ILLINOIS STATE BOARD OF EDUCATION

REGIONAL OFFICE OF EDUCATION #47
LEE - OGLE - WHITESIDE
STRONGER SCHOOLS - STRONGER FAMILIES - STRONGER COMMUNITIES

# EDUCATIONAL LEADERS SESSION 1: SCIENCE DATA LITERACY

**Illinois Science Capacity Builders Series**

# CONTEXT , INTRODUCTIONS, and ROLES:

## October – June 2026 Professional Learning

Synchronous virtual sessions, Asynchronous virtual sessions (spring 2026), Face to Face Session (June 2026). All professional learning supported by funds through the Illinois State Board of Education.

## IL SCIENCE STEERING COMMITTEE

Meagan Budke, ISBE

**Anji Garza, PD & Ed Service Director, ROE 47 (Presenter, Chat)**

Heather Galbreath

Brian Gibbs, Educator, Bradley School District 61

**Sarah Meador, Director of ROE Services, ROE 8 (Presenter, Chat)**

Dawn Novak, Professional Learning Specialist, Northwestern

Nate Nugent

**Kristin Rademaker, Professional Learning Specialist, NSTA (Presenter, Chat)**

Misty Richmond, Middle School Science Teacher, CPS

**Richard Stokes, University of Illinois - Springfield (Presenter, Tech)**

Nicole Vick

**You! Breakout Participant, Speaker**

# Purpose & Desired Outcome

## Purpose

To deepen your understanding of the Illinois Science Standards, build your capacity to teach science, and support greater student success.

## Desired Outcome

By the end of this meeting we will have:

*-An understanding of the Illinois Science Assessment's three-dimensional design and performance level descriptors so that we can interpret data effectively and inform instructional decisions.*

*-A list of strategies and tools to analyze data and apply insights for leadership and school-wide planning.*

# Participant Guidelines

- Cameras on if possible
- Participate though chat, hands up feature, and breakout sessions
- Resist the temptation to multitask
- Take care of your own needs

# The Importance of Building a Data Culture as an Educational Leader

## Informed Decision-Making

A strong data culture allows leaders to make evidence-based decisions by identifying trends and setting measurable goals. Systems development ensures data is collected consistently, stored securely, and easily accessed to guide those decisions.

## Sustainable Data Systems

Sustainable data use depends on reliable systems that organize, protect, and streamline information. Well-designed platforms and protocols make data analysis routine and efficient, driving continuous school improvement.

## Promoting Accountability

Effective data systems make performance information visible to all stakeholders, fostering shared understanding and accountability. Transparent reporting builds trust in leadership and supports open communication.

## Equity & Targeted Support

A strong data culture helps leaders identify inequities and tailor supports to meet diverse student needs. Integrated systems make it easier to track individual growth and evaluate the impact of instructional strategies.

## Empowerment & Capacity Building

Building a data culture requires investing in staff training and confidence. When teachers understand how to collect and interpret data, they use it as a tool for improvement rather than compliance.

## Strategic & Systemic Change

Strong systems give leaders the structure to embed data-driven practices into operations, budgeting, and planning. Aligning culture and systems ensures decisions are consistent, equitable, and sustainable.

True educational leadership cultivates a mindset that values data and builds systems that make its use seamless, ethical, and impactful.

# The Importance of Building a Data Culture as an Educational Leader


Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York: Doubleday/Currency.

A data culture helps to develop your school community as a learning organization:

1. **Personal Mastery:** A data culture empowers educators to use evidence for self-reflection, goal setting, and continuous professional growth.
2. **Mental Models:** Engaging with data challenges assumptions and encourages educators to rethink practices based on evidence rather than habit.
3. **Shared Vision:** Data creates a common language and shared focus, aligning staff and stakeholders around measurable goals for student success.
4. **Team Learning:** Collaborative analysis of data fosters collective inquiry, shared problem-solving, and a culture of continuous improvement.
5. **Systems Thinking:** Using data across multiple sources helps leaders understand interconnections within the system and design coordinated strategies for improvement.

# The Importance of Building a Data Culture as an Educational Leader

Think of the Illinois Science Assessment and ACT Science as your school's **annual wellness exam**. Just as a doctor uses vital signs—blood pressure, heart rate, and lab results—to evaluate a patient's health, these assessments provide a snapshot of your school's academic health in science.

They don't tell the whole story of day-to-day learning, but they help identify strengths, uncover hidden weaknesses, and track growth over time. When reviewed alongside other "diagnostic tools" (like classroom assessments, lab performance, and engagement data), ISA and ACT Science results help educational leaders prescribe the right "treatment plan"—targeted professional development, curriculum adjustments, resource allocations, or other systems level considerations (schedule, etc.) —to strengthen overall science growth & achievement.

Building a data culture and strong systems ensures that this annual check-up becomes more than a report—it becomes a proactive, evidence-based approach to keeping your school's science program strong, equitable, and thriving.

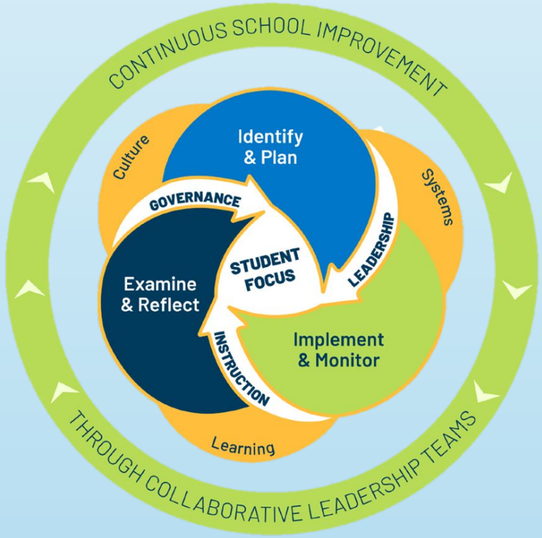
# Cycle of Inquiry:
## Examine and Reflect

Examine data to evaluate effectiveness of key activities

Reflect on challenges and explore root causes

Use reflections on successes and challenges to adapt

Communicate progress to stakeholders and gather feedback



# New Unified Performance Levels & Performance Level Descriptors

## Unified Performance Levels

The Illinois State Board of Education has adopted new, research-informed, and right-sized assessment performance levels to give students, families, and educators better data on academic achievement and college readiness. Prior performance levels mislabeled many students in elementary and high school, often indicating that students were less academically successful and prepared for college than they actually were. The new, unified levels correct long-standing misalignment between Illinois' state assessments and other real college and career readiness expectations.

## Performance Level Descriptors

Performance Level Descriptors (PLDs) are detailed statements that describe the specific knowledge and skills students are expected to demonstrate at different achievement levels on an assessment. They are used to interpret student performance, define what it means to be at a certain level (e.g., "approaching grade level," "meets grade level," "mastery"), and guide instruction by showing what a student needs to learn to advance to the next level.

# New Unified Performance Levels

Were necessary as the current system of student assessment, accountability and the statewide system of support were not working together.

**Student Assessment**

**Accountability**

**Statewide System of Support**

# Three Part Solution

## Assessment

Right-Size Performance Levels & Proficiency Benchmarks

## Accountability

Realign designations to provide clearer expectations of school performance.

## Statewide System of Support

Deploy Continuous improvement model for ALL schools through Regional Offices of Education

# New Unified Performance Levels

All state assessments will now use four unified performance levels: Above Proficient, Proficient, Approaching Proficient, and Below Proficient. This change will bring clarity and consistency across assessments for families and educators alike. The benchmark for proficiency – or the lowest score needed to be considered "proficient" – will also now align to other rigorous and trusted measures of student achievement and real postsecondary expectations.

# Performance Level Definitions & Guidance

## Above Proficient

....demonstrates knowledge and application of the assessed Illinois Learning Standards that is above proficient for this subject and grade. Performance in this range is strong evidence that students are prepared for the academic demands of the next grade and are progressing toward the academic expectations of the next grade, which serve as a foundation for the pursuit of college and/or a career.

## Proficient

...demonstrates proficient knowledge and application of the assessed Illinois Learning Standards for this subject and grade. Performance in this range is evidence that students are prepared for the academic demands of the next grade and are progressing toward the academic expectations of the next grade, which serve as a foundation for the pursuit of college and/or a career..

## Approaching Proficient

... demonstrates knowledge and application of the assessed Illinois Learning Standards for this subject and grade that is approaching proficient. Performance in this range is evidence that students may need additional support (the nature and manner of which must be informed by multiple sources of information) to demonstrate success with the academic demands of the next grade, which serve as a foundation for the pursuit of college and/or a career.

