ILLINOIS
Assessment of Readiness

[Firstname Lastname]

DOB: XX/XX/XXXX ID: XXXXXXXXXX Grade X
District X
School X

Mathematics Assessment Report

SPRING 20XX

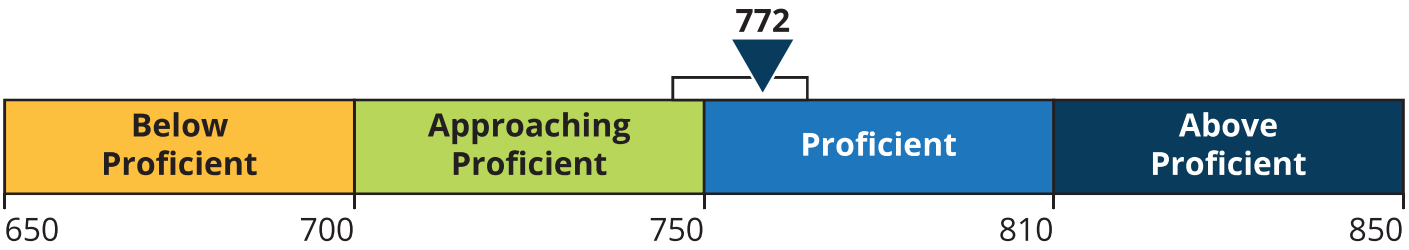
The Illinois Assessment of Readiness (IAR) checks how well your student is learning the skills and knowledge expected for their grade in math. These expectations are called the Illinois Learning Standards. You can view the standards here: **https://www.isbe.net/Documents/math-standards.pdf**.

FIRSTNAME's Score

772

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.

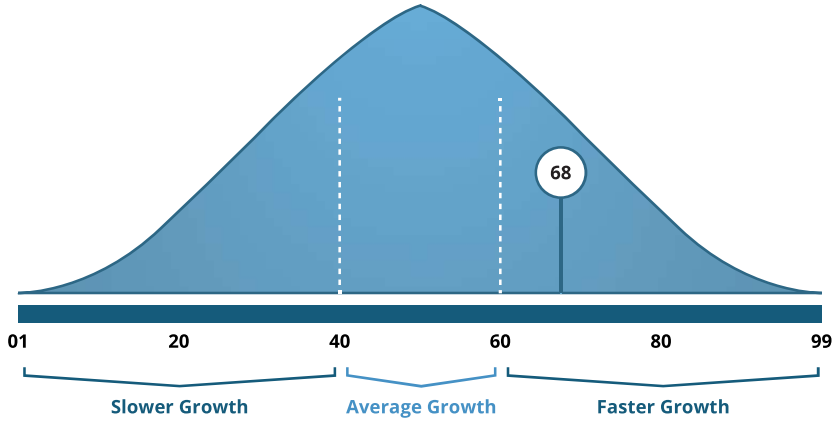


The margin of error tells us that if your student took this exact test again tomorrow, their score might be a few points higher or lower—not because they learned something new or forgot things, but because tests can only estimate what someone knows. Think of it as a range.

State Average	**738**
District Average	**719**
School Average	**722**

68

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 68, which means their rate of growth was as fast or faster than 68% of similar students statewide.



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 **familyportal.pearson.com/il**.

For a different format of your student's ISR, contact ISBE at assessment@isbe.net.

A CLOSER LOOK AT FOUR AREAS OF MATH

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.

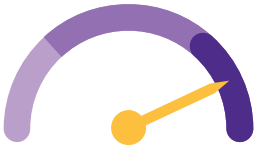
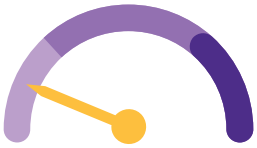
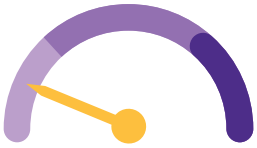
A Higher Level means your student performed similarly to students who score Proficient or Above Proficient overall. It does not mean your student scored above the Proficient level on that specific area by itself.

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.

For each 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 scores for each area.

