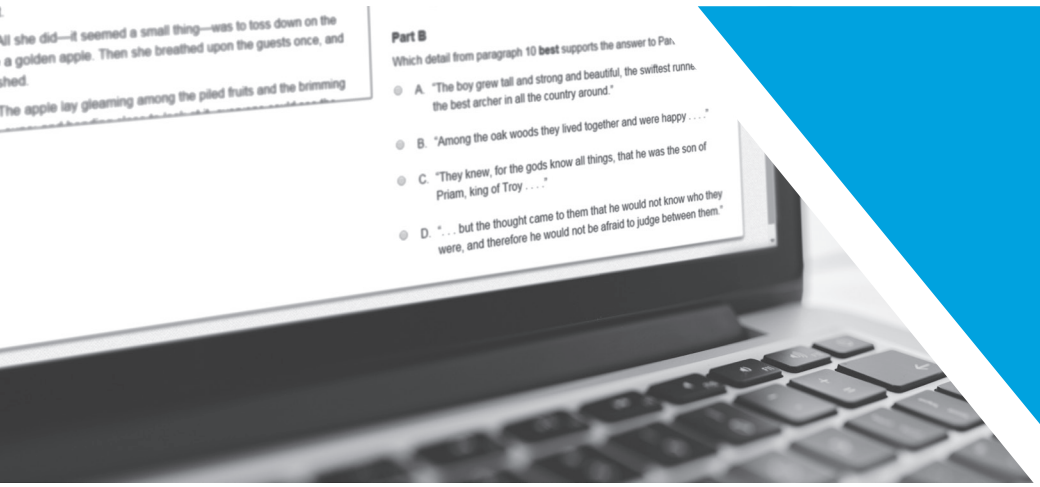
Spring 2020

ILLINOIS Assessment of Readiness



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 Primary Purpose of the IAR

NOTE: Due to the COVID-19 impact on schools, the Spring 2020 IAR was suspended resulting in only a very small percentage of students completing the assessment. There is no summary data available for school, district or state for Spring 2020.

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.

The Spring 2020 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 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.

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.

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 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. Each performance level is defined by a range of overall scale scores for the assessment. There are five performance levels for the Illinois Assessment of Readiness:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level 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. 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 met or nearly met expectations 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)

ILLINOIS Assessment of Readiness

(A) **FIRSTNAME M. LASTNAME**
Date of Birth: 10/09/2011 ID: EL03040003 **Grade: 3**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
ILLINOIS
SPRING 2020

(B) **GRADE 3 ELA**

English Language Arts/Literacy Assessment Report, 2019-2020

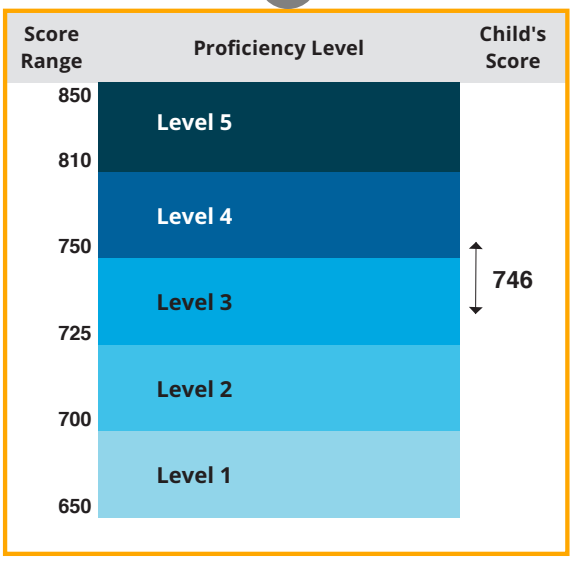
Illinois Learning Standards describe the skills, content knowledge, and critical thinking abilities that students need at each grade level to be on track for college and career readiness at the end of high school. The Illinois Assessment of Readiness (IAR) estimates how successfully <<FIRSTNAME>> is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

What Do Scores Mean?

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

- Ask your teachers for examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 3rd grade language arts/literacy.
- For a wider range of examples, visit https://il.mypearsonsupport.com/reporting.

(D)



(C) How Can I Use This Report?

Ask your teachers:

- What does this report say about my child's current strengths and challenges in language arts and literacy?
- What will teachers be doing this year to help my child make strong progress?
- What can we do at home to help my child make strong progress this year?

(E) Your Child's Score

<<FIRSTNAME>> achieved a 3rd grade score of **746** on the 2020 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 **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.

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FIRSTNAME M. LASTNAME

Student Growth Percentile F

There was insufficient information to calculate a Student Growth Percentile this year.

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

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. H

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.