## Below Proficient

... demonstrates knowledge and application of the assessed Illinois Learning Standards that is below proficient for this subject and grade. Performance in the Level 1 range is strong evidence that students may need additional support (the nature and manner of which must be informed by multiple sources of information) to demonstrate success with the academic demands of the next grade, which serve as a foundation for the pursuit of college and/or a career.

# Questions?

# Performance Level Descriptors :

## Developed by Teachers from Sept 2024 - Feb 2025

### SCIENCE

| Grade Level | Documents |
|---|---|
| Grade 3-5 | • Summary PLDs<br>• Detailed PLDs<br>• Samples to Success |
| Grade 6-8 | • Summary PLDs<br>• Detailed PLDs<br>• Samples to Success |

| Grade Level | Documents |
|---|---|
| Grade 9-12 | • Assessment PLDs<br>• Assessment Samples to Success<br>• Assessment Samples to Success Stimuli<br>• ACT Samples to Success<br>• Earth & Space PLDs<br>• Physical Sciences PLDs<br>• Three Dimensional Summary PLDs<br>• Engineering Technology and Applications of Science PLDs<br>• Life Sciences PLDs |

Performance level descriptors are grade and content specific rubrics that describe the range of performance within each performance level. Performance level descriptors bridge the state assessment to classroom instruction and the systems of formative assessments that guide local instruction and choices about individual students. Academic proficiency represents a range of observable student performance characteristics. There are multiple pathways to proficiency, and students rely upon their strengths differently within that range of performance.

## IL SCIENCE PLDs

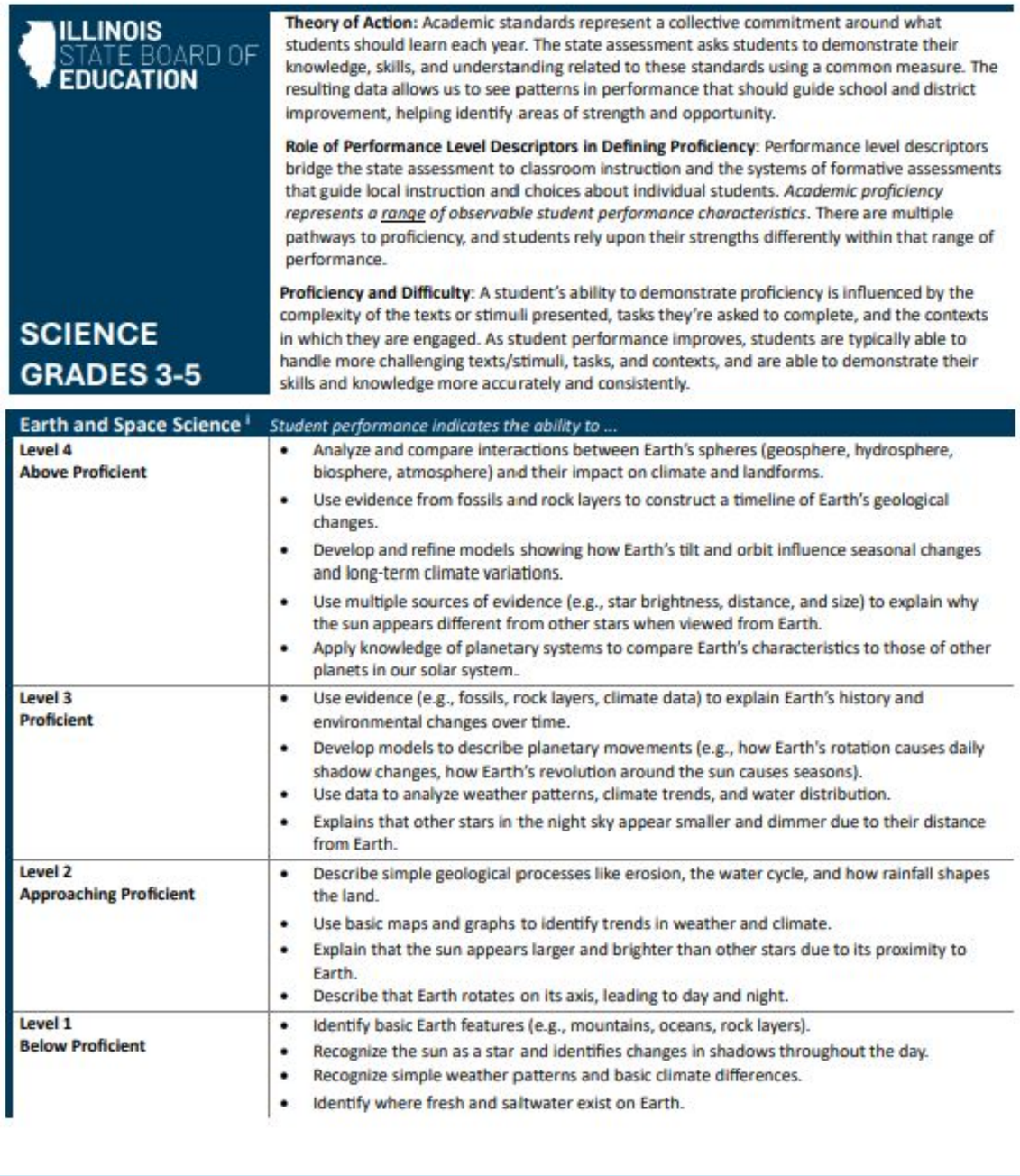
Performance Level Descriptors have 3 Documents at each grade band.

- Summary PLDs
- Detailed PLDs
- Samples to Success

# Summary PLDs

- Brief statements intended to give a general overview of the standards.
  - Earth & Space Science
  - Life Science
  - Physical Science
  - Engineering, Technology, & Applications of Science

- Were developed using the three-dimensions
  - Science & Engineering Practice
  - Disciplinary Core Idea
  - Cross-cutting Concept



ILLINOIS STATE BOARD OF EDUCATION

SCIENCE
GRADES 3-5

**Theory of Action:** Academic standards represent a collective commitment around what students should learn each year. The state assessment asks students to demonstrate their knowledge, skills, and understanding related to these standards using a common measure. The resulting data allows us to see patterns in performance that should guide school and district improvement, helping identify areas of strength and opportunity.

**Role of Performance Level Descriptors in Defining Proficiency**: Performance level descriptors bridge the state assessment to classroom instruction and the systems of formative assessments that guide local instruction and choices about individual students. *Academic proficiency represents a range of observable student performance characteristics*. There are multiple pathways to proficiency, and students rely upon their strengths differently within that range of performance.

**Proficiency and Difficulty**: A student's ability to demonstrate proficiency is influenced by the complexity of the texts or stimuli presented, tasks they're asked to complete, and the contexts in which they are engaged. As student performance improves, students are typically able to handle more challenging texts/stimuli, tasks, and contexts, and are able to demonstrate their skills and knowledge more accurately and consistently.

| Earth and Space Science [1] | *Student performance indicates the ability to …* |
|---|---|
| **Level 4**<br>**Above Proficient** | • Analyze and compare interactions between Earth's spheres (geosphere, hydrosphere, biosphere, atmosphere) and their impact on climate and landforms.<br>• Use evidence from fossils and rock layers to construct a timeline of Earth's geological changes.<br>• Develop and refine models showing how Earth's tilt and orbit influence seasonal changes and long-term climate variations.<br>• Use multiple sources of evidence (e.g., star brightness, distance, and size) to explain why the sun appears different from other stars when viewed from Earth.<br>• Apply knowledge of planetary systems to compare Earth's characteristics to those of other planets in our solar system.. |
| **Level 3**<br>**Proficient** | • Use evidence (e.g., fossils, rock layers, climate data) to explain Earth's history and environmental changes over time.<br>• Develop models to describe planetary movements (e.g., how Earth's rotation causes daily shadow changes, how Earth's revolution around the sun causes seasons).<br>• Use data to analyze weather patterns, climate trends, and water distribution.<br>• Explains that other stars in the night sky appear smaller and dimmer due to their distance from Earth. |
| **Level 2**<br>**Approaching Proficient** | • Describe simple geological processes like erosion, the water cycle, and how rainfall shapes the land.<br>• Use basic maps and graphs to identify trends in weather and climate.<br>• Explain that the sun appears larger and brighter than other stars due to its proximity to Earth.<br>• Describe that Earth rotates on its axis, leading to day and night. |
| **Level 1**<br>**Below Proficient** | • Identify basic Earth features (e.g., mountains, oceans, rock layers).<br>• Recognize the sun as a star and identifies changes in shadows throughout the day.<br>• Recognize simple weather patterns and basic climate differences.<br>• Identify where fresh and saltwater exist on Earth. |

# Detailed PLDs

| Life Sciences *Student performance indicates the ability to…* | | | | |
|---|---|---|---|---|
| **LS** | **Below Proficient** | **Approaching Proficient** | **Proficient** | **Above Proficient** |
| **3-LS1-1** | Identify a model to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. | Identify multiple models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. | Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. | Develop and compare models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. |
| **4-LS1-1** | Identify that plants and animals have internal and external structures. | Describe that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. | Construct an argument with evidence that plants and animals have internal and external structures that function together to support survival, growth, behavior, and reproduction. | Engage in an argument to critique peer evidence that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction |
| **5-LS1-1** | Identify that plants get the materials they need for growth chiefly from air and water. | Develop an argument that plants get the materials they need for growth chiefly from air and water. | Support an argument with evidence that plants get the materials they need for growth chiefly from air and water. | Engage in an argument to critique peer evidence that plants get the materials they need for growth, chiefly from air and water. |
| **4-LS1-2** | Describe how animals receive different types of information from their surroundings. | Use a model to describe how animals receive different types of information through their senses. | Use a model to describe how animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. | Create a model to describe how animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. |
| **3-LS2-1** | Identify types of animals that form or live in groups. | Construct an argument that describes how some animals form groups that help members survive. | Construct an argument using evidence that some animals form groups that help members survive. | Engage in an argument to critique peer evidence that some animals form groups that help members survive. |

# Samples to Success

- Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.

