

# Spring



## Illinois Assessment of Readiness Score Report Interpretation Guide



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## 1.0 General Information for Parents and Educators

### 1.1 Background

The Illinois Assessment of Readiness (IAR) assesses progress of students in grades 3-8 in meeting the Illinois Learning Standards in English language arts and mathematics.

### 1.2 IAR Assessment

The primary purpose of the IAR is to allow students to demonstrate what they know and can do in math and English language arts; assist educators in supporting student learning; make use of technology in assessments; advance accountability at all levels; and provide a measure of college and career readiness for students.

The Spring Illinois Assessment of Readiness was administered in either computer-based or paper-based format. English language arts/literacy (ELA/L) assessments focused on writing effectively when analyzing text. Mathematics assessments focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In both content areas, students also demonstrated their acquired skills and knowledge by answering selected-response items and fill-in-the-blank items.

### 1.3 Confidentiality of Reporting Results

Individual student performance results on the IAR are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

### 1.4 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for IAR results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school and district reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any test administration.

## 2.0 Understanding the Illinois Assessment of Readiness Individual Student Report (ISR)

### 2.1 Types of Scores on the IAR Individual Student Report

Student performance on the IAR is described on the individual student report using scale scores, performance levels, and subclaim performance indicators. State average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students.

#### 2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. IAR reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. IAR scale scores range from 650 to 850 for all tests. Additionally, IAR English language arts/literacy reports provide separate scale scores for both Reading and Writing. IAR Reading scale scores range from 10 to 90, and IAR Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

#### 2.1.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are four performance levels for the Illinois Assessment of Readiness:

- Level 4: Above Proficient
- Level 3: Proficient
- Level 2: Approaching Proficient
- Level 1: Below Proficient

Students performing at levels 3 and 4 were proficient or above proficient have demonstrated readiness for the next grade level/course and, ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at <https://il.mypearsonsupport.com/reporting/>.

#### 2.1.3 Subclaim Performance Indicators

Subclaim performance indicators for the IAR are reported using graphical representations that indicate how the student performed relative to the overall performance of students who were proficient or approaching proficient for the content area.

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Higher level readiness - represented by the letter H **H**
- Middle level readiness - represented by the letter M **M**
- Lower level readiness - represented by the letter L **L**

## 2.2 Sample ISR (ELA/L)


**A**
**FIRSTNAME LASTNAME1**

Date of Birth: 08/09/2016 ID: 1211121032 **Grade: 3**

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

ILLINOIS

SPRING 2025

**B**
**GRADE 3 ELA**

### English Language Arts/Literacy Assessment Report, 2024–2025

Illinois Learning Standards describe the skills, content knowledge, and critical thinking abilities that students need at each grade level to be on track for college and career readiness at the end of high school. The Illinois Assessment of Readiness (IAR) estimates how successfully FIRSTNAME is keeping pace with Illinois Learning Standards.

3

**C**

To view a personalized video about FIRSTNAME's results and to learn more about the assessment, use the QR code shown to the right, or visit <https://familyportal.pearson.com/il>.

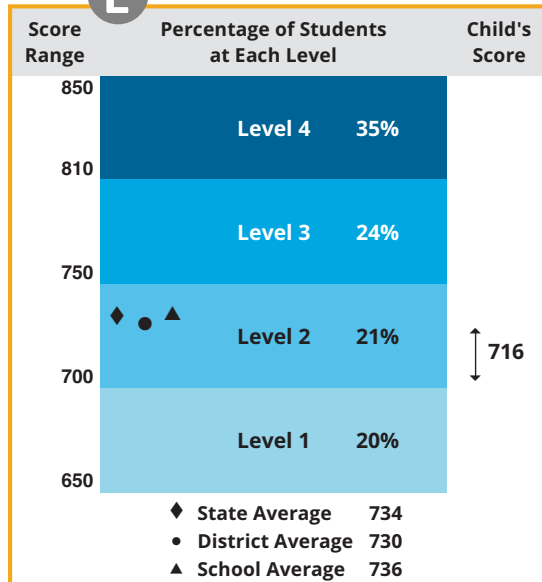

**D**

#### How Can I Use This Report?

The State Board of Education has divided IAR scores into five proficiency levels to describe current learning.

##### Ask your teacher:

- For examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 3rd grade language arts/literacy or visit <https://il.mypearsonsupport.com/reporting> for more information.
- What this report says about your child's current strengths and challenges.
- What they will be doing this year and what can be done at home to help your child make progress?

**E**

**F**

#### Your Child's Score

FIRSTNAME achieved a 3rd grade score of **716** on the 2025 IAR. This score estimates current levels of academic skill and knowledge and current ability to apply that learning to new academic tasks. Higher scores normally reflect a stronger range of language arts/literacy knowledge and greater ability to apply that knowledge to more complex academic tasks and problems.

It is important to remember that your child's IAR score is an **estimate** of their current learning. Your child's score might be as much as **12.3** points higher or lower. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

It is important to remember that past performance does not determine future academic growth and success. High quality education and student effort and engagement help shape future performance.

