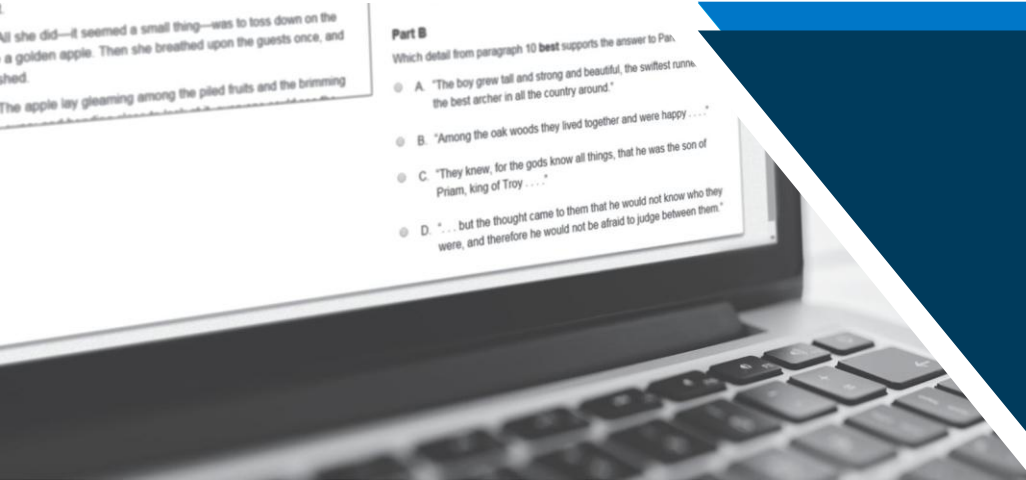


# Spring



## 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.

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 and have demonstrated readiness for the next grade level/course. 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://www.isbe.net/Pages/Performance-Level-Descriptors.aspx>.


#### 2.1.3 Areas of Readiness Performance Indicators (Subclaims)


Readiness performance indicators for the IAR are reported using a graphical representation. The graphic depicts a gauge with a needle that points to the student performance level for each readiness category. Higher, Middle and Lower levels indicate how the student performed relative to the overall performance of students who were proficient or approaching proficient for the content area.

2.2 Sample ISR (ELA/L)

Understanding the  
IAR Individual  
Student Report

-\*- Demonstration Powered by OpenText Exstream 03/20/2026, Version 16.6.60 64-bit -\*-






**First02 C. Lastname02**

DOB: 03/03/2011 ID: 220024507 Grade: 4

SAMPLE DISTRICT NAME


SAMPLE SCHOOL NAME

---



**English Language Arts Report**

SPRING 2026

**B**  The Illinois Assessment of Readiness (IAR) checks how well your student is learning the skills and knowledge expected for their grade in English Language Arts (ELA). These expectations are called the Illinois Learning Standards. You can view the standards here: <https://www.isbe.net/Documents/ela-standards.pdf>.

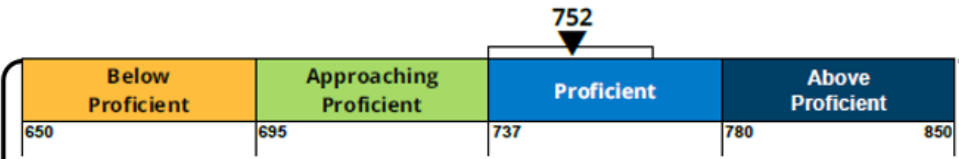
**First02's Score**

**752**


**Proficient**

The student showed solid understanding on this assessment and could apply what was learned in this subject. This performance is evidence that the student is prepared for and is progressing toward the academic expectations of the next grade.