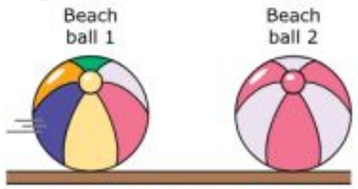
- Sample items representative of those found on the ISA and not of tasks typically found in High Quality Instructional Material.

## Physical Sciences

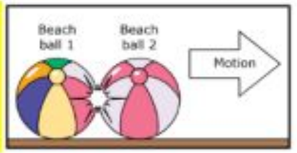
### Approaching Proficient

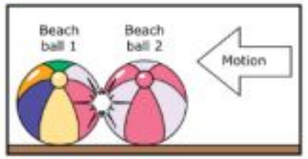
Students are studying the transfer of energy. Figure 1 shows a moving beach ball about to collide with a stationary beach ball.

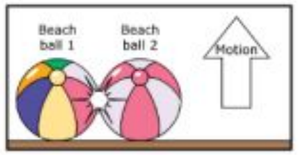
**Figure 1. Beach Ball Collision**

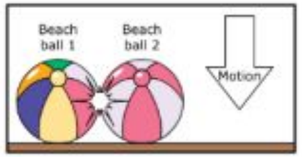



What **most likely** happens when the moving Beach ball 1 collides with the stationary Beach ball 2?

A.



B.


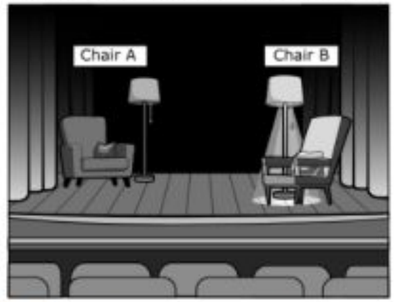

C.



D.



### Proficient

Students are watching a school play. Figure 1 shows two chairs on stage for a scene.

**Figure 1. Stage with Chairs and Lamps**




Using the information, why can the audience see chair B **better**? What change will make chair A **more** visible? What object reflects light to the audience?

**Scoring Notes**:

This is a 3-point item. One point is earned for correctly answering each question that is asked.

**Exemplar Answer** (earns all 3 possible points): Chair B can be seen because the light next to it is on. If you want to see chair A better, you should turn on the light. The light from the lamp reflects off the chair into the audience members' eyeballs.

# Explore the PLDs

**Choose a spokesperson and be prepared to share with the group.**

In small groups look through the PLDs, as you explore, discuss the following:

- How are these learning expectations similar or different than previous learning expectation for science?
- What systems do you have in place for teachers to teach,assess, and report out on three-dimensional standards?
- How do your teachers/school currently collect and use data from classroom formative and summative science assessments?

# Why Science Data Matter

Science achievement is not just about test scores. It's also an early predictor of whether students will thrive in college-level courses, access high-wage/high-demand STEM pathways, and bring the problem-solving skills employers demand into the Illinois workforce.

## STEM Careers

Students proficient in science by 8th grade are more likely to choose advanced STEM courses in high school. Success in math and science courses is one of the strongest predictors of STEM success in college.

## College Readiness

Research shows that success on science assessments correlates with a broader readiness in problem-solving, data interpretation, and literacy with complex texts.

## Workforce Preparation

Even non-STEM careers increasingly require quantitative reasoning and comfort with technology. For example, healthcare, advanced manufacturing, and IT jobs rely heavily on scientific literacy.

# Sources of Illinois Science Data

- **Illinois Science Assessment –** Measures student mastery of the Illinois Learning Standards for Science
  **Illinois Assessment of Readiness –** Measures student proficiency in ELA and Math, aligned to the Illinois Learning Standards
- **PACT and ACT College Readiness Exam –** National assessment measuring academic readiness for postsecondary success
- **Others –** Grades, custom  assessments and surveys


**Illinois Science Assessment**


**Illinois Assessment of Readiness**


**Pre-ACT/ACT**


**Other Source**

# Illinois Science Assessment

- **Level 4 – Above Proficient**

Students demonstrate **advanced understanding** and application of the learning expectations. They can analyze complex data, design investigations, and apply science concepts to new situations.

- **Level 3 – Proficient**

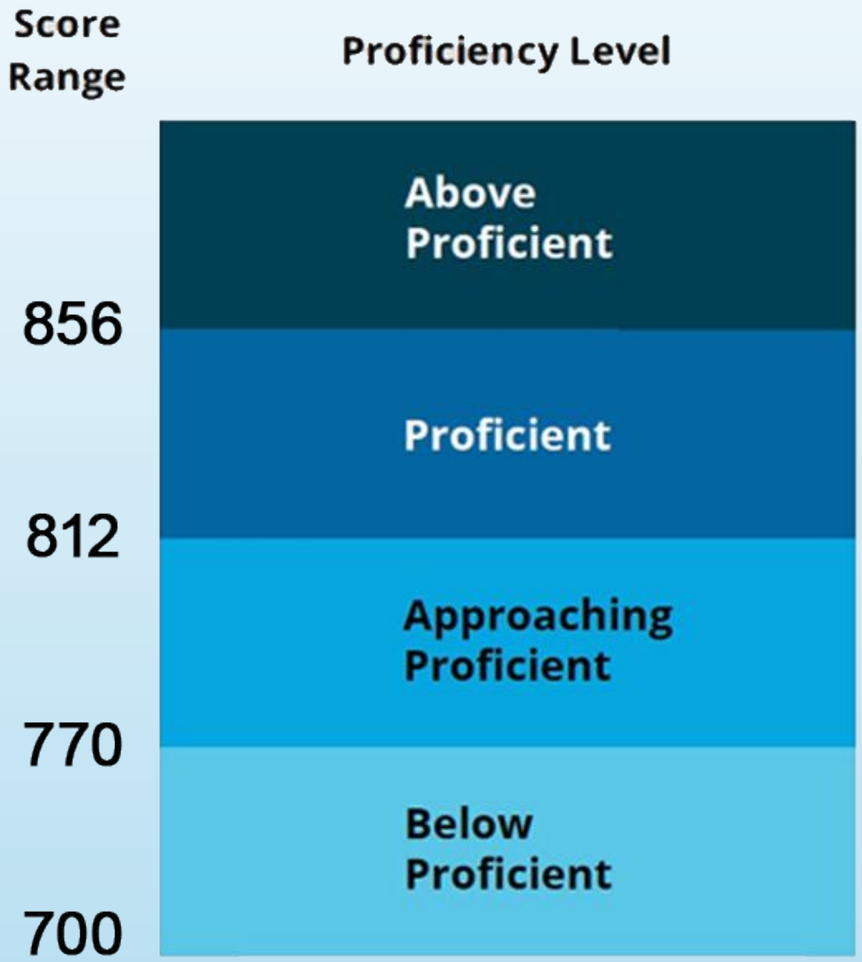
Students demonstrate **solid understanding** of the learning expectations. They can apply concepts, interpret data, construct explanations, and connect evidence to reasoning.

- **Level 2 – Approaching Proficient**

Students demonstrate **partial understanding** of the learning expectations. They can describe basic processes or recognize patterns but struggle to apply reasoning or evidence independently.

- **Level 1 – Below Proficient**

Students demonstrate **limited understanding** of the learning expectations. They may rely heavily on recall and have difficulty explaining cause–effect relationships or using evidence.



# Math Assessment as a Proxy for Science

- During those off-years, IAR mathematics results can serve as a reliable proxy for science readiness.
- IAR Math measures quantitative reasoning, data interpretation, and modeling, skills that are central to the NGSS science practices.
- By monitoring trends in math proficiency across grade levels, you can identify early strengths or weaknesses in the analytical and problem-solving abilities that influence science performance.

