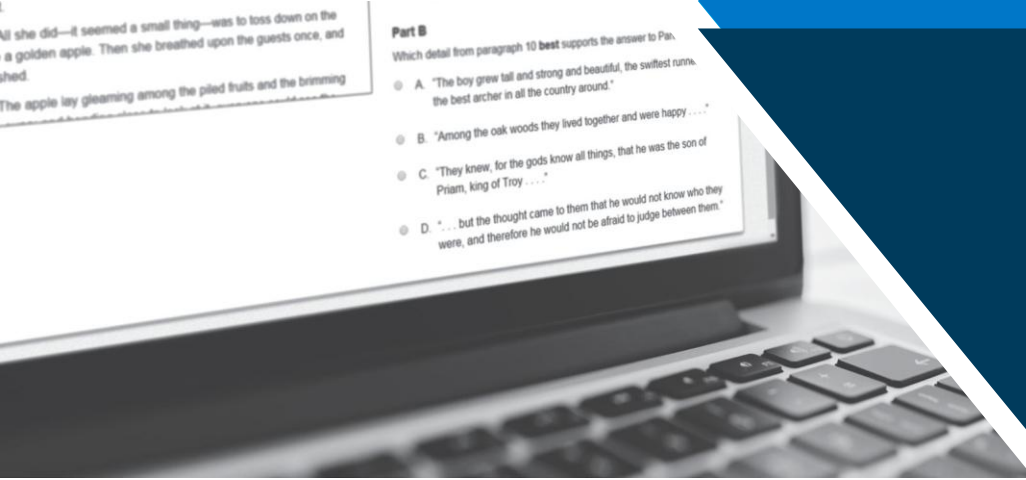


Spring



Illinois Assessment of Readiness Parent 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)

-*- 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>.

C


<p>First02's Score</p> <p style="font-size: 1.5em;">752</p>	<p>Proficient</p> <p>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.</p>
---	--

D

752



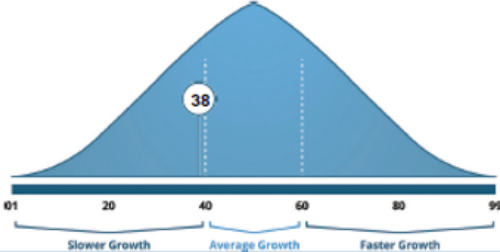
Below Proficient	Approaching Proficient	Proficient	Above Proficient
650	695	737	780

 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	765
District Average	762
School Average	762

E


38 **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.



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

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Understanding the IAR Individual Student Report

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

Expected Skills

Performance

LITERARY TEXT

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.



INFORMATIONAL TEXT

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.



WRITTEN EXPRESSION

Communicating ideas clearly in writing by developing topics, organizing and supporting ideas with relevant details.



VOCABULARY

Understanding the meaning of words and phrases by using strategies such as context clues, word relationships, and knowledge of word parts.



KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Applying grade-level grammar, punctuation, capitalization, and spelling to support clear and effective written communication.



Your Next Steps



Questions for Your Student's Teacher(s)

- What is my student learning in ELA 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 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)

-*- 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

3

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

779

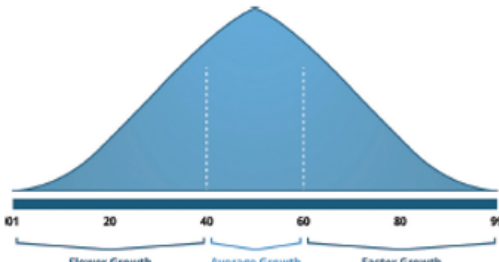


The margin of error tells us that if your student took this exact test again tomorrow, their score might be a few points higher or lower—not because they learned something new or forgot things, but because tests can only estimate what someone knows. Think of it as a range.


State Average	770
District Average	758
School Average	750

E


NA 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.



For a different format of your student's ISR, contact ISBE at 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 areas.



Mathematics Categories	Performance
Expected Skills	
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.	 Middle Level
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.	 Middle Level
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.	 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 one-step problems involving measurement and estimation.	 Middle Level



Your Next Steps	Questions for Your Student's Teacher(s)	Resources for You and Your Student
	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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: 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

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

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