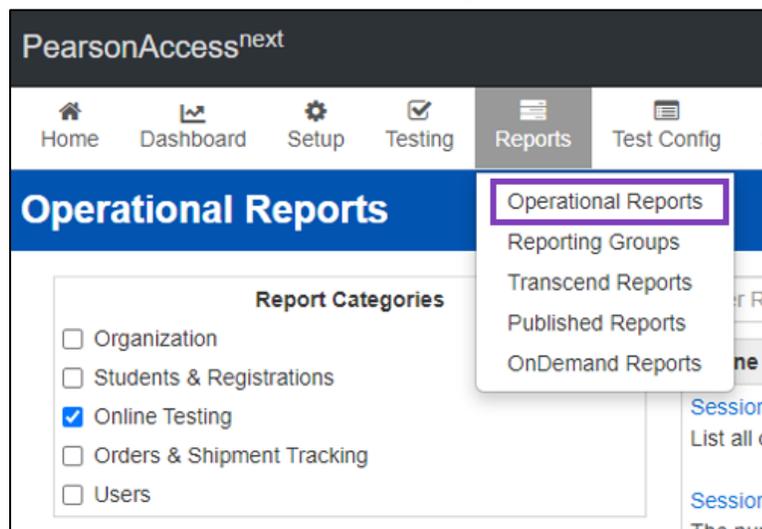
# Interim Writing Reports

The **STUDENT INTERIM WRITING ASSESSMENT REPORT** provides users information on specific scoring criteria.

To access the Student Interim Writing Assessment report, click on the Reports menu and then select OnDemand Reports. You can do this from the left menu bar on the home page or the top menu bar.
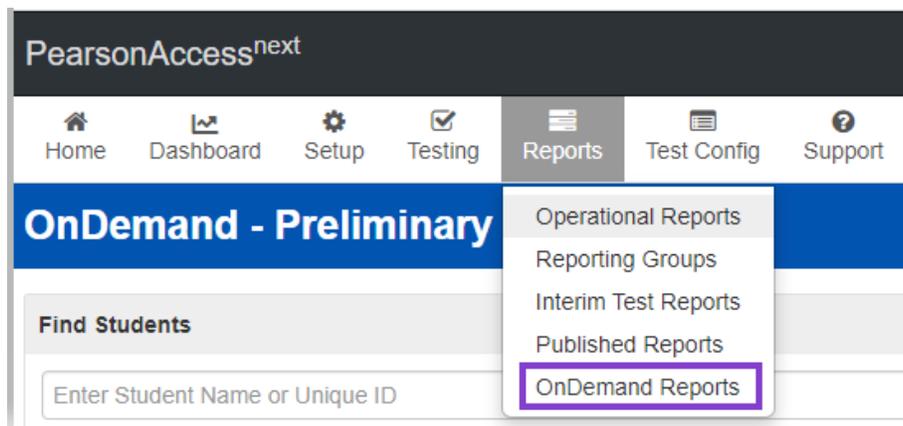
**Example Interim Writing Student Detail Report:**



The IL Interim Writing Student Detail report provides Student Demographic information, the Overall Student Score, and the score break down for six different Writing Traits.

- Writing Traits are scored based on a score range of 1-6 (1 lowest) and (6 highest).

The individual traits scores are as follows:

- **Ideas**
  The extent to which the essay includes a clear main idea as well as appropriately introduced, developed, detailed, and connected supporting ideas.

- **Organization**
  The extent to which the essay includes an effective and concise introduction, a skillful conclusion, logical organization, and effective transitions.

- **Conventions**
  The extent to which the essay demonstrates control of complex grammatical constructions and is free of spelling, capitalization, punctuation, and grammatical errors.

- **Sentence Fluency**
  The extent to which the essay demonstrates control of sophisticated sentence constructions, successful connections between sentences, and variety of sentence beginnings, length, and structure.

- **Word Choice**
  The extent to which the essay includes topic-appropriate, precise, mature, vivid, and engaging vocabulary.

- **Voice**
  The extent to which the essay displays audience awareness and adopts an appropriate and engaging tone for the topic.