## TIMSS (Trends in International Mathematics and Science Study)

Math and science scores have correlations of 0.80–0.88 internationally, including U.S. samples. Students strong in math almost always perform well in science.

## ACT Research (STEM Readiness)

Students meeting the ACT Math benchmark (22) are highly likely to meet or exceed the ACT Science benchmark (23).

## Illinois Data

Districts with higher IAR Math proficiency consistently show higher ISA proficiency, even accounting for demographic differences — because both rely on data interpretation, modeling, and reasoning.

## NGSS

Mathematical reasoning is one of the Science and Engineering Practices: "*Using mathematics and computational thinking.*" Strong math fluency underpins performance on NGSS-aligned assessments like the ISA.

# Illinois Assessment of Readiness Mathematics

- **Level 4 – Above Proficient**

Students demonstrate **advanced understanding** and application of the learning expectations. They can analyze complex data, design investigations, and apply science concepts to new situations.

- **Level 3 – Proficient**

Students demonstrate **solid understanding** of the learning expectations. They can apply concepts, interpret data, construct explanations, and connect evidence to reasoning.

- **Level 2 – Approaching Proficient**

Students demonstrate **partial understanding** of the learning expectations. They can describe basic processes or recognize patterns but struggle to apply reasoning or evidence independently.

- **Level 1 – Below Proficient**

Students demonstrate **limited understanding** of the learning expectations. They may rely heavily on recall and have difficulty explaining cause–effect relationships or using evidence.

| Score Range | | | | | | Proficiency Level |
|---|---|---|---|---|---|---|
| 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | |
| 781 | 784 | 782 | 781 | 781 | 791 | Above Proficient |
| 732 | 740 | 740 | 742 | 745 | 745 | Proficient |
| 705 | 708 | 709 | 705 | 712 | 705 | Approaching Proficient |
| 650 | 650 | 650 | 650 | 650 | 650 | Below Proficient |

# Using Science Data to Address ACT

**ACT Science assesses skills rooted in NGSS practices.**

- Interpretation of Data (40–50%)
- Scientific Investigation (20–30%)
- Evaluation of Models, Inferences, and Experimental Results (25–35%)

**Science data can show which of those specific skills students are missing before they reach 11th grade.**

**ISA data from grades 5 and 8 highlight early weaknesses in key skills assessed on the ACT.**

**Cross-analyze IAR Math/ELA with ISA data to target all aspects of the ACT.**

- ACT data provides a valuable data for college readiness, but it often comes too late to make meaningful instructional changes.
- By the time students take the ACT, most of their foundational science skills have already been developed or missed.
- Using earlier science data allows us to identify gaps in skills that will be assessed on the ACT.
- These earlier indicators help teachers strengthen the very skills the ACT measures, ensuring students are better prepared for both the assessment and the scientific thinking it represents.

# Other Sources of Science Data

- While the ISA and IAR provides valuable data, it only captures a snapshot in time.
- Collecting multiple types of data helps us see a fuller picture of student learning in science.
- Looking beyond these assessments allows us to identify trends and target instruction that more effectively support student growth.

## Classroom-Based Data

**Grades and Course Performance can** provide ongoing evidence of understanding, effort, and engagement across multiple assessments.

**Lab Reports, Writing Samples, and Science Notebooks** can provide insight into student reasoning, use of evidence, and conceptual understanding through written explanations, argumentation, and vocabulary use.

## Instructional Data

**Classroom Observations** can gauge how often NGSS science and engineering practices are used.

**Student Surveys** can track interest, confidence, and perceived relevance of science learning.

## Student Participation

**Attendance & Discipline Trends** can indirectly predict science achievement (especially lab-based engagement).

**Demographic Participation** trends help identify inequities across science disciplines.

# Reports

**Elementary School Summative Designation**

**School RCDTS**: 12345678901112

**School Name**: President Elementary School

** If raw calculation is blank and an Indicator score is present, please refer to ELA and Math Proficiency Indicator Scores Summary Report*

| Group | Data Type | ELA Proficiency* 7.5% | ELA Growth 25% | Math Proficiency* 7.5% | Math Growth 25% | Science Proficiency* 5% | EL Progress to Proficiency 5% | Chronic Absenteeism 25% | Climate Survey 5% | Summative Score |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL | Raw Calculation | | 43.81 | | 48.9 | | 96.15 | 46.37 | 88.76 | 40.67825 |
| ALL | Indicator Score | 55.22 | 35.14 | 33.17 | 46.44 | 91.76 | 96.15 | 7.26 | 56.13 | 40.67825 |
| ALL | Weighted Index | 4.1415 | 8.785 | 2.48775 | 11.61 | 4.588 | 4.8075 | 1.452 | 2.8065 | 40.67825 |
| ALL | Effective Weight | 7.5 | 25 | 7.5 | 25 | 5 | 5 | 20 | 5 | 40.67825 |
| HISPANIC OR LATINO | Raw Calculation | | 39.96 | | 45.55 | | 96.15 | 60.29 | 91.84 | 40.71 |
| HISPANIC OR LATINO | Indicator Score | 100.00 | 26.58 | 70.20 | 39.00 | | 96.15 | 0 | 92.97 | 40.71 |
| HISPANIC OR LATINO | Weighted Index | 8.04 | 7.12 | 5.64 | 10.45 | | 4.81 | 0 | 4.65 | 40.71 |
| HISPANIC OR LATINO | Effective Weight | 8.04 | 26.78 | 8.04 | 26.78 | | 5.36 | 20 | 5.00 | 40.71 |
| CWD | Raw Calculation | | 42.05 | | 52.47 | | | 62.57 | 77.42 | 25.34 |
| CWD | Indicator Score | 22.75 | 31.23 | 100.00 | 9.94 | | | 0 | 60.93 | 25.34 |
| CWD | Weighted Index | 1.97 | 9.01 | 8.65 | 2.66 | | | 0 | 3.05 | 25.34 |
| CWD | Effective Weight | 8.65 | 28.85 | 8.65 | 28.85 | | | 20 | 5.00 | 25.34 |
| LOW INCOME | Raw Calculation | | 36.82 | | 46.89 | | | 49.78 | 90.74 | 30.188 |
| LOW INCOME | Indicator Score | 93.99 | 19.60 | 13.87 | 41.97 | 63.85 | | 0.44 | 90.54 | 30.188 |
| LOW INCOME | Weighted Index | 7.55 | 2.25 | 1.11 | 11.24 | 3.42 | | 0.088 | 4.53 | 30.188 |
| LOW INCOME | Effective Weight | 8.04 | 26.78 | 8.04 | 26.78 | 5.36 | | 20 | 5.00 | 30.188 |
| TWO OR MORE RACES | Raw Calculation | | 49.32 | | 58.25 | | | 48.11 | 91.30 | 48.386 |
| TWO OR MORE RACES | Indicator Score | 43.69 | 47.38 | 59.36 | 67.22 | 75.76 | | 3.78 | 91.79 | 48.386 |
| TWO OR MORE RACES | Weighted Index | 3.51 | 12.69 | 4.77 | 18.01 | 4.06 | | 0.756 | 4.59 | 48.386 |
| TWO OR MORE RACES | Effective Weight | 8.04 | 26.78 | 8.04 | 26.78 | 5.36 | | 20 | 5.00 | 48.386 |

Summative Designation

**2023 Proficiency Indicator Scores Report (Summary)**

**District RCDT:**

**Notes:**
- For complete information on the business rules associated with these calculation, please refer to Report Card Metrics
- Missing data is due to student group being less than 20 students.