752

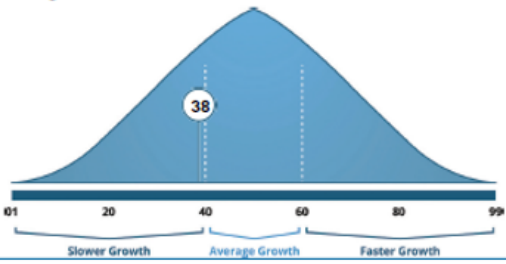


Below Proficient	Approaching Proficient	Proficient	Above Proficient
650	695	737	780
850			850

**D**  The margin of error tells us that if your student took this exact test again tomorrow, their score might be a few points higher or lower—not because they learned something new or forgot things, but because tests can only estimate what someone knows. Think of it as a range.


State Average	<b>765</b>
District Average	<b>762</b>
School Average	<b>762</b>


**E**  **Understanding Your Student's Growth Percentile (SGP):** An SGP doesn't focus on whether a student met a standard; it shows how their *rate of growth* compares to other students with similar past scores. It's a percentile, like height percentiles at the doctor. The state average is always at the 50th percentile. Your student's SGP is 38, which means their rate of growth was as fast or faster than 38% of similar students statewide.



01    20    40    60    80    99

Slower Growth    Average Growth    Faster Growth

**F**  To view a personalized video about First02's results and to learn more about the assessment, use the QR code shown to the right, or visit [familyportal.pearson.com/il](https://familyportal.pearson.com/il).



For a different format of your student's ISR, contact ISBE at [assessment@isbe.net](mailto:assessment@isbe.net)

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

The Higher, Middle, and Lower Levels show how your student performed in each reading and writing area compared to students who score Proficient on the overall test. A Higher Level means your student performed similarly to students who score Proficient or Above Proficient overall. It does not mean your student scored above the Proficient level on that specific area by itself. Middle and Lower Levels show areas where your student's performance was closer to, or below, what is expected for students who score Proficient overall. You can learn more about grade-level skills by using the Performance Level Descriptors (PLDs) and Samples to Success at <https://www.isbe.net/Pages/Performance-Level-Descriptors.aspx>. These resources describe student skills using four performance levels, so you will not see the same Higher/Middle/Lower labels. Instead, they show examples of the full range of skills students demonstrate at each level. This can help you better understand what grade-level proficiency looks like in each reading and writing area. For each reading and writing area below, Higher, Middle, and Lower Levels describe how your student's performance compares to students who score Proficient on the overall ELA test. These levels do not represent scores for each area.



Reading and Writing Categories	Performance
<b>Expected Skills</b>	
<b>LITERARY TEXT</b> Understanding grade-level stories, poems, and dramas by identifying story details, explaining how characters or events develop, and using details from the text to support ideas.	Middle Level
<b>INFORMATIONAL TEXT</b> Understanding grade-level informational texts by identifying main ideas, explaining how ideas or information are connected, and using details from the text to build understanding.	Lower Level
<b>WRITTEN EXPRESSION</b> Communicating ideas clearly in writing by developing topics, organizing and supporting ideas with relevant details.	Higher Level
<b>VOCABULARY</b> Understanding the meaning of words and phrases by using strategies such as context clues, word relationships, and knowledge of word parts.	Lower Level
<b>KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS</b> Applying grade-level grammar, punctuation, capitalization, and spelling to support clear and effective written communication.	Middle Level



Your Next Steps	Questions for Your Student's Teacher(s)	Resources for You and Your Student
	<ul style="list-style-type: none"> <li>What is my student learning in ELA this year?</li> <li>How is my student measuring against grade level expectations?</li> <li>How can I use this information to support my student?</li> <li>What resources do you recommend for my student?</li> </ul>	<ul style="list-style-type: none"> <li>Find family reporting resources at <a href="https://il.mypersonsupport.com/family-portal/">https://il.mypersonsupport.com/family-portal/</a></li> <li>Learn more about the performance of your student's peers at <a href="http://illinoisreportcard.com">illinoisreportcard.com</a></li> <li>To learn more about the IAR assessment, visit <a href="http://isbe.net/iar">isbe.net/iar</a></li> </ul>





**LEXILE** Predicted Lexile measure: 1500L and range: 1500L - 1500L  
The Lexile Framework measures both a student's reading ability and text complexity on the same scale, allowing you to match your student with books that are appropriately challenging for their current level. Enter your student's predicted Lexile range into <http://hub.lexile.com/> to match their reading skills with books appropriate for their level.