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

H **LITERARY TEXT**

Reading and analyzing fiction, drama, and poetry

M **INFORMATIONAL TEXT**

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

H **VOCABULARY**

Using experience, context, and analysis to determine what words mean

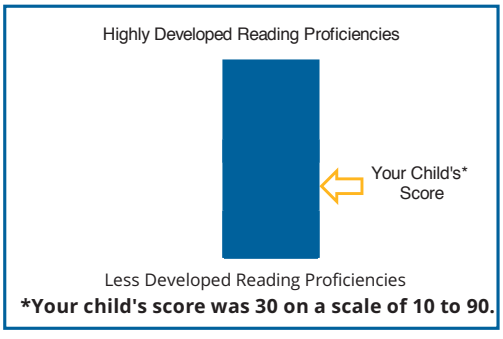
M **WRITTEN EXPRESSION**

Composing well-developed writing from what students have read

L **KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS**

Composing writing using the rules of standard English

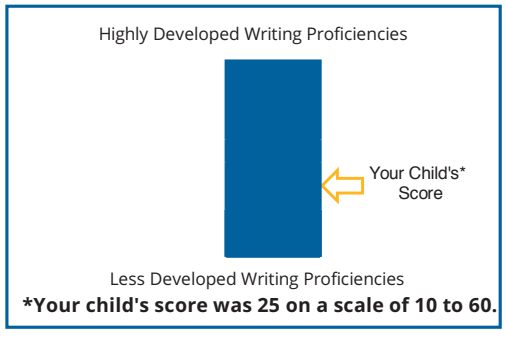
OVERALL READING



***Your child's score was 30 on a scale of 10 to 90.**

J

OVERALL WRITING



***Your child's score was 25 on a scale of 10 to 60.**

K

2.3 Sample ISR (Mathematics)

A

FIRSTNAME M. LASTNAME

Date of Birth: 10/09/2008 ID: EL03040003 **Grade: 7**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
ILLINOIS
SPRING 2020

ILLINOIS Assessment of Readiness

B **GRADE 7 MATH**

Mathematics Assessment Report, 2019-2020

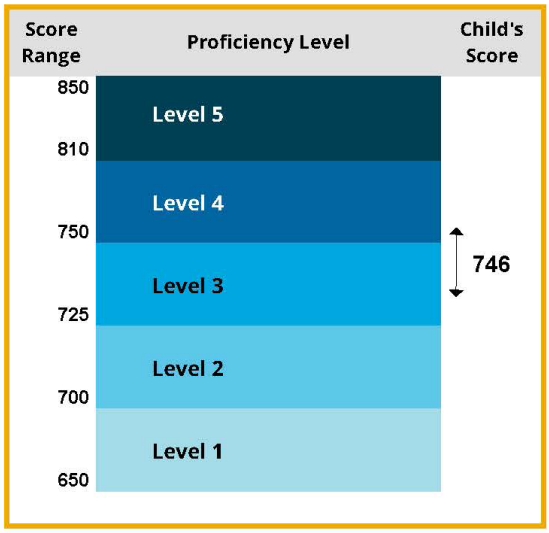
Illinois Learning Standards describe the skills, content knowledge, and critical thinking abilities that students need at each grade level to be on track for college and career readiness at the end of high school. The Illinois Assessment of Readiness (IAR) estimates how successfully <<FIRSTNAME>> is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

What Do Scores Mean?

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

- Ask your teachers for examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 7th grade mathematics.
- For a wider range of examples, visit https://il.mypearsonsupport.com/reporting.

D



C How Can I Use This Report?

Ask your teachers:

- What does this report say about my child's current strengths and challenges in mathematics?
- What will teachers be doing this year to help my child make strong progress?
- What can we do at home to help my child make strong progress this year?

E Your Child's Score

<<FIRSTNAME>> achieved a 7th grade score of **746** on the 2020 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 **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.

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FIRSTNAME M. LASTNAME

F

Student Growth Percentile

There was insufficient information to calculate a Student Growth Percentile this year.

A CLOSER LOOK AT FOUR AREAS OF MATHEMATICS READINESS

G

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.

H

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.

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

H **MAJOR CONTENT**

Solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities

M **EXPRESSING MATHEMATICAL REASONING**

Creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others

M **ADDITIONAL & SUPPORTING CONTENT**

Solving problems involving circumference, area, surface area, volume, statistics, and probability

L **MODELING & APPLICATIONS**

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.

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. 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. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support his or her education.

2.4.2 Overall Assessment Scores

NOTE: Spring 2020 reports do not include average state scale scores or average state performance level percentages.

D. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level
This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels in both ELA/L and mathematics. The scale score needed to reach Performance Level 5 varies. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

E. 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.

F. Student Growth Percentile (SGP)

NOTE: Spring 2020 reports do not include Student Growth Percentile (SGP) information.

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 below "met expectations", 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 "met expectations" 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 (met expectations) 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.

2.4.3 Performance by Subclaim Category

G. 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.

H. 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 1–2 range of that scale is categorized as "Lower level readiness" performance in the Level 3 range is categorized as "Middle level readiness" and performance in the Level 4–5 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

I. 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 4 or 5. 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 3. 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 or 2. 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 J and K on the sample mathematics ISR.*

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

K. 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 meeting expectations in a claim by attaining 50 in reading or 35 in writing.

Appendix A

Scale Score Ranges

Grade 3 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-809
Level 5 Cut	810	Level 5 Range	810-850

Grade 4 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 5 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Grade 6 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 7 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Grade 8 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 3 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 4 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-795
Level 5 Cut	796	Level 5 Range	796-850

Grade 5 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 6 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-787
Level 5 Cut	788	Level 5 Range	788-850

Grade 7 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-785
Level 5 Cut	786	Level 5 Range	786-850

Grade 8 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-800
Level 5 Cut	801	Level 5 Range	801-850