

GRADE 5 SCI

Science Assessment Report, 2024-2025

The Illinois Science Assessment (ISA) is administered to meet requirements in the Every Student Succeeds Act (ESSA). ESSA requires that states test students in science once in each of the following grade spans: 3-5 and 6-9. Illinois administers the ISA in Grades 5 and 8. The assessment is approximately two hours in duration. The results provide a high-level indicator of science performance and must be used in combination with other local data points to determine a student's overall proficiency in science. ISA results are intended to serve as a large-scale snapshot of science to shape instruction at the school and district levels.

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>.

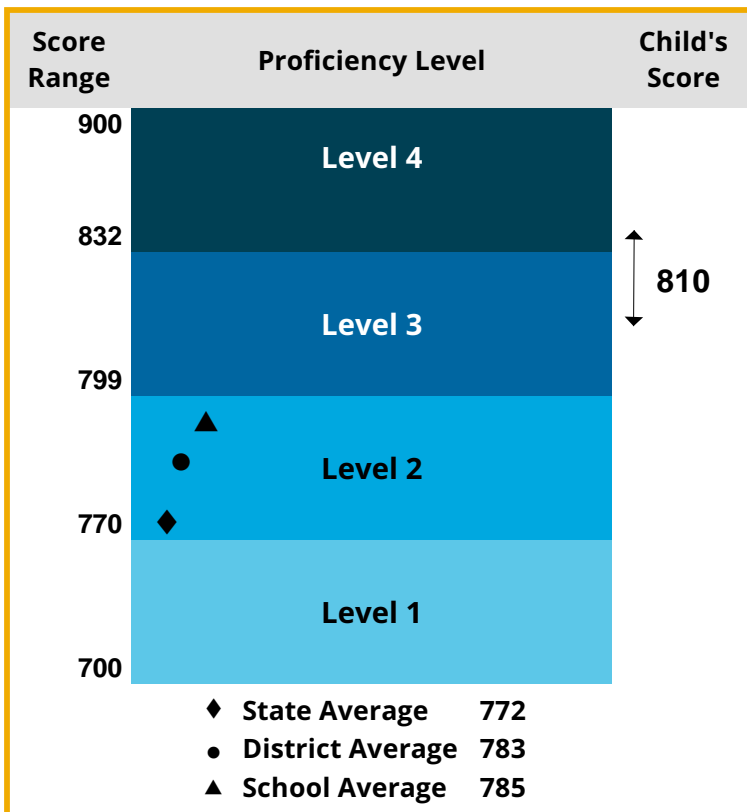


How Can I Use This Report?

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

Ask your teachers:

- Can you provide examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 5th grade science? (for more information, visit <https://il.mypearsonsupport.com/reporting>)
- What does this report say 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?



Your Child's Score

<<FIRSTNAME>> achieved a 5th grade score of **810** on the 2025 ISA. 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 science knowledge and greater ability to apply that knowledge to more complex academic tasks and problems.

It is important to remember that your child's ISA score is an **estimate** of their current learning. Your child's score might be as much as **6.3** 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.

A CLOSER LOOK AT THREE AREAS OF SCIENCE READINESS

The table below shows student domain scale score, state scale score mean, and student percentile rank for the three science domains. The overall scale score or the performance level above should not be compared to the three domain scale scores below as the scores are not on the same scale.

Domain*	Student Domain Scale Score	State Scale Score Mean	Student Percentile Rank**	Domain Description
Life (300-500)	999	999	999	Students will develop an understanding of molecules to organisms, ecosystems, heredity, and biological evolution.
Earth/Space (300-500)	999	999	999	Students will develop an understanding of Earth's place in the universe, Earth's systems, and Earth and human activity.
Physical (300-500)	999	999	999	Students will develop an understanding of matter, motion and stability, energy, waves.

*Domain scores should not be compared to each other.

**Student percentile rank should not be averaged as it is statistically inappropriate.

The overall assessment result scale score represents student performance on the science assessment for understanding in the areas of life science, physical science, and Earth and space science.

The three domains are broad topic areas of science. Combinations of life, physical, and Earth space science can be used to answer questions about observable and measurable phenomena. Engineering, technology, and the application of science are incorporated into the three science domains.

Start a Conversation: You can use these results to begin a conversation with your child, teacher, or school administrators about science. Below are some topics and questions you may use in discussion with teachers, principals, and others in your school.

The ISA is a dynamic and innovative assessment. It is aligned to the Illinois Learning Standards (ILS) in science, which are based on the Next Generation Science Standards (NGSS). The standards and the assessment go beyond asking students to memorize facts. Both ask students to "answer" questions with facts and be able to explain why and support their answers with evidence and reasoning. The standards ask students to engage with science using integrated and interrelated concepts.

What questions could I ask teachers or administrators at my child's school?

- What should I expect from an ILS-aligned classroom?
- How has science education changed with the application of the Illinois Learning Standards?
- How will the new science standards prepare my child for college and/or career?

What changes have schools made to align current curriculum with the new science standards?

- How will science, technology, engineering, and mathematics (STEM) be incorporated within the science curriculum?
- Do the standards align from grade to grade as my student progresses through school?
- What is three-dimensional learning and how will it affect my child?
- What different skills and competencies will my child be required to learn within the scope of the new standards?
- What can we do at home to prepare, encourage, improve, and advance my child's performance regarding these standards?

What should I ask my child?

- To explain a natural experience.
- Why they think their explanation is true.
- To provide evidence (facts, data, observations, etc.) for their response.
- To provide an explanation (reasoning) about why their evidence supports the original idea.
- The "why" surrounding scientific phenomena because the fun of science is analyzing evidence and formulating reasoning!

Resources:

- Illinois State Board of Education, Science Resources: <https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx>
- Resources to help parents with NGSS: <https://www.nextgenscience.org/resources/ngss-parent-guides>
- Understanding the Standards NGSS <https://www.nextgenscience.org/understanding-standards/understanding-standards>