**G**

Predicted Lexile® measure: **610L** and Range: **510L - 660L**

Enter the predicted Lexile range at [www.lexile.com](http://www.lexile.com) to match the reading skills of your student with books appropriate for their level.



### Student Growth Percentile

There was insufficient information about either your child or his or her academic peers to calculate a Student Growth Percentile this year. The first year a student tests in Illinois is their baseline year.

## A CLOSER LOOK AT FIVE AREAS OF READING AND WRITING READINESS



To stay on track for college and career readiness, students need to learn a wide range of skills, content knowledge, and critical-thinking abilities at every grade level. Often, these develop at different rates because of differences in the curricular priorities of individual teachers and schools, differences in students' interests and out-of-school experiences, and many other factors.

The IAR describes readiness in five areas of reading and writing by placing your child's performance at either the **H-Higher, M-Middle, or L-Lower** level of the range for each area. Knowing your child's performance in critical content domains enables you to have a more effective conversation with your child's teachers to support future academic growth.



For **Higher** level readiness estimates, ask your teacher(s) how your child can be challenged to build even deeper strengths both in school and at home.



For **Middle** level readiness estimates, ask your teacher(s) how your child can be helped to exceed in this area through work at school and activities at home.



For **Lower** level readiness estimates, ask your teacher(s) about the additional supports your child needs at school to meet grade-level expectations and what resources are available to help you support your child at home.

**Students who are ready in these five areas are successfully doing the following:**



### LITERARY TEXT

Reading and analyzing fiction, drama, and poetry



### INFORMATIONAL TEXT

Reading and analyzing non-fiction, history, science, and the arts



### VOCABULARY

Using experience, context and analysis to determine what words mean



### WRITTEN EXPRESSION

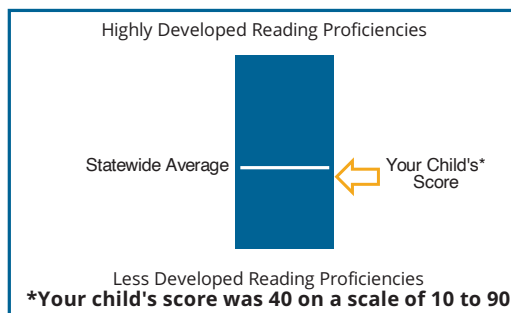
Composing well-developed writing from what students have read



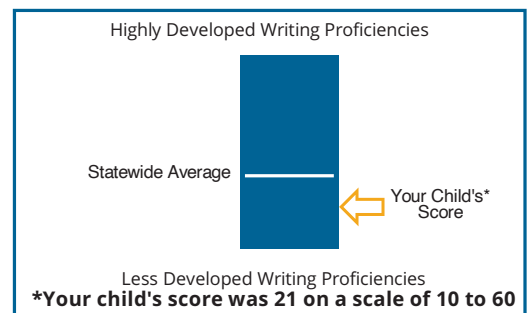
### KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Composing writing using the rules of standard English

### OVERALL READING



### OVERALL WRITING





## 2.3 Sample ISR (Mathematics)

-\*- Demonstration Powered by OpenText Exstream 10/29/2024, Version 60 64-bit -\*-



**FIRSTNAME LASTNAME7**  
 Date of Birth: 08/09/2016 ID: 1211121032 **Grade: 3**  
 SAMPLE DISTRICT NAME  
 SAMPLE SCHOOL ONE NAME  
 ILLINOIS  
 SPRING 2025

### GRADE 3 MATH

## B Mathematics Assessment Report, 2024–2025

Illinois Learning Standards describe the skills, content knowledge, and critical thinking abilities that students need at each grade level to be on track for college and career readiness at the end of high school. The Illinois Assessment of Readiness (IAR) estimates how successfully FIRSTNAME is keeping pace with Illinois Learning Standards.

3

C To view a personalized video about FIRSTNAME's results and to learn more about the assessment, use the QR code shown to the right, or visit <https://familyportal.pearson.com/il>.



## D

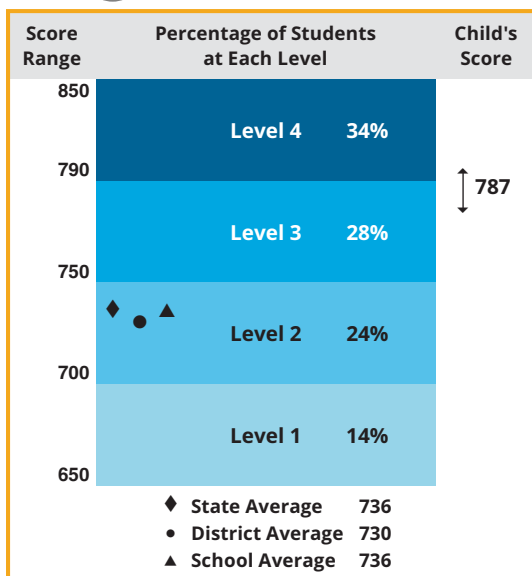
### How Can I Use This Report?