2.3 Sample ISR (Mathematics)

Understanding the IAR Individual Student Report

-\*- Demonstration Powered by OpenText Exstream 03/20/2026, Version 16.6.60 64-bit -\*-





**Firstname07 N. Lastname07**

DOB: 04/11/2012 ID: 230024383 Grade: 3

SAMPLE DISTRICT NAME

SAMPLE SCHOOL NAME

---

B

Mathematics Assessment Report

SPRING 2026

---

C

Firstname07's Score

779

Above Proficient

The student showed strong understanding on this assessment and could apply what was learned in this subject. This performance is evidence that the student is well prepared and on track to meet the academic expectations of the next grade.

---

D

Below Proficient	Approaching Proficient	Proficient	Above Proficient
650	705	732	781

The margin of error tells us that if your student took this exact test again tomorrow, their score might be a few points higher or lower—not because they learned something new or forgot things, but because tests can only estimate what someone knows. Think of it as a range.

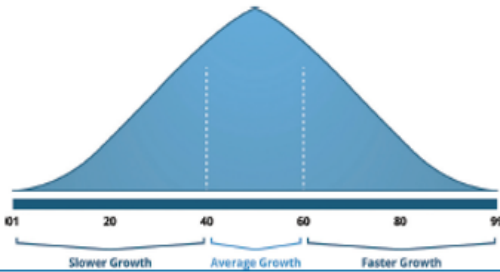
State Average	770
District Average	758
School Average	750

---

E

Understanding Your Student's Growth Percentile (SGP):

There was insufficient information about either your student 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.



---

F

To view a personalized video about Firstname07's results and to learn more about the assessment, use the QR code shown to the right, or visit [familyportal.pears.on.com/il](http://familyportal.pears.on.com/il).

---

For a different format of your student's ISR, contact ISBE at [assessment@isbe.net](mailto:assessment@isbe.net)

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**A CLOSER LOOK AT FOUR AREAS OF MATHEMATICS READINESS**

The Higher, Middle, and Lower Levels show how your student performed in each math sub-claim compared to students who score Proficient on the overall test. A Higher Level means your student performed similarly to students who score Proficient or Above Proficient overall. It does not mean your student scored above the Proficient level on that specific area by itself. Middle and Lower Levels show areas where your student's performance was closer to, or below, what is expected for students who score Proficient overall. You can learn more about grade-level skills by using the Performance Level Descriptors (PLDs) and Samples to Success at <https://www.isbe.net/Pages/Performance-Level-Descriptors.aspx>. These resources describe student skills using four performance levels, so you will not see the same Higher/Middle/Lower labels. Instead, they show examples of the full range of skills students demonstrate at each level. This can help you better understand what grade-level proficiency looks like in each area of math area below. Higher, Middle, and Lower Levels describe how your student's skills in that area compare to students who score Proficient on the overall math test. These levels do not represent separate skill areas.



Mathematics Categories	Performance
<b>Expected Skills</b>	
<b>MAJOR CONTENT</b> Understanding and applying the most important grade-level math concepts, including multiplication and division within 100, the relationship between area and multiplication, and a foundational understanding of fractions.	 Middle Level
<b>ADDITIONAL AND SUPPORTING CONTENT</b> Using supporting math skills, such as place value for multi-digit arithmetic, perimeter of polygons, and representing data on scaled graphs, to strengthen overall understanding of grade-level math.	 Middle Level
<b>EXPRESSING MATHEMATICAL REASONING</b> Explaining mathematical thinking, using math language or representations, and showing why a solution makes sense, specifically regarding equal groups, data tables, and properties of operations.	 Middle Level
<b>MODELING AND APPLICATION</b> Using math to solve real-world problems by representing situations with numbers, symbols, or models and selecting strategies or tools that fit one-step problems involving measurement and estimation.	 Middle Level



