Spring

ILLINOIS STATE BOARD OF EDUCATION

Illinois Assessment of Readiness Score Report Interpretation Guide For Parents

1164806 1 2 3 4 5 A B C D E Printed in the USA ISD40179

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1.0 General Information for Parents and Educators

1.1 Background

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

1.2 IAR Assessment

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

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

1.3 Confidentiality of Reporting Results

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

1.4 Purpose of this Guide

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

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

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

2.1 Types of Scores on the IAR Individual Student Report

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

2.1.1 Scale Score

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

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

2.1.2 Performance Level

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

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

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

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

2.1.3 Subclaim Performance Indicators

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

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

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

2.2 Sample ISR (ELA/L)

ILLINOIS Assessment of Readiness

A

FIRSTNAME LASTNAME1
Date of Birth: 08/09/2016 ID: 1211121032 **Grade: 3**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
ILLINOIS
SPRING 2025

B

GRADE 3 ELA

English Language Arts/Literacy Assessment Report, 2024–2025

3

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.

C

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

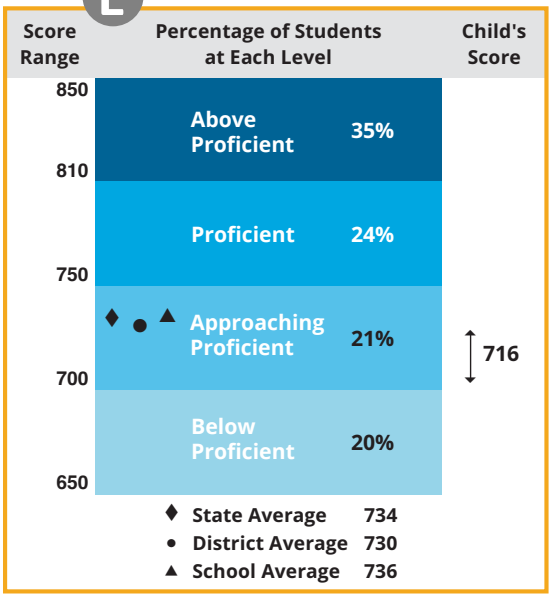
D

How Can I Use This Report?

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

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

E



F

Your Child's Score

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

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

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

G

Predicted Lexile® measure: **610L** and Range: **510L - 660L**
Enter the predicted Lexile range at **www.lexile.com** to match the reading skills of your student with books appropriate for their level.

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H

Student Growth Percentile

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

A CLOSER LOOK AT FIVE AREAS OF READING AND WRITING READINESS

I

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.

J

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

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

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

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

K

M **LITERARY TEXT**

Reading and analyzing fiction, drama, and poetry

L **INFORMATIONAL TEXT**

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

L **VOCABULARY**

Using experience, context and analysis to determine what words mean

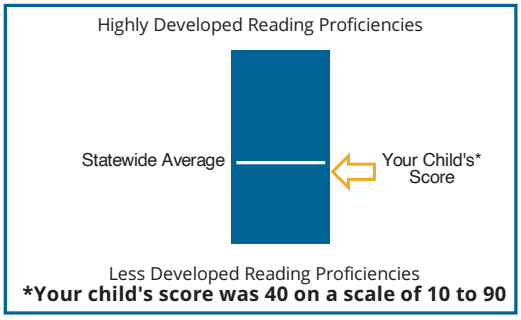
L **WRITTEN EXPRESSION**

Composing well-developed writing from what students have read

M **KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS**

Composing writing using the rules of standard English

OVERALL READING

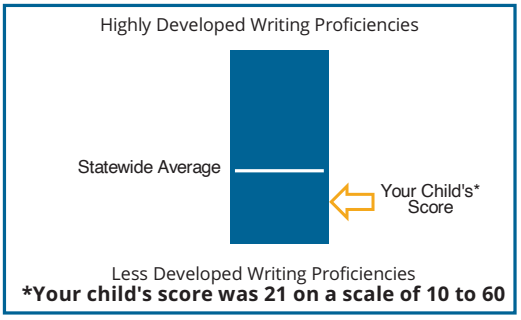


***Your child's score was 40 on a scale of 10 to 90**

L

M

OVERALL WRITING



***Your child's score was 21 on a scale of 10 to 60**

2.3 Sample ISR (Mathematics)

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

ILLINOIS Assessment of Readiness

FIRSTNAME LASTNAME7

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

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

ILLINOIS

SPRING 2025

GRADE 3 MATH

[B] # Mathematics Assessment Report, 2024–2025

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

3

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

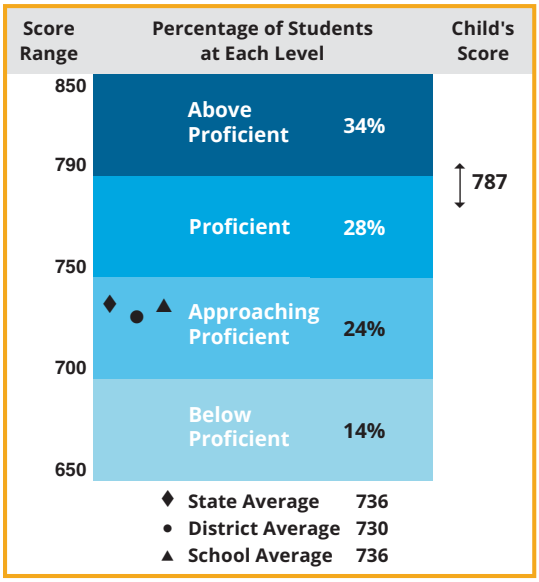
[D] ### How Can I Use This Report?

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

Ask your teacher:

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

[E]



[F] ### Your Child's Score

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

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

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

[G] Predicted Quantile® measure: **850Q** and Range: **800Q - 900Q**
Enter the predicted Quantile range at **www.quantiles.com** to match your student with materials appropriate for their ability in mathematic skills and concepts.

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H

Student Growth Percentile

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

A CLOSER LOOK AT FOUR AREAS OF MATHEMATICS READINESS

I

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

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

J

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

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

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

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

K

H **MAJOR CONTENT**

Solving problems involving multiplication and division, area, measurement, and basic fraction understanding

M **EXPRESSING MATHEMATICAL REASONING**

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

H **ADDITIONAL & SUPPORTING CONTENT**

Solving problems involving perimeter, place value, geometric shapes, and representations of data

L **MODELING & APPLICATION**

Solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools

2.4 Description of Individual Student Reports

2.4.1 General Information

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

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

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

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

2.4.2 Overall Assessment Scores

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

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

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

For more information visit: www.Lexile.com

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

H. Student Growth Percentile (SGP)

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

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

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

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

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

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

2.4.3 Performance by Subclaim Category

I. Subclaim Category

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

J. Subclaim Performance Indicators

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

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

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

K. Description of Subclaim Performance Indicator Graphics

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

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

2.4.4 Performance by Reporting Category

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

L. Reporting Category

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

M. Performance by Reporting Category Scale Score

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

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

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