The State Board of Education has divided IAR scores into five proficiency levels to describe current learning.

#### Ask your teacher:

- For examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 3rd grade mathematics or visit <https://il.mypearsonsupport.com/reporting> for more information.
- What this report says about your child's current strengths and challenges.
- What they will be doing this year and what can be done at home to help your child make progress?

## E



## F

### Your Child's Score

FIRSTNAME achieved a 3rd grade score of **787** on the 2025 IAR. This score estimates current levels of academic skill and knowledge and current ability to apply that learning to new academic tasks. Higher scores normally reflect a stronger range of mathematics knowledge and greater ability to apply that knowledge to more complex academic tasks and problems.

It is important to remember that your child's IAR score is an **estimate** of their current learning. Your child's score might be as much as **9.8** points higher or lower. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

It is important to remember that past performance does not determine future academic growth and success. High quality education and student effort and engagement help shape future performance.

## G

Predicted Quantile® measure: **850Q** and Range: **800Q - 900Q**

Enter the predicted Quantile range at [www.quantiles.com](http://www.quantiles.com) to match your student with materials appropriate for their ability in mathematic skills and concepts.

Understanding the  
IAR Individual  
Student Report (ISR)

**H Student Growth Percentile**  
 There was insufficient information about either your child or his or her academic peers to calculate a Student Growth Percentile this year. The first year a student tests in Illinois is their baseline year.

## A CLOSER LOOK AT FOUR AREAS OF MATHEMATICS READINESS

To stay on track for college and career readiness, students need to learn a wide range of skills, content knowledge, and critical-thinking abilities at every grade level. Often, these develop at different rates because of differences in the curricular priorities of individual teachers and schools, differences in students' interests and out-of-school experiences, and many other factors.

The IAR describes readiness in four areas of mathematics by placing your child's performance at either the **H-Higher, M-Middle, or L-Lower** level of the range for each area. Knowing your child's performance in critical content domains enables you to have a more effective conversation with your child's teachers to support future academic growth.

- J** **H** For **Higher** level readiness estimates, ask your teacher(s) how your child can be challenged to build even deeper strengths both in school and at home.
- M** For **Middle** level readiness estimates, ask your teacher(s) how your child can be helped to exceed in this area through work at school and activities at home.
- L** For **Lower** level readiness estimates, ask your teacher(s) about the additional supports your child needs at school to meet grade-level expectations and what resources are available to help you support your child at home.

**Students who are ready in these four areas are successfully doing the following:**

**K** **H MAJOR CONTENT**  
 Solving problems involving multiplication and division, area, measurement, and basic fraction understanding

**M** **EXPRESSING MATHEMATICAL REASONING**  
 Creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others

**H** **ADDITIONAL & SUPPORTING CONTENT**  
 Solving problems involving perimeter, place value, geometric shapes, and representations of data

**L** **MODELING & APPLICATION**  
 Solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools

## 2.4 Description of Individual Student Reports

### 2.4.1 General Information

#### A. Identification Information

An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, district name, school name, and state. The grade level when assessed is also shown in a box on the left side of the report.

#### B. Description of Report

The description of the report provides the grade level assessed, content area (English language arts/literacy or mathematics) assessed, and assessment year. It also provides a general overview of the assessment and score report.

#### C. Family Portal

The Individual Student Reports include information for parents to access student reports and report explanation videos via the IL Family Portal. The Family Portal can be accessed at <https://familyportal.pearson.com/il>.

#### D. How to Use the Report

This section provides guidance for how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. This information can also help to identify the child's strengths and challenges so that parents and educators can work towards supporting the student's academic progress.

### 2.4.2 Overall Assessment Scores

#### E. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level

This graphic provides an illustration of the four performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach each Performance Level varies in both ELA/L and mathematics. Refer to **Appendix A** for the full list of scale score ranges for each performance level. Also included in this section is the average overall scale score for the state and the state performance level percentages.

#### F. Your Child's Score

This section of the report provides information related to your child's overall scale score as well as an estimate of expected changes to that score if he/she were to take the test many times.

#### G. Lexile and Quantile Measure

A Lexile measure represents both a student's reading ability and the difficulty of a text, such as a book or magazine article. When used together, Lexile reader and Lexile text measures help parents and educators select books, articles, and other materials that match students' unique reading abilities. When a student reads text within his or her Lexile range, he or she is likely to comprehend enough of the text to make sense of it, while still being sufficiently challenged to maintain interest and learning.

For more information visit: [www.Lexile.com](http://www.Lexile.com)

A Quantile measure represents both a student's mathematical achievement and the difficulty of a mathematical skill or concept. Quantile measures help educators identify appropriate mathematics or resources that match their students' abilities in order to target the instruction and meet student needs.

For more information visit: [www.quantiles.com](http://www.quantiles.com)

#### **H. Student Growth Percentile (SGP)**

Student growth percentiles estimate individual student progress by tracking student scores from one year to the next. With a range of 1 to 99, higher numbers represent higher growth and lower numbers represent lower growth. In addition to performance levels, this information is being provided to help students, educators, and caregivers better understand student learning. Looking at both the SGP and the student's current score provides a more comprehensive picture of what the student learned from one year to the next.