**Note:** This report lists only those students included in Summative Designation calculations

**School:**

| | | ELA | | Math | | Science | |
|---|---|---|---|---|---|---|---|
| | | 5/6 | 7/8 | 5/6 | 7/8 | 5 | 8 |
| **ALL** | **Number Proficient** | 74.00 | 94.00 | 14.00 | 28.00 | 41.00 | 46.00 |
| **Denominator ELA: 600** | **Grade Group Denominator** | 292.00 | 308.00 | 292.00 | 307.00 | 153.00 | 164.00 |
| **Denominator Math: 599** | **Raw Percent Proficient** | 25.34 | 30.52 | 4.79 | 9.12 | 26.80 | 28.05 |
| **Denominator Science: 317** | **Annual Target** | 28.71 | 29.58 | 23.80 | 24.55 | 53.85 | 54.15 |
| | **Grade Group Weight** | 48.76 | 51.24 | 48.76 | 51.24 | 47.66 | 52.34 |
| | **Preliminary Grade Group Indicator Score** | 43.04 | 52.86 | 9.82 | 19.03 | 23.72 | 27.11 |
| | **Indicator Score: [ ELA: 95.89 ] [ Math: 28.86 ] [ Science: 50.82 ]** | | | | | | |
| **ASIAN** | **Number Proficient** | 1.00 | 0.00 | 1.00 | 0.00 | 1.00 | 0.00 |
| **Denominator ELA: 1** | **Grade Group Denominator** | 1.00 | 0.00 | 1.00 | 0.00 | 1.00 | 0.00 |
| **Denominator Math: 1** | **Raw Percent Proficient** | 100.00 | 0.00 | 100.00 | 0.00 | 100.00 | 0.00 |

Proficiency Indicator

Selection Criteria: None

| Grade Level: All | English Language Arts/Literacy | | | | | | | | | Mathematics | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Records | No Score | Level 1 (Did Not Yet Meet Expectations) | Level 2 (Partially Met Expectations) | Level 3 (Approached Expectations) | Level 4 (Met Expectations) | Level 5 (Exceeded Expectations) | C-SGP (Cohort) Percentile | B-SGP (Baseline) Percentile | Total Records | No Score | Level 1 (Did Not Yet Meet Expectations) | Level 2 (Partially Met Expectations) | Level 3 (Approached Expectations) | Lev |
| Total Students | 1237 | 17 | 130 | 186 | 359 | 484 | 61 | 52.30 | 65.27 | 1237 | 17 | 168 | 387 | 390 | 24 |
| Total Student Growth Percentile (SGP) | 1014 | | | | | | | 52.30 | 65.27 | 1014 | | | | | |
| Report Suppression: 01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Report Suppression: 05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Valid Scores | 1237 | 17 | 130 | 186 | 359 | 484 | 61 | 52.30 | 65.27 | 1237 | 17 | 168 | 387 | 390 | 24 |
| Gender: Male | 630 | 5 | 78 | 110 | 188 | 227 | 22 | 50.85 | 63.85 | 630 | 4 | 86 | 194 | 190 | 14 |
| Gender: Female | 607 | 12 | 52 | 76 | 171 | 257 | 39 | 53.87 | 66.80 | 607 | 13 | 82 | 193 | 200 | 10 |
| Gender: Non-Binary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA03 | 173 | 1 | 50 | 33 | 49 | 37 | 3 | 0.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA04 | 180 | 4 | 25 | 23 | 54 | 65 | 9 | 45.47 | 56.27 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA05 | 183 | 4 | 19 | 26 | 45 | 76 | 13 | 60.37 | 68.67 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA06 | 251 | 2 | 13 | 34 | 79 | 117 | 6 | 49.21 | 66.60 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA07 | 224 | 5 | 7 | 36 | 64 | 89 | 23 | 56.63 | 64.59 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA08 | 226 | 1 | 16 | 34 | 68 | 100 | 7 | 50.78 | 68.90 | 0 | 0 | 0 | 0 | 0 | 0 |

IAR/SAT Grid Report

**English Learner Progress to Proficiency** 1/23/2024 1:18 pm

**District RCDTS:**
**District Name:**
**School Year:** 2023

**Definitions**

| | | | |
|---|---|---|---|
| A | Most Recent Scale Score | I | Initial Scale Score |
| B | Previous Year Scale Score | J | Proficiency Target Grade |
| C | Scale Score Gain | K | Proficiency Target Year |
| D | 5-Year Timeline Target | L | Years to Grow |
| E | Revised Target | M | Proficiency Target Scale Score |
| F | First Year EL | N | Revised Target for Next Year |
| G | First Grade EL | O | Points Earned |
| H | Partial Years | | |

NOTE: This report lists only those students included in Summative Designation calculations.

**School RCDTS.**
**School Name:**

| SID | Last Name | First Name | Grade | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 5 | 381 | 361 | 20 | 19.17 | 19.50 | 2019 | 1 | 1 | 285 | 7 | 2025 | 2 | 400 | 9.50 | 100.00 |
| | | | 5 | 364 | 358 | 6 | 16.67 | 21.00 | 2019 | 1 | 1 | 300 | 7 | 2025 | 2 | 400 | 18.00 | 36.00 |
| | | | 5 | 360 | 335 | 25 | 23.17 | 32.50 | 2019 | 1 | 1 | 261 | 7 | 2025 | 2 | 400 | 20.00 | 100.00 |
| | | | 5 | 374 | 327 | 47 | 18.67 | 36.50 | 2019 | 1 | 1 | 288 | 7 | 2025 | 2 | 400 | 13.00 | 100.00 |
| | | | 5 | 378 | 355 | 23 | 21.50 | 22.50 | 2019 | 1 | 1 | 271 | 7 | 2025 | 2 | 400 | 11.00 | 100.00 |
| | | | 7 | 354 | 353 | 1 | | 47.00 | 2017 | 1 | 1 | 282 | 7 | 2023 | 0 | 400 | 52.00 | 5.08 |
| | | | 7 | 352 | 349 | 3 | | 51.00 | 2017 | 1 | 1 | 282 | 7 | 2023 | 0 | 400 | 54.00 | 15.25 |
| | | | 6 | 281 | 265 | 16 | 35.67 | 49.00 | 2020 | 3 | 1 | 198 | 9 | 2026 | 3 | 412 | 43.67 | 44.86 |
| | | | 7 | 317 | 331 | -14 | 52.00 | 40.50 | 2018 | 2 | 2 | 100 | 9 | 2025 | 2 | 412 | 47.50 | 0.00 |
| | | | 8 | 344 | 361 | -17 | | 45.00 | 2016 | 1 | 1 | 293 | 7 | 2022 | -1 | 406 | 68.00 | 0.00 |
| | | | 8 | 370 | 379 | -9 | | 27.00 | 2016 | 1 | 1 | 294 | 7 | 2022 | -1 | 406 | 42.00 | 0.00 |
| | | | 6 | 314 | 333 | -19 | 21.33 | 67.00 | 2018 | 1 | 1 | 272 | 7 | 2024 | 1 | 400 | 86.00 | 0.00 |
| | | | 5 | 333 | 335 | -2 | 23.17 | 32.50 | 2019 | 1 | 1 | 261 | 7 | 2025 | 2 | 400 | 33.50 | 0.00 |
| | | | 8 | 352 | 370 | -18 | | 36.00 | 2016 | 1 | 1 | 311 | 7 | 2022 | -1 | 406 | 60.00 | 0.00 |
| | | | 7 | 352 | 367 | -15 | | 33.00 | 2017 | 1 | 1 | 297 | 7 | 2023 | 0 | 400 | 54.00 | 0.00 |
| | | | 5 | 347 | 335 | 12 | 20.00 | 32.50 | 2019 | 1 | 1 | 280 | 7 | 2025 | 2 | 400 | 26.50 | 60.00 |
| | | | 8 | 396 | 385 | 11 | 7.50 | 12.67 | 2020 | 5 | 1 | 378 | 11 | 2026 | 3 | 423 | 9.00 | 100.00 |
| | | | 7 | 356 | 350 | 6 | | 50.00 | 2017 | 1 | 1 | 267 | 7 | 2023 | 0 | 400 | 50.00 | 27.07 |
| | | | 8 | 345 | 325 | 20 | | 81.00 | 2016 | 1 | 1 | 283 | 7 | 2022 | -1 | 406 | 67.00 | 24.69 |
| | | | 6 | 323 | 351 | -28 | 20.00 | 49.00 | 2018 | 1 | 1 | 280 | 7 | 2024 | 1 | 400 | 77.00 | 0.00 |
| | | | 8 | 348 | 362 | -14 | | 44.00 | 2016 | 1 | 1 | 279 | 7 | 2022 | -1 | 406 | 64.00 | 0.00 |
| | | | 5 | 331 | 341 | -10 | 23.17 | 29.50 | 2019 | 1 | 1 | 261 | 7 | 2025 | 2 | 400 | 34.50 | 0.00 |
| | | | 5 | 376 | 339 | 37 | 20.00 | 30.50 | 2019 | 1 | 1 | 280 | 7 | 2025 | 2 | 400 | 12.00 | 100.00 |
| | | | 7 | 341 | 367 | -26 | | 33.00 | 2017 | 1 | 1 | 284 | 7 | 2023 | 0 | 400 | 65.00 | 0.00 |
| | | | 5 | 349 | 361 | -12 | 18.33 | 19.50 | 2019 | 1 | 1 | 290 | 7 | 2025 | 2 | 400 | 25.50 | 0.00 |
| | | | 8 | 353 | 328 | 25 | | 78.00 | 2016 | 1 | 1 | 263 | 7 | 2022 | -1 | 406 | 59.00 | 32.05 |
| | | | 8 | 327 | 358 | -31 | | 48.00 | 2016 | 1 | 1 | 297 | 7 | 2022 | -1 | 406 | 85.00 | 0.00 |