*Note that an overall score of 0 indicates that the essay could not be accurately evaluated. Please see the discussion below on the Response Report for more details.*

View the written responses by using the **STUDENT WRITING RESPONSE REPORT.**

To access the Student Writing Response report, click on the Reports menu and then select Published Reports. You can do this from the left menu bar on the home page or the top menu bar.
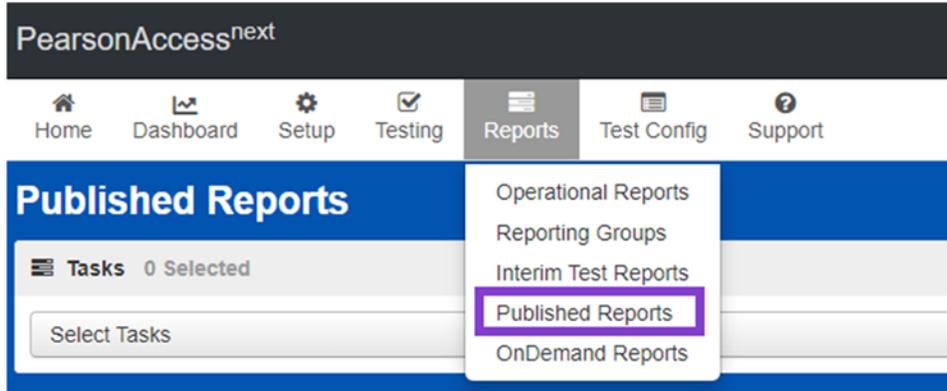
**Example Student Writing Response Report:**



The Student Writing Response report includes similar scoring information as the Student Assessment report but also includes the student response.

- Writing Traits are scored based on a score range of 1-6 (1 lowest) and (6 highest).
- The Overall Writing Performance on a scale of 1-5.
- The actual student written response.

**How the scores are determined**

The written responses are evaluated using automated scoring technology. The automated engine is trained on hundreds of student essays written by students at the grade level specified for the given prompt. Before scoring a response, the automated engine first evaluates the accuracy with which it can do so. If it is not confident that it can return accurate scores, the report will include a "Low Confidence*" indicator as shown in the report below.

**Student Writing Response**
**IL Interim Writing 2021-2022**

WRITINGLAST204, WRITINGFIRST204 (0038185875)

| School | Test Name | Ideas | Sentence Fluency |
|---|---|---|---|
| PV GRADE SCHOOL (PVELE7200000001) | Writing, Grade 4, Assessment 3 | 1/6 | 2/6 |
| **District** | **Low Confidence*** | **Organization** | **Word Choice** |
| PV SCHOOL DISTRICT (PVDIST010700000) | | 1/6 | 2/6 |
| | **Writing Overall Performance** 2/5 | **Conventions** 3/6 | **Voice** 2/6 |

Prompt Text can be 255 characters. Prompt Text can be 255 characters. Prompt Text can be 255 characters. Prompt Text can be 255 characters. Prompt Text can be 255 characters. Prompt Text can be 255 characters. Prompt Text can be 255 characters. Prompt Text

*For a low confidence level - Please review your essay with your teacher. Your choice of topic, style, vocabulary, or organization is unusual compared with other responses written to this prompt.

For guidance and more information, your teacher should reference the Score Interpretation Guide.

The automated engine has certain expectations about the content, style, and skill level of student writing based on the responses on which it was trained. If a new response does not meet these expectations, then the automated engine will not be confident enough in its ability to score the essay accurately.  This can happen for a variety of reasons including the following:

- The response may be too short to evaluate the skill level of the student
- The response may be much longer than expected for an essay
- The essay may be off-topic, or it may be highly creative.
- The essay may not be a good faith essay.  For example, it may be a refusal to write.
- The essay may demonstrate a skill level that is very different from the expected skill level.
- The essay may be in all capital letters, or in all lower-case letters, and thus not demonstrate appropriate formal writing style.
- The essay may include excessive repetition of content, such as copying and pasting the same paragraph over and over.
- The essay may not look like an essay.  For example, it may be just a list of words or contain little to no punctuation.

If a new response is very different than the responses on which the engine was trained, then it may not be able to provide scores, even low confidence ones, at all.  In such cases, trait scores of 0 will show on the report as shown in the example below.

**Student Writing Response**
**IL Interim Writing 2021-2022**

WRITINGLAST204, WRITINGFIRST204 (0038185875)

| School | Test Name | Ideas | Sentence Fluency |
|---|---|---|---|
| PV GRADE SCHOOL (PVELE7200000001) | Writing, Grade 4, Assessment 3 | 1/6 | 2/6 |
| **District** | **Low Confidence*** | **Organization** | **Word Choice** |
| PV SCHOOL DISTRICT (PVDIST010700000) | | 1/6 | 2/6 |
| | **Writing Overall Performance** 2/5 | **Conventions** 3/6 | **Voice** 2/6 |

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*For a low confidence level - Please review your essay with your teacher. Your choice of topic, style, vocabulary, or organization is unusual compared with other responses written to this prompt.

For guidance and more information, your teacher should reference the Score Interpretation Guide.