Student growth percentiles compare a student's performance to that of his or her academic peers within the state. "Academic peers" are students in the state who took a similar assessment as the student in prior year(s) and achieved a similar score. The student growth percentile indicates the percentage of academic peers equal to or above whom the student scored higher.

On the wall in most pediatricians' offices, there is a growth chart for height and weight. This helps one to understand where a child stands relative to other children. For example, a child whose height falls in the 45th percentile is as tall as or taller than 45% of the children at this age. Student growth percentiles are interpreted similarly, but the measurement is in terms of growth. A student's test score in points may be "approaching proficient" but that student may have high growth (improvement in score) relative to her or his academic peers. Conversely, a student with a high test score may not have a high student growth percentile if the student did not show as much improvement over time compared to her or his academic peers.

Student growth percentiles are useful for determining how a student is performing year to year. For example, if a student's total score in math changes from the prior year, is this meaningful or not? If the student's growth percentile is 50, then this student shows typical growth. A student growth percentile of 50 means this student is in the 50th percentile: 50% of students had less gain in scores over time, and 50% had a greater or no gain in scores over time.

Student growth percentiles are calculated using as much data as possible. Student growth is measured relative to academic peers with similar scores. For example, a student with scores in the "proficient" category for grade 3 mathematics and grade 4 mathematics will have a percentile rank for this year's grade 5 mathematics assessment that is based on their growth relative to peers who scored similarly (proficient) on the mathematics assessments in grades 3 and 4. If this student does not have a score for grade 3 mathematics, then the student growth percentile will be based on a score for one prior year. If this is the first year a student has participated in this assessment, a student growth percentile calculation is not possible.

Individual Student Reports for students in grade 3 will not include student growth percentile, as these students did not participate in similar assessments in prior years.

## 2.4.3 Performance by Subclaim Category

### I. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the IAR. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether the student has met the expectations of the subclaim.

### J. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1 range of that scale is categorized as "Lower level readiness" performance in the Level 2 range is categorized as "Middle level readiness" and performance in the Level 3–4 range is categorized as "Higher level readiness."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Higher level readiness - represented by the letter H
- Middle level readiness - represented by the letter M
- Lower level readiness - represented by the letter L



### K. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **The letter H** for the specified subclaim indicates that the student "demonstrated a higher level of readiness," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3 or 4. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **The letter M** for the specified subclaim indicates that the student "demonstrated a middle level of readiness," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 2. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- **The letter L** for the specified subclaim indicates that the student "demonstrated a lower level of readiness," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

## 2.4.4 Performance by Reporting Category

**Note:** For mathematics, reporting categories are not included. For this reason, there are no markers for L and M on the sample mathematics ISR.

### L. Reporting Category

For English language arts/literacy, there are two reporting categories, Reading and Writing, indicated by a bold heading.

**M. Performance by Reporting Category Scale Score**

For the English language arts/literacy Individual Student Reports, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a scale different from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. For reference, this section includes scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

As with the overall (or “summative”) scale scores, a measure of student proficiency in each reporting category is estimated on a common, underlying measurement scale. For reading, the Level 4 performance standard is set to a scale score of 50. For writing, the Level 4 performance standard is set to a scale score of 35. Thus, a student could be considered as proficient in a claim by attaining 50 in reading or 35 in writing.

## 3.0 Understanding the Illinois Assessment of Readiness School and District Reports

### 3.1 Purpose and Use of Illinois Assessment of Readiness Results

The primary purpose of the IAR is to allow students to demonstrate what they know and can do in math and English language arts; assist educators in supporting student learning; make use of technology in assessments; and advance accountability at all levels; and provide a measure of college and career readiness for students. These reports:

- Summarize student achievement
- Describe student performance relative to meeting standards
- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

### 3.2 Illinois Assessment of Readiness School and District Reports

In addition to Individual Student Reports, schools will receive a Student Roster Report, and districts will receive a District Summary of each School Report. These reports summarize how students in the school or district performed and are described later in this section.

#### 3.2.1 Types of Scores on the Illinois Assessment of Readiness School and District Reports

Performance on the IAR is described on the school and district reports using scale scores, performance levels, and subclaim performance indicators. Information about state, district, and school average results is included in relevant sections of the report to help schools and districts understand how student and school performance compares to other students and schools. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

#### 3.2.2 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. IAR reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. IAR scale scores range from 650 to 850 for all tests. Additionally, IAR English language arts/literacy reports provide separate scale scores for both Reading and Writing. IAR Reading scale scores range from 10 to 90, and IAR Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

#### 3.2.3 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level. Each performance level is defined by a range of overall scale scores for the assessment.