Mathematics Categories	
Expected Skills	**Performance**
MAJOR CONTENT Understanding and applying the most important grade-level math concepts. For more information, please review your students' expected skills for their grade-level below.	 Higher Level
ADDITIONAL AND SUPPORTING CONTENT Using supporting math skills to strengthen overall understanding of grade-level math. For more information, please review your students' expected skills for their grade-level below.	 Lower Level
EXPRESSING MATHEMATICAL REASONING Explaining mathematical thinking, using math language or representations, and showing why a solution makes sense. For more information, please review your students' expected skills for their grade-level below.	 Middle Level
MODELING AND APPLICATION Using math to solve real-world problems by representing situations with numbers, symbols, or models and selecting strategies or tools that fit. For more information, please review your students' expected skills for their grade-level below.	 Lower Level

Your Next Steps

Questions for Your Student's Teacher(s)

- What is my student learning in Math this year?
- How is my student measuring against grade level expectations?
- How can I use this information to support my student?
- What resources do you recommend for my student?

Resources for You and Your Student

- Find family reporting resources at **https://il.mypearsonsupport.com/family-portal/**.
- Learn more about the performance of your student's peers at **illinoisreportcard.com**.
- To learn more about the IAR assessment, visit **isbe.net/iar**.

Predicted Quantile measure: **610Q** and range: **510Q - 660Q**

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/**.

ILLINOIS Assessment of Readiness

Math Expected Skills by Grade Level

Grade 3	
Major Content	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.
Additional and Supporting Content	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.
Expressing Mathematical Reasoning	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.
Modeling & Application	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.

Grade 4	
Major Content	Understanding and applying the most important grade-level math concepts, including multi-digit multiplication and division, fraction equivalence and ordering, and operations with fractions (addition, subtraction, and whole-number multiplication).
Additional and Supporting Content	Using supporting math skills, such as generalizing place value for multi-digit numbers, decimal forms of fractions, and measurement conversions, to strengthen overall understanding of grade-level math.
Expressing Mathematical Reasoning	Explaining mathematical thinking, using math language or representations, and showing why a solution makes sense, specifically regarding multi-step processes and analyzing geometric shapes by their features.
Modeling & Application	Using math to solve real-world problems by representing situations with numbers, symbols, or models and selecting strategies or tools that fit multi-step word problems involving the four operations.

Grade 5	
Major Content	Understanding and applying the most important grade-level math concepts, including multi-digit decimal operations, volume, and addition and subtraction of fractions with unlike denominators.
Additional and Supporting Content	Using supporting math skills, such as decimal place value, graphing on the coordinate plane, and classifying two-dimensional figures, to strengthen overall understanding of grade-level math.
Expressing Mathematical Reasoning	Explaining mathematical thinking, using math language or representations, and showing why a solution makes sense, specifically regarding fractional operations and volume calculations.
Modeling & Application	Using math to solve real-world problems by representing situations with numbers, symbols, or models and selecting strategies or tools that fit multi-step volume and unit conversion problems.

Grade 6	
Major Content	Understanding and applying the most important grade-level math concepts, including ratios and unit rates, division of fractions by fractions, and introductory algebraic expressions and equations.
Additional and Supporting Content	Using supporting math skills, such as statistical variability, data distributions, and area/surface area of polygons, to strengthen overall understanding of grade-level math.
Expressing Mathematical Reasoning	Explaining mathematical thinking, using math language or representations, and showing why a solution makes sense, specifically regarding variable relationships and positive and negative numbers.
Modeling & Application	Using math to solve real-world problems by representing situations with numbers, symbols, or models and selecting strategies or tools that fit percentage, ratio, and positive and negative number problems.

Grade 7	
Major Content	Understanding and applying the most important grade-level math concepts, including number comparisons and operations with all numbers (positive, negative, fractions, and decimals).
Additional and Supporting Content	Using supporting math skills, such as scale drawings, creating shapes using specific tools, and probability models, to strengthen overall understanding of grade-level math.
Expressing Mathematical Reasoning	Explaining mathematical thinking, using math language or representations, and showing why a solution makes sense, specifically regarding number rate consistency and the properties of operations.
Modeling & Application	Using math to solve real-world problems by representing situations with numbers, symbols, or models and selecting strategies or tools that fit multi-step percent and mark-up/discount problems.

Grade 8	
Major Content	Understanding and applying the most important grade-level math concepts, including equations of lines and the defining properties of special types of equations.
Additional and Supporting Content	Using supporting math skills, such as the Pythagorean Theorem, powers and square roots, and data with two related parts (scatter plots), to strengthen overall understanding of grade-level math.
Expressing Mathematical Reasoning	Explaining mathematical thinking, using math language or representations, and showing why a solution makes sense, specifically regarding linear slopes and geometric transformations.
Modeling & Application	Using math to solve real-world problems by representing situations with numbers, symbols, or models and selecting strategies or tools that fit equations of lines and analysis of two-variable data.