SisELProgressToProficiency.rpt (ILDS)



English Learners Progress to Proficiency

**2023 Total Student Attendance (Summary)** 1/23/2024 1:29 pm

SIS Home School.
Selection Criteria: None

| Serving School | RCDTS | Grade | Student Count | In Person Instruction | E-Learning | Remote Instruction | Absent Excused | Absent Unexcused | Medically Homebound | Hospitalized | Mental Health | Detention Center |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 5 | 165 | 24,296.500 | 124.000 | 0.000 | 1835.500 | 694.000 | 0.000 | 15.000 | 7.000 | 0.000 |
| | | 6 | 147 | 22,238.000 | 110.000 | 0.000 | 1808.000 | 440.000 | 53.000 | 12.000 | 7.000 | 0.000 |
| | | 7 | 154 | 23,151.500 | 110.000 | 0.000 | 1738.500 | 546.000 | 0.000 | 51.000 | 10.000 | 0.000 |
| | | 8 | 179 | 26,740.500 | 132.000 | 0.000 | 2046.500 | 718.000 | 0.000 | 5.000 | 10.000 | 0.000 |
| | | 5 | 1 | 166.000 | 0.000 | 0.000 | 8.000 | 2.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | | 7 | 1 | 168.000 | 0.000 | 0.000 | 8.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | | 8 | 1 | 161.000 | 0.000 | 0.000 | 11.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | | 5 | 1 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | | 7 | 1 | 11.000 | 0.000 | 0.000 | 0.000 | 5.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | | 8 | 2 | 47.500 | 0.000 | 0.000 | 4.500 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | | 5 | 3 | 312.000 | 0.000 | 0.000 | 61.000 | 1.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | | 7 | 1 | 76.000 | 0.000 | 0.000 | 3.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | | 6 | 2 | 336.000 | 0.000 | 0.000 | 34.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

Student Attendance Summary

# Illinois Report Card

# https://www.illinoisreportcard.com/

***Collecting data is good. Using data is better.***

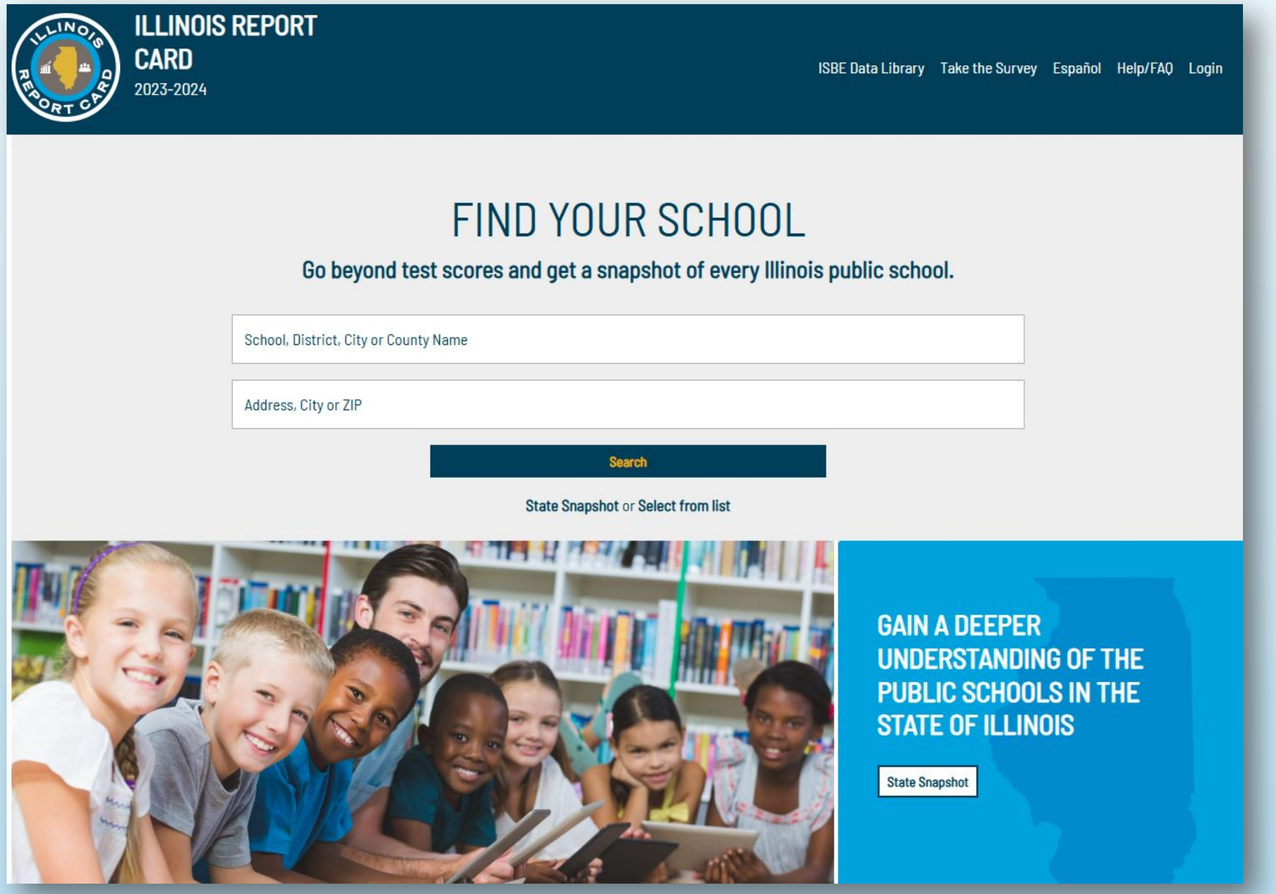
Schools and districts collect large amounts of assessment data each year and have the potential to collect even more.

Having data on hand is valuable, but data only becomes powerful when it’s connected to a purpose or action.

The goal isn’t just to report numbers, it’s to ask:

**“What does this data tell us, and what can we do with it?”**

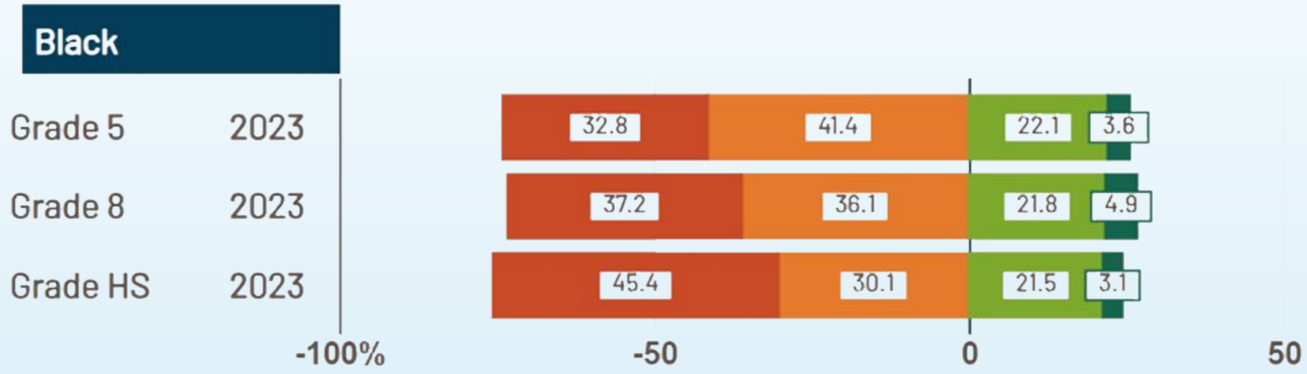
# Collecting data is good.
# Using data is better.



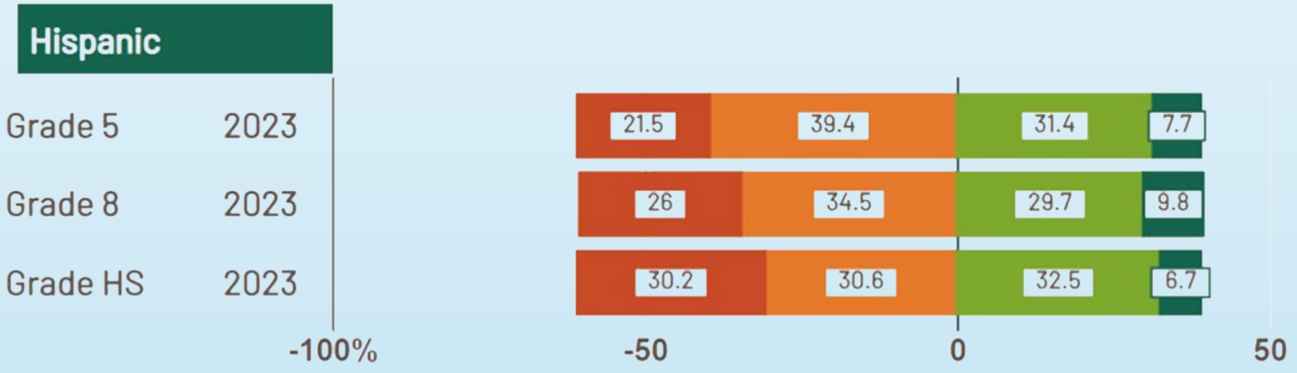

- I used **Illinois Report Card** to examined Illinois Science Assessment (ISA) results statewide.
- To identify which student groups that were struggling the most and develop a solution to address the inequity.