There are four performance levels for the Illinois Assessment of Readiness:

- Level 4: Above Proficient
- Level 3: Proficient
- Level 2: Approaching Proficient
- Level 1: Below Proficient

Students performing at Levels 3 and 4 are proficient or above proficient, have demonstrated readiness for the next grade level/course and, ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at <https://il.mypearsonsupport.com/reporting/>.

### 3.2.4 Subclaim Performance Indicators

Subclaim performance indicators for the IAR are reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Proficient or Above Proficient – represented by a H H
- Approaching Proficient – represented by a M M
- Below Proficient – represented by a L L

### 3.3 Sample Student Roster Report (ELA/L)

ILLINOIS

Assessment of Readiness

STUDENT ROSTER

Grade 8

A

SAMPLE SCHOOL  
SAMPLE DISTRICT  
ILLINOIS  
SPRING 2025

B

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 8 Assessment, 2024–2025

D

G

F

H

G

F

H

J

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure
STATE AVERAGE	746	37	36 21 43	24 63 13	33 21 46	47	38 40 22	51 19 30	
DISTRICT AVERAGE	750	43	13 58 71	24 20 56	35 35 30	51	36 17 48	25 38 37	
SCHOOL AVERAGE	734	37	34 42 24	46 37 17	29 60 11	47	30 40 30	45 42 13	
ALASTNAME, FIRSTNAME M.	807	28	L	H	H	69	H	H	835L
ALASTNAME, FIRSTNAME M.	720	28	M	H	M	69	M	L	768L
BLASTNAME, FIRSTNAME M.	756	44	H	M	L	55	L	M	822L
CLASTNAME, FIRSTNAME M.	743	37	H	L	H	62	H	M	810L
DLASTNAME, FIRSTNAME M.	792	28	H	H	L	69	L	H	979L
ELASTNAME, FIRSTNAME M.	698	44	L	L	L	55	L	H	820L
FLASTNAME, FIRSTNAME M.	724	37	M	M	H	62	H	L	743L
ILASTNAME, FIRSTNAME M.	N/A								N/A
GLASTNAME, FIRSTNAME M.	830	28	H	L	M	55	M	M	857L
HLASTNAME, FIRSTNAME M.	661	44	M	L	L	61	L	H	799L
JLASTNAME, FIRSTNAME M.	757	28	M	H	L	63	L	H	856L

1 Below Proficient (650-699)

2 Approaching Proficient (700-749)

3 Proficient (750-793)

4 Above Proficient (794-850)

L Below Proficient

M Approaching Proficient

H Proficient or Above Proficient

E

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### 3.4 Sample Student Roster Report (Mathematics)

STUDENT ROSTER						
		Grade 8				
MATHEMATICS Grade 8 Assessment, 2024–2025		SAMPLE SCHOOL SAMPLE DISTRICT ILLINOIS SPRING 2025				
STUDENT	MATH OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING	Quantile® Measure
STATE AVERAGE	746	36   21   43	24   63   13	33   21   46	38   40   22	
DISTRICT AVERAGE	750	13   58   71	24   20   56	35   35   30	36   17   48	
SCHOOL AVERAGE	734	34   42   24	46   37   17	29   60   11	30   40   30	
ALASTNAME, FIRSTNAME M.	751	L	H	H	H	85Q
BLASTNAME, FIRSTNAME M.	720	M	H	M	L	70Q
BLASTNAME, FIRSTNAME M.	766	H	M	L	M	68Q
CLASTNAME, FIRSTNAME M.	713	H	L	H	M	73Q
DLASTNAME, FIRSTNAME M.	806	H	H	L	H	98Q
ELASTNAME, FIRSTNAME M.	698	L	L	L	H	65Q
FLASTNAME, FIRSTNAME M.	724	M	M	H	L	68Q
ILASTNAME, FIRSTNAME M.	N/A					N/A
GLASTNAME, FIRSTNAME M	830	H	L	M	M	91Q
HLASTNAME, FIRSTNAME M.	661	M	L	L	H	72Q
JLASTNAME, FIRSTNAME M.	756	M	H	L	H	68Q
<div> <div>1 Below Proficient (650-699)</div> <div>2 Approaching Proficient (700-749)</div> <div>3 Proficient (750-800)</div> <div>4 Above Proficient (801-850)</div> </div> <div> <div>L Below Proficient</div> <div>M Approaching Proficient</div> <div>H Proficient or Above Proficient</div> </div>						

\* Numbers are percentages

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Understanding the IAR School and District Reports

### 3.5 Description of Student Roster Reports

#### 3.5.1 General Information

##### A. Identification Information

Student Roster Reports list the grade level assessed, school name, district name, and state.

##### B. Assessment Information

The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level assessed, and assessment year.

##### C. Roster of Students

The first column of the Student Roster Report lists all the students in the school at the specified grade level who took the assessment for the specified content area. The first three rows contain state, district, and school averages.

#### 3.5.2 Overall Assessment Scores

##### D. Overall Scale Score and Performance Level

This column of the report provides the student's overall scale score and color-coded performance level (refer to Section 3.2). Students receive a numerical score and, based on that score, are placed in one of four performance levels, with Level 4 indicating the student is above proficient and Level 1 indicating the student is below proficient. Performance levels are indicated by the color highlighting behind the number. Refer to E for the color key. The first three rows contain state, district, and school averages.