	Questions for Your Student's Teacher(s)	Resources for You and Your Student
<b>Your Next Steps</b>	<ul style="list-style-type: none"> <li>What is my student learning in Math this year?</li> <li>How is my student measuring against grade level expectations?</li> <li>How can I use this information to support my student?</li> <li>What resources do you recommend for my student?</li> </ul>	<ul style="list-style-type: none"> <li>Find family reporting resources at <a href="https://il.mypearsonsupport.com/family-portal/">https://il.mypearsonsupport.com/family-portal/</a></li> <li>Learn more about the performance of your student's peers at <a href="http://illinoisreportcard.com">illinoisreportcard.com</a></li> <li>To learn more about the IAR assessment, visit <a href="http://isbe.net/iar">isbe.net/iar</a></li> </ul>



**QUANTILE**  
 Predicted Quantile measure: **990Q** and range: **940Q - 1040Q**  
 The Quantile® Framework for Mathematics can be used to help find resources for math instruction based on a student's math ability. To learn more and access resources to support a student's growth in math, visit <https://hub.lexile.com/for-parents/>

## 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.

#### B. Description of Report

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

#### C. Your Child's Score

This section of the report provides information related to your child's overall scale score as well as your child's proficiency level.

### 2.4.2 Overall Assessment Scores

#### D. 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, district and school.

#### E. Student Growth Percentile (SGP)

Student growth percentiles estimate individual student progress by tracking student scores from one year to the next. A bell curve is used to illustrate a student's growth percentile because it effectively represents how a student's growth compares to that of their peers.

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.

#### **F. 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>.

### 2.4.3 Subclaims: Areas of Readiness Categories and Student Performance by Expected Skill

#### G. Subclaims: Area of Readiness Categories

Within each Area of Readiness Category for English language arts/literacy and mathematics are specific skill sets students demonstrate on the IAR. Each Area of Readiness Category includes the header identifying the category, an explanation of the expected skillset along with a description of the student's performance, and a graphic representation indicating the student's level of readiness.

#### G. Performance by Reporting Category

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

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.

#### H. Subclaims: Area of Readiness Performance Indicators

The Higher, Middle, and Lower performance levels in each Area of Readiness Category show how a student performed compared to students who score Proficient on the overall tests. These levels do not represent separate scores for each area.

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 levels of readiness rather than scale scores or performance levels.

Higher level readiness - represented by graphic of a gauge with a needle pointing to the right and labeled "Higher Level."



Middle level readiness - represented by graphic of a gauge with a needle pointing to the middle and labeled "Middle Level."



Lower level readiness - represented by graphic of a gauge with a needle pointing to the left and labeled "Lower Level."



**A Higher Level of readiness** 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.

**A Middle Level of readiness** 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.

**A Lower Level of readiness** 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.

### **I. How to Use the Report: Next Steps**

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.

### **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)

## 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. 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. 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://www.isbe.net/Pages/Performance-Level-Descriptors.aspx>.

### 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 were proficient or approaching proficient for the content area.

Subclaim performance is reported using High, Middle, and Low categories rather than scale scores or performance levels.

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


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

Understanding the IAR School and District Reports

ILLINOIS Assessment of Readiness		STUDENT ROSTER										Grade 8	
												SAMPLE SCHOOL SAMPLE DISTRICT ILLINOIS SPRING 2026	
ENGLISH LANGUAGE ARTS / LITERACY Grade 8 Assessment, 2025–2026		ELA/L OVERALL SCORE	SCORE	LITERARY	READING INFORMATION VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure	SGP#			
State Average		746	37	36   21   43	24   63   13	33   21   45	47	38   40   22	51   19   30	45			
District Average		750	43	13   58   71	24   20   58	35   33   30	51	36   17   48	25   38   37	38			
School Average		734	37	34   42   24	46   37   17	29   60   11	47	30   40   30	45   42   13	57			
Alastname, Firstname M.		751	28	L	H	H	99	H	H	835L	67		
Arlastname, Firstname M.		720	28	M	H	L	69	M	L	768L	52		
Blastname, Firstname M.		746	44	H	M	H	55	L	M	822L	57		
Clastname, Firstname M.		713	37	H	L	H	62	H	M	810L	34		
Dlastname, Firstname M.		794	28	H	H	L	69	L	H	979L	48		
Elastname, Firstname M.		698	44	L	L	L	55	L	H	820L	43		
Flastname, Firstname M.		724	37	M	M	H	62	H	L	743L	33		
Ilastname, Firstname M.		N/A								N/A	N/A		
Glastname, Firstname M.		830	28	H	L	M	55	M	M	857L	68		
Hlastname, Firstname M.		661	44	M	L	L	61	L	H	799L	37		
Jlastname, Firstname M.		726	28	M	H	L	63	L	H	856L	45		