# Illinois Report Card

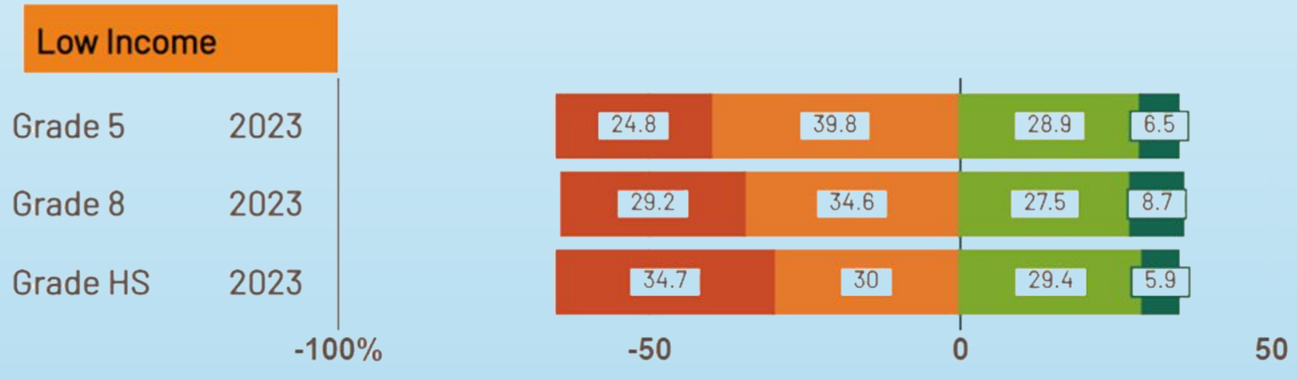
**https://www.illinoisreportcard.com/**









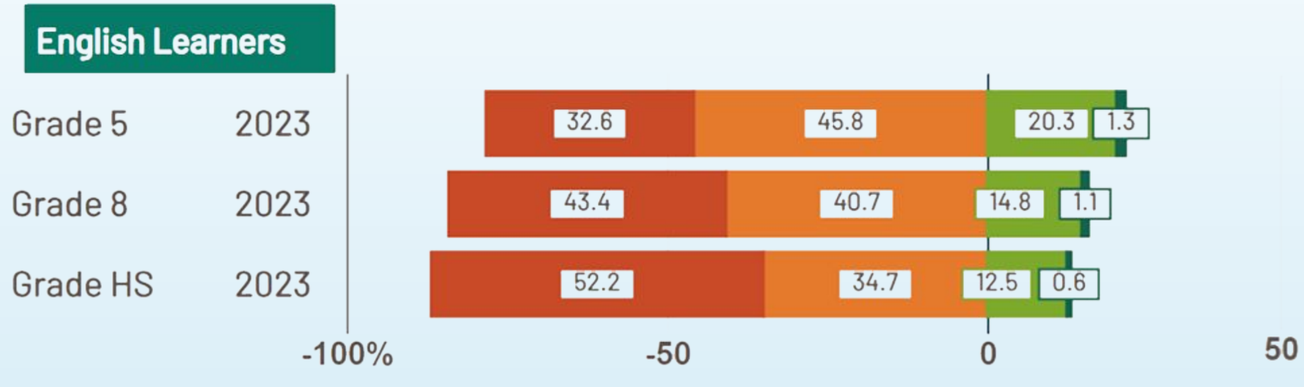




**A few different demographics had similar patterns**

# Illinois Report Card

**https://www.illinoisreportcard.com/**




**One struggling demographics stood out**

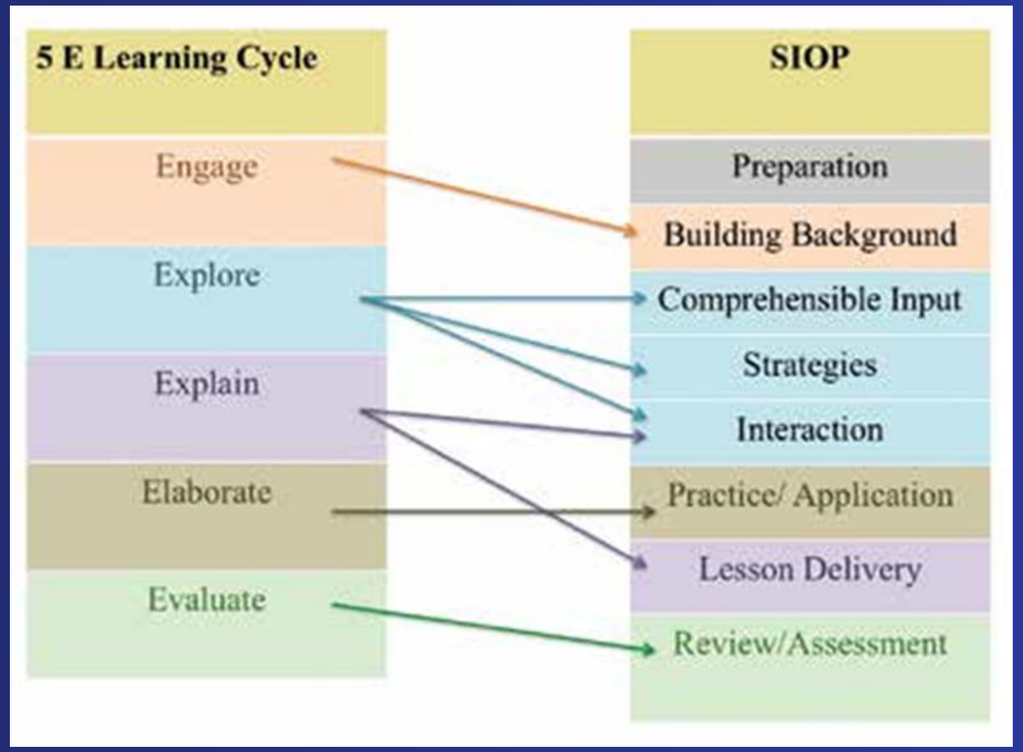
# Strategy for ISA and English Learners

## Sheltered Instruction Observation Protocol (SIOP)

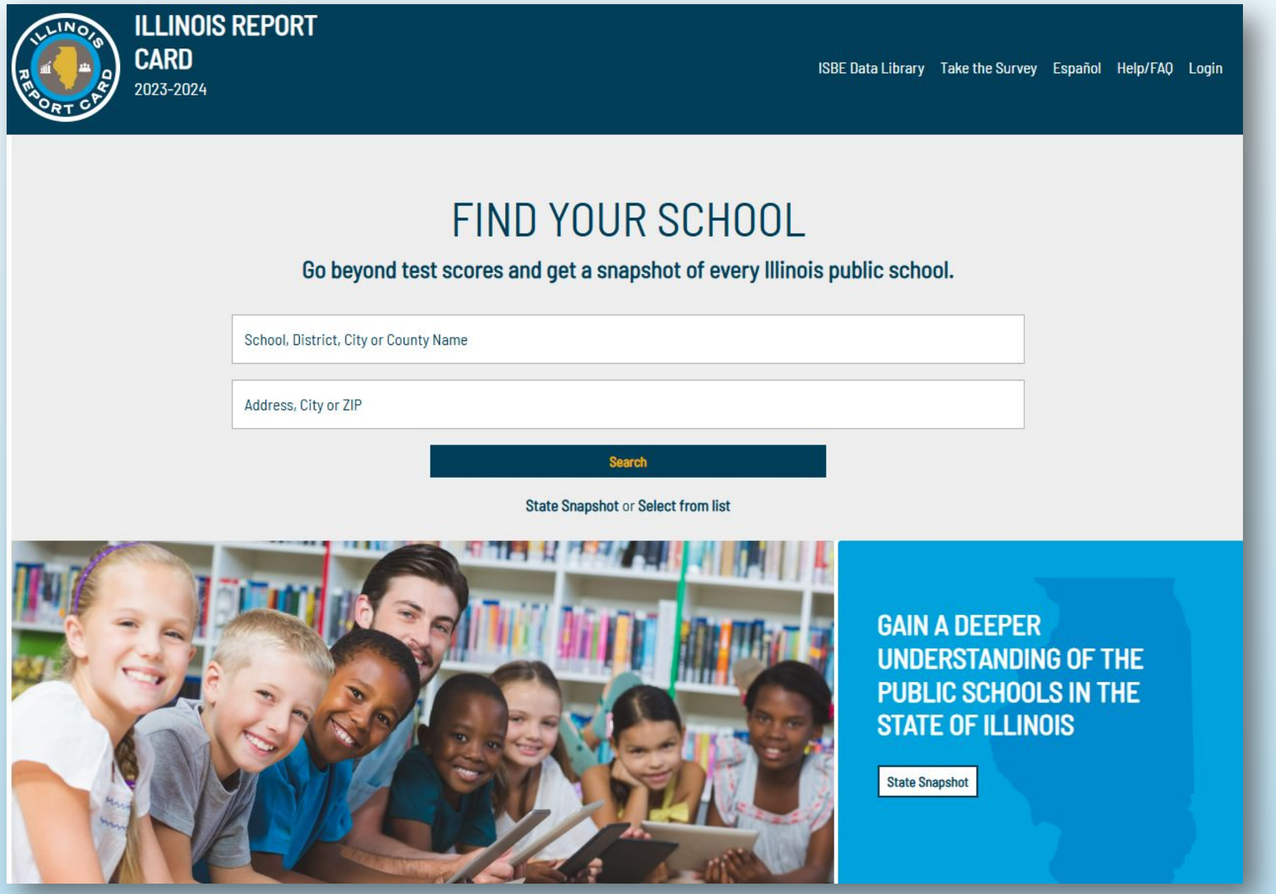
Model for English Language Learners to develop language proficiency as they build content knowledge