### E. Description of Performance Level Graphics

This graphic provides an illustration of the five performance levels and helps to quickly show the performance level for each student's scale score.

#### 3.5.3 Performance by Reporting Category

**Note:** For mathematics, reporting categories are not included. For this reason, there are no markers for F and G on the sample Mathematics Student Roster Report.

### F. Reporting Category

For English language arts/literacy, there are two reporting category areas: Reading and Writing.

### G. Performance by Reporting Category Scale Score

For English language arts/literacy, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a scale different from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. The Reporting Category scale score appears in each category area under the heading "SCORE."

Important to the IAR assessments is the ability to compare student performance to a variety of reference points. By reviewing each column, student scores can quickly be compared to the averages. The first three rows contain state, district, and school averages.

#### 3.5.4 Performance by Subclaim Category




### H. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the IAR assessments. Subclaims are provided for mathematics as well. Each subclaim category includes the header identifying the subclaim; state, district, and school averages; and an explanatory icon representing the student's performance.

### I. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1 range of that scale is categorized as "Below Proficient," performance in the Level 2 range is categorized as "Approaching Proficient," and performance in the Level 3-4 range is categorized as "Proficient or Above Proficient."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Proficient or Above Proficient – represented by a H 
- Approaching Proficient – represented by a M 
- Below Proficient – represented by a L 

State, district, and school subclaim performance in the first three rows is reported by the percentage (both graphically and numerically) of students whose performance level was below or approaching proficient or whose performance level was proficient or above proficient. The numerical values appearing below the graph indicate the percentage of students performing at the Below Proficient, Approaching Proficient, Proficient, and Above Proficient levels from left to right, respectively. Due to rounding, percentages may not total 100%.

**Note:** In most cases, numbers will NOT appear centered under each color.

### J. Lexile and Quantile Measure

A Lexile measure represents both a student's reading ability and the difficulty of a text, such as a book or magazine article. When used together, Lexile reader and Lexile text measures help parents and educators select books, articles, and other materials that match students' unique reading abilities. When a student reads text within his or her Lexile range, he or she is likely to comprehend enough of the text to make sense of it, while still being sufficiently challenged to maintain interest and learning.

For more information visit: [www.Lexile.com](http://www.Lexile.com)

A Quantile measure represents both a student's mathematical achievement and the difficulty of a mathematical skill or concept. Quantile measures help educators identify appropriate mathematics or resources that match their students' abilities in order to target the instruction and meet student needs.

For more information visit: [www.quantiles.com](http://www.quantiles.com)

### K. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **A green H** for the specified subclaim indicates that the student is "Proficient or Above Proficient," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3 or 4. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **A blue M** for the specified subclaim indicates that the student is Approaching Proficient meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 2. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- **A red L** for the specified subclaim indicates that the student is "Below Proficient," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim

content area.

### 3.6 Sample District Summary of Schools Report (ELA/L)

#### DISTRICT SUMMARY OF SCHOOLS

Grade 7



SAMPLE DISTRICT  
ILLINOIS  
SPRING 2025

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE	999,999	749	37	36   21   43	24   6   70	33   21   46	47	38   40   22	51   19   30
DISTRICT	99,999	751	28	13   58   71	24   20   56	35   35   30	69	36   17   48	25   38   37
ABBI LANE	352	738	44	34   42   24	46   37   17	29   60   11	55	30   40   30	45   42   13
ABRAHAM LINCOLN MIDDLE SCHOOL	204	742	37	21   79   0	12   57   31	33   40   27	62	32   17   49	36   22   42
ADA LOVELACE MIDDLE SCHOOL	198	730	28	29   18   53	22   64   14	29   22   49	69	33   38   29	52   18   30
BENJAMIN FRANKLIN MIDDLE SCHOOL	177	727	44	11   57   32	28   20   52	35   34   30	55	34   19   47	25   39   36
BOOKER T. WASHINGTON MIDDLE SCHOOL	204	724	37	37   42   21	47   39   14	32   60   8	62	27   48   25	47   40   13
CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL	198	762	28	29   60   11	12   49   39	35   41   24	47	34   19   47	36   22   42
ELEANOR ROOSEVELT MIDDLE SCHOOL	177	743	44	28   17   55	27   19   54	29   22   50	55	33   38   29	51   19   30