\* Numbers are percentages  
 # A Student Growth Percentile (SGP) is not calculated in cases where a student does not have a valid Illinois Assessment of Readiness (IAR) score from the prior school year.

### 3.4 Sample Student Roster Report (Mathematics)



## STUDENT ROSTER

**A** Grade 8  
SAMPLE SCHOOL  
SAMPLE DISTRICT  
ILLINOIS  
SPRING 2026

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**B** MATHEMATICS  
Grade 8 Assessment, 2025–2026

**D**

**J** Quantile® Measure  
**K** SGP#

STUDENT	MATH OVERALL SCORE	MATHEMATICS*						Quantile® Measure	SGP#				
		MAJOR CONTENT			SUPPORTING CONTENT					REASONING	MODELING		
State Average	746	36	21	43	24	13	13	33	21	46			
District Average	750	13	58	71	24	20	15	35	35	30			
School Average	734	34	42	24	46	37	17	29	60	11			
Alastname, Firstname M.	751	L			H			H			H	85Q	45
Blastname, Firstname M.	720	M			H			M			L	70Q	23
Brlastname, Firstname M.	746	H			M			<b>H</b>			M	68Q	52
Clastname, Firstname M.	713	H			L			H			M	73Q	48
Dlastname, Firstname M.	806	H			H			L			H	98Q	67
Elastname, Firstname M.	698	L			L			L			H	65Q	23
Flastname, Firstname M.	724	M			M			H			L	68Q	38
Ilastname, Firstname M.	N/A											N/A	N/A
Glastname, Firstname M.	830	H			L			M			M	91Q	62
Hlastname, Firstname M.	661	M			L			L			H	72Q	25
Jlastname, Firstname M.	726	M			H			L			H	68Q	43

**E**

<b>1</b> Below Proficient (650-709)	<b>2</b> Approaching Proficient (710-742)	<b>3</b> Proficient (743-794)	<b>4</b> Above Proficient (795-850)
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**I**

<b>L</b> Below Proficient	<b>M</b> Approaching Proficient	<b>H</b> Proficient or Above Proficient
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\* Numbers are percentages  
 # A Student Growth Percentile (SGP) is not calculated in cases where a student does not have a valid Illinois Assessment of Readiness (IAR) score from the prior school year.

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### 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.

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

- Proficient or Above Proficient – represented by
- Approaching Proficient – represented by
- Below Proficient – represented by

#### Description of Subclaim Performance Indicator Graphics

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

- **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.
- **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.
- **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.

#### State, District, and School Subclaim Performance

STUDENT	MATH OVERALL SCORE	MATHEMATICS*											
		MAJOR CONTENT			SUPPORTING CONTENT			REASONING			MODELING		
State Average	746												
District Average	750												
School Average	734												

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.