Integrates with 5E

- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Practice/Application
- Lesson Delivery
- Review/ Assessment

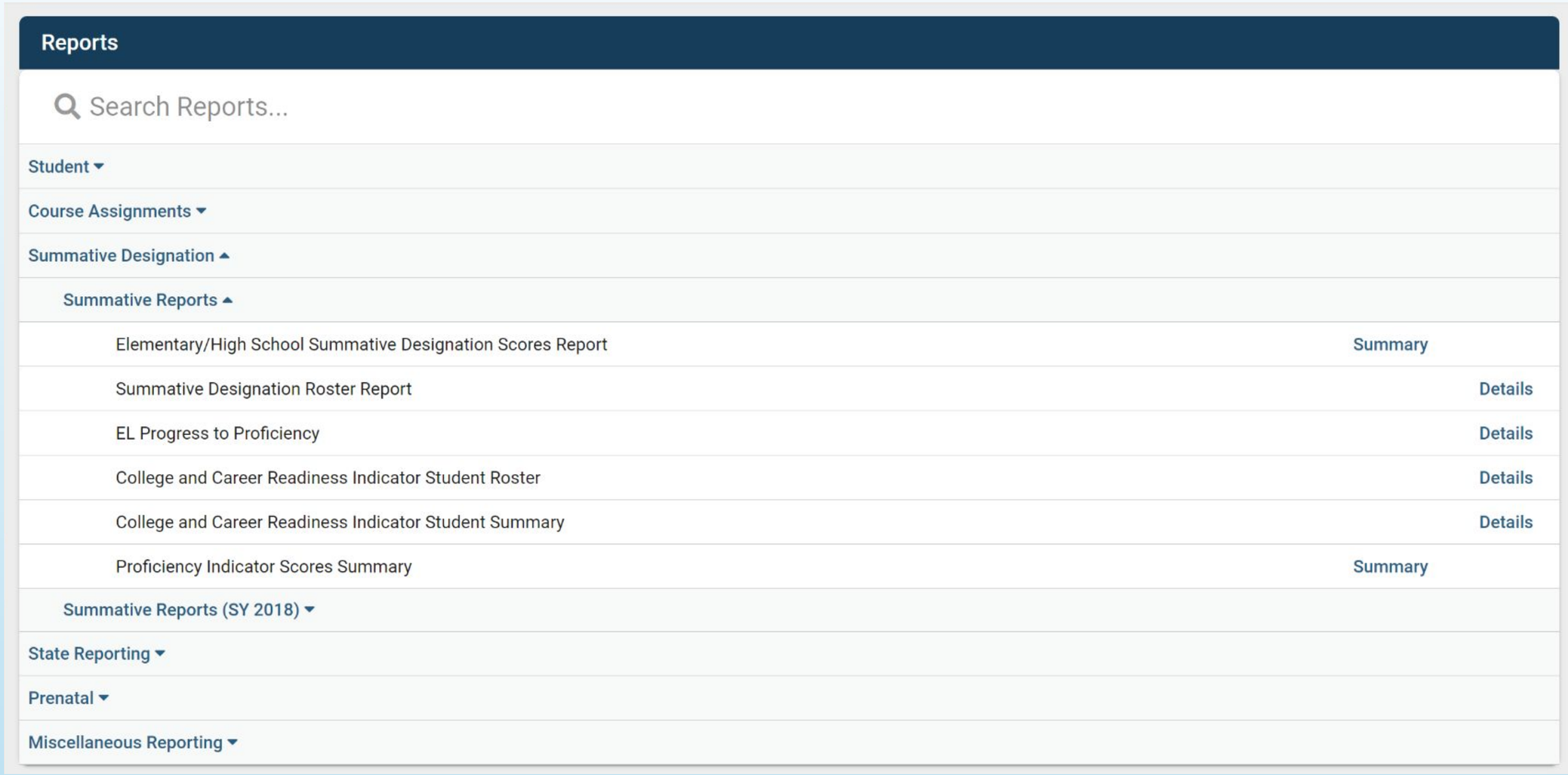


# Your Data at a Glance

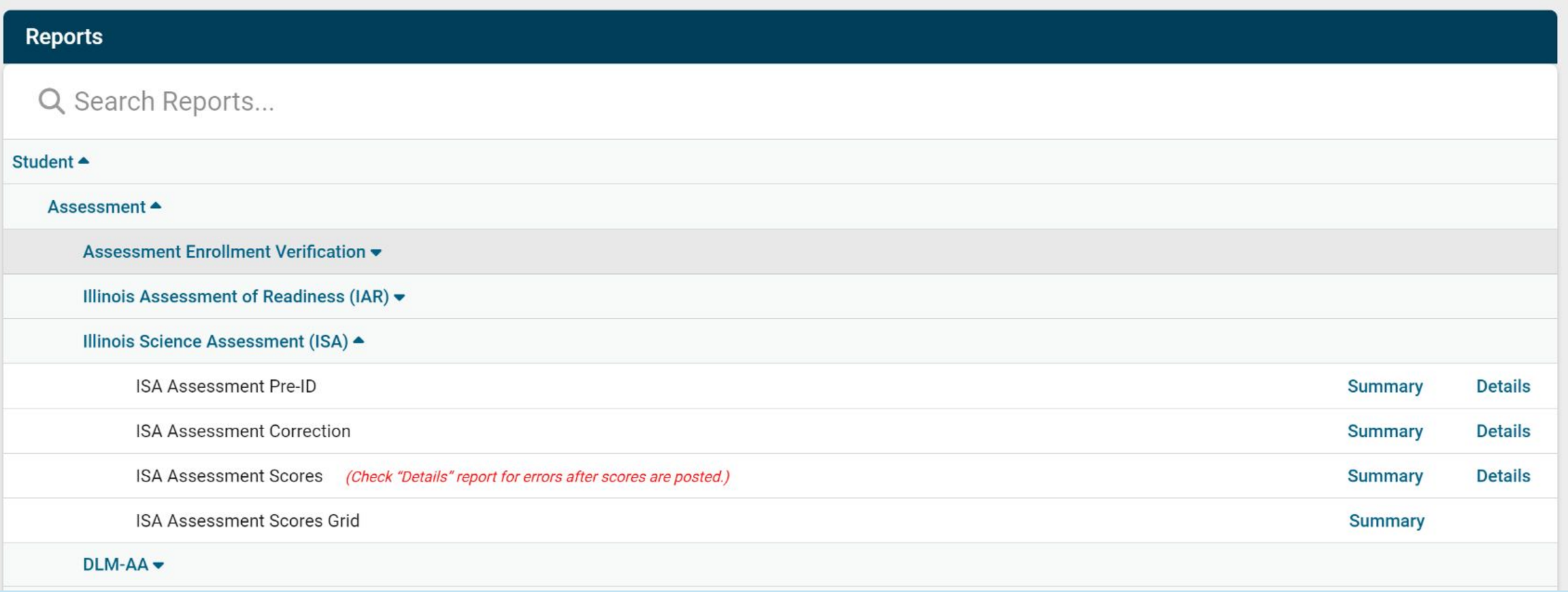