1 Below Proficient (650-699)	2 Approaching Proficient (700-749)	3 Proficient (750-794)	4 Above Proficient (795-850)
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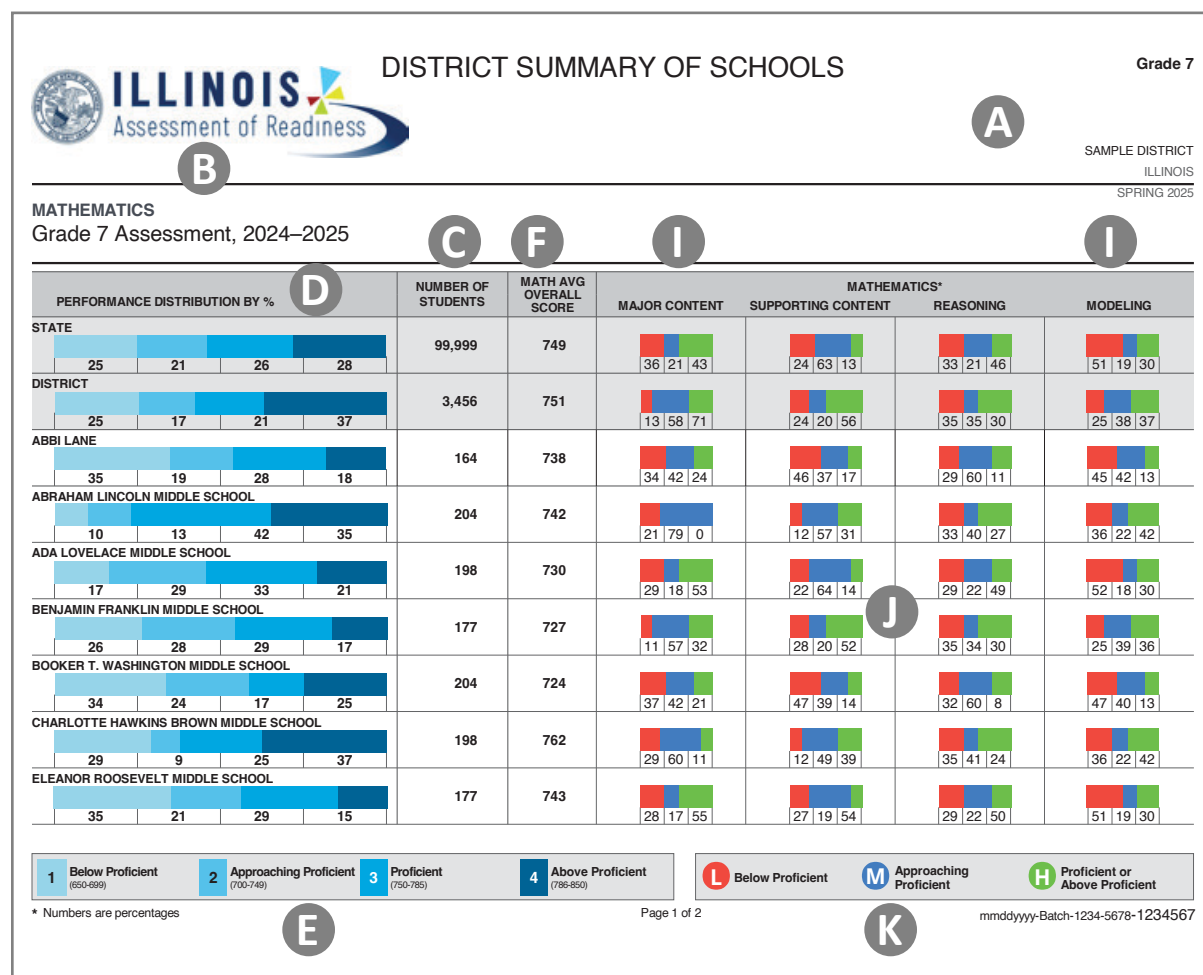
L Below Proficient	M Approaching Proficient	H Proficient or Above Proficient
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\* Numbers are percentages

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### 3.7 Sample District Summary of Schools Report (Mathematics)



### 3.8 Description of District Summary of Schools Reports

#### 3.8.1 General Information

##### A. Identification Information

District Summary of Schools Reports list the grade level, district name, and state.

##### B. Assessment Information

The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level, and assessment year.

##### C. Number of Students

The first two rows contain the number of students included in reporting at the state and district levels. Subsequent rows contain the number of students included in reporting at each school within the district.

#### 3.8.2 Overall Assessment Scores

##### D. Percentage of Students at Each Performance Level

The first column of the report shows the distribution of students achieving each performance level—indicated both graphically and numerically. Each section of the graph represents a performance level, beginning with Level 1 on the left through Level 4 on the right. The numerical values appearing

below the graph indicate the percentage of students in Performance Levels 1 through 4, left to right respectively. Due to rounding, percentages may not total 100%. The name of the school is listed in each row above the graph.

**Note:** In most cases, numbers will NOT appear centered under each color.

### **E. Description of Performance Level Graphics**

This graphic provides an illustration of the five performance levels and helps to quickly show the percentage of students in each performance level.

### **F. Average Overall Scale Score**

This column of the report provides the average overall scale score (refer to Section 3.2) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

### **3.8.3 Performance by Reporting Category**

**Note:** For mathematics, reporting categories are not included. For this reason, there are no markers for G and H on the sample Mathematics District Summary of Schools Report.

### **G. Reporting Category**

For English language arts/literacy, there are two reporting category areas: Reading and Writing.