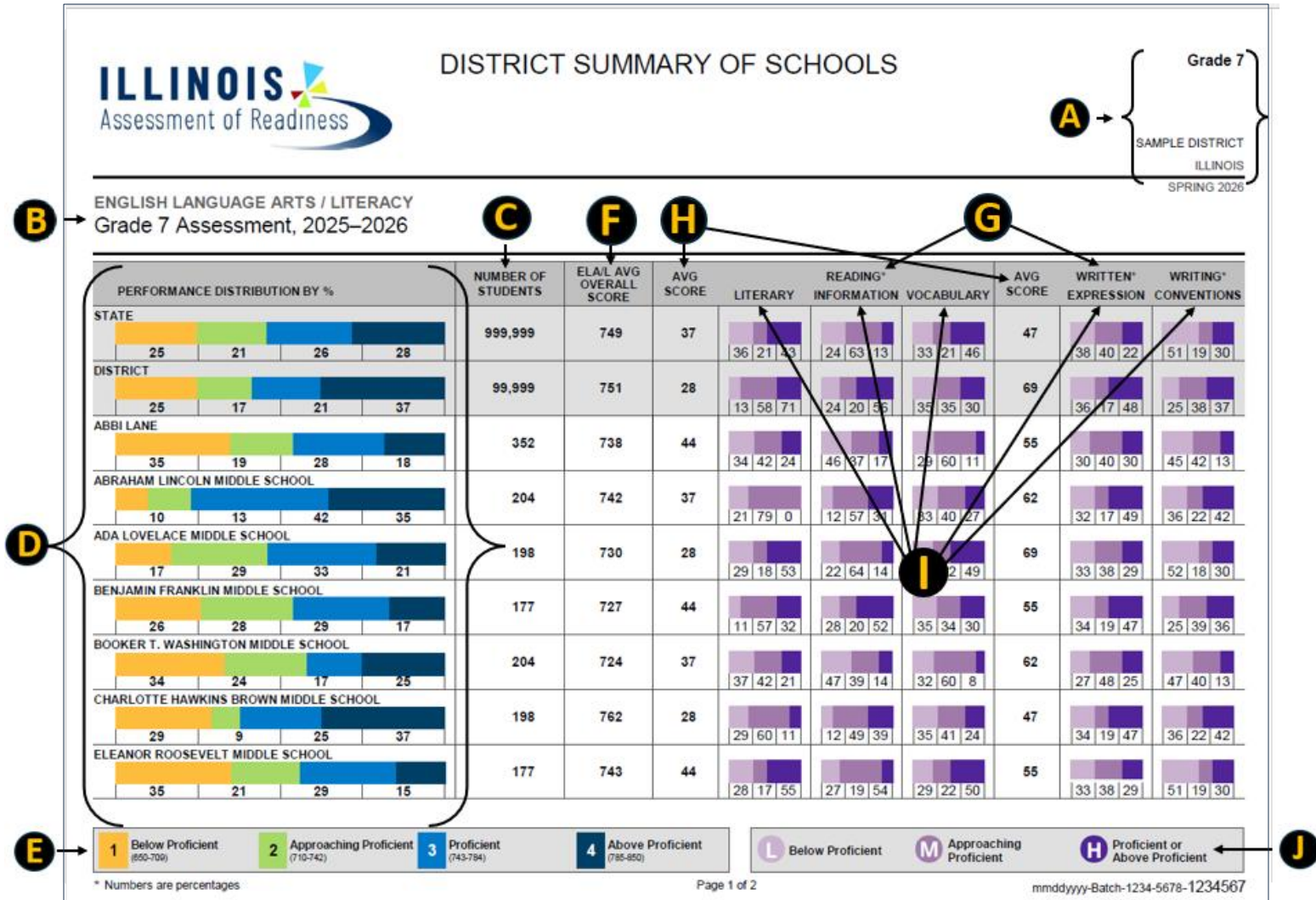
For more information visit: [www.quantiles.com](http://www.quantiles.com).