### **H. Performance by Reporting Category Scale Score**

For English language arts/literacy, student performance for each reporting category is provided as an average scale score (refer to Section 3.2) on a scale different from the overall scale score. For this reason, the sum of the average scale scores for each reporting category will not equal the average overall scale score. The first two rows contain state and district averages. The remaining rows contain the school averages. The Reporting Category average scale scores appear in each category area under the heading "AVE SCORE."

Important to the IAR is the ability to compare performance across many levels. By reviewing the average overall scale score column, school data can quickly be compared to the district and state averages.

### **3.8.4 Performance by Subclaim Category**




### **I. Subclaim Category**

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the IAR. Subclaims are provided for mathematics as well. Each subclaim category includes the header identifying the subclaim, as well as state, district, and school averages.

### **J. Subclaim Performance Indicators**

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1 range of that scale is categorized as "Below Proficient," performance in the Level 2 range is categorized as "Approaching Proficient," and performance in the Level 3-4 range is categorized as "Proficient" or "Above Proficient."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Proficient or Above Proficient – represented by a H 
- Approaching Proficient – represented by a M 
- Below Proficient – represented by a L 

On District Summary of Schools Reports, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who are below or approaching proficient, proficient, or above proficient. The numerical values appearing below the graph indicate the percentage of students performing at the Below Proficient, Approaching Proficient, Proficient, and Above Proficient levels from left to right, respectively. Due to rounding, percentages may not total 100%.

**Note:** In most cases, numbers will NOT appear centered under each color.

### K. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is illustrated with an explanatory icon. **For District Summary of Schools Reports, only the colors of the icons are used in the graphical representation under each subclaim.**

- The green section (right section) of the graph for the specified subclaim indicates that the student is "Proficient or Above Proficient," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3 or 4. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- The blue section (middle section) of the graph for the specified subclaim indicates that the student is "Approaching Proficient," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 2. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- The red section (left section) of the graph for the specified subclaim indicates that the student is "Below Proficient," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

# Appendix A

## Scale Score Ranges



Grade 3 ELA/L			
Level 1 Cut	650	Level 1 Range	650-684
Level 2 Cut	685	Level 2 Range	685-734
Level 3 Cut	735	Level 3 Range	735-779
Level 4 Cut	780	Level 4 Range	780-850

Grade 4 ELA/L			
Level 1 Cut	650	Level 1 Range	650-694
Level 2 Cut	695	Level 2 Range	695-736
Level 3 Cut	737	Level 3 Range	737-779
Level 4 Cut	780	Level 4 Range	780-850

Grade 5 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-738
Level 3 Cut	739	Level 3 Range	739-779
Level 4 Cut	780	Level 4 Range	780-850

Grade 6 ELA/L			
Level 1 Cut	650	Level 1 Range	650-704
Level 2 Cut	705	Level 2 Range	705-740
Level 3 Cut	741	Level 3 Range	741-779
Level 4 Cut	780	Level 4 Range	780-850

Grade 7 ELA/L			
Level 1 Cut	650	Level 1 Range	650-709
Level 2 Cut	710	Level 2 Range	710-742
Level 3 Cut	743	Level 3 Range	743-784
Level 4 Cut	785	Level 4 Range	785-850

Grade 8 ELA/L			
Level 1 Cut	650	Level 1 Range	650-709
Level 2 Cut	710	Level 2 Range	710-744
Level 3 Cut	745	Level 3 Range	745-794
Level 4 Cut	795	Level 4 Range	795-850

Grade 3 Mathematics			
Level 1 Cut	650	Level 1 Range	650-704
Level 2 Cut	705	Level 2 Range	705-731
Level 3 Cut	732	Level 3 Range	732-780
Level 4 Cut	781	Level 4 Range	781-850

Grade 4 Mathematics			
Level 1 Cut	650	Level 1 Range	650-707
Level 2 Cut	708	Level 2 Range	708-739
Level 3 Cut	740	Level 3 Range	740-783
Level 4 Cut	784	Level 4 Range	784-850

Grade 5 Mathematics			
Level 1 Cut	650	Level 1 Range	650-708
Level 2 Cut	709	Level 2 Range	709-739
Level 3 Cut	740	Level 3 Range	740-781
Level 4 Cut	782	Level 4 Range	782-850

Grade 6 Mathematics			
Level 1 Cut	650	Level 1 Range	650-704
Level 2 Cut	705	Level 2 Range	705-741
Level 3 Cut	742	Level 3 Range	742-772
Level 4 Cut	773	Level 4 Range	773-850

Grade 7 Mathematics			
Level 1 Cut	650	Level 1 Range	650-711
Level 2 Cut	712	Level 2 Range	712-744
Level 3 Cut	745	Level 3 Range	745-780
Level 4 Cut	781	Level 4 Range	781-850

Grade 8 Mathematics			
Level 1 Cut	650	Level 1 Range	650-704
Level 2 Cut	705	Level 2 Range	705-744
Level 3 Cut	745	Level 3 Range	745-790
Level 4 Cut	791	Level 4 Range	791-850