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

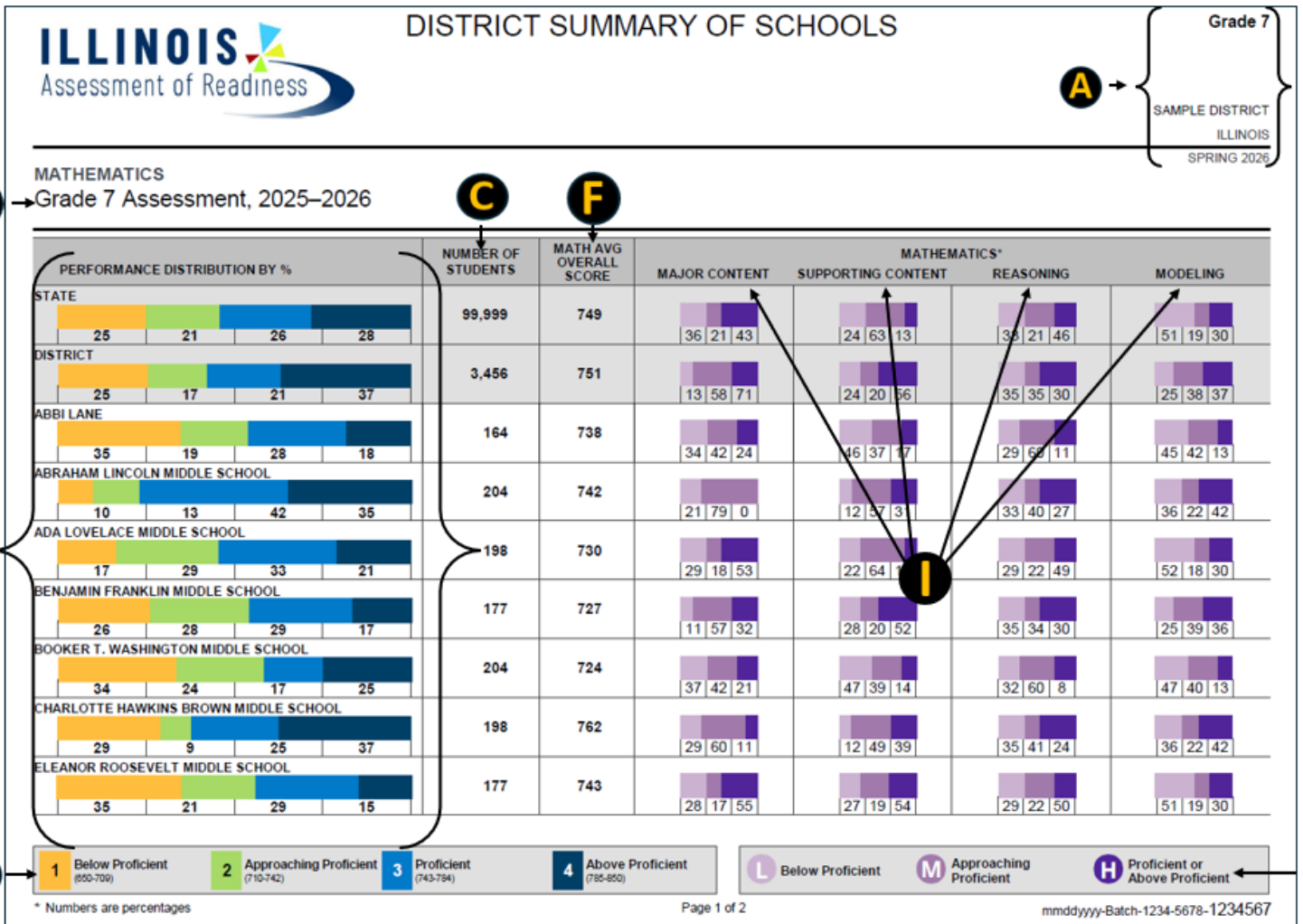
Student growth percentiles estimate individual student progress by tracking student scores from one year to the next. With a range of 1 to 99, higher numbers represent higher growth and lower numbers represent lower growth. In addition to performance levels, this information is being provided to help 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.

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.

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



### 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 four 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. 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.

### 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.

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."

The Reading Reporting Category AVE Score Column is located directly to the left of the Literary subclaim column and the Writing Reporting Category AVE Score Column is located directly to the left of the Written Expression subclaim column.

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.

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

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

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE 	99,999	749				
DISTRICT 	3,456	751				
ABBI LANE 	164	738				
ABRAHAM LINCOLN MIDDLE SCHOOL 	204	742				

Understanding the IAR School and District Reports

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%.

### **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 dark purple 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 lavender 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 lightest purple 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.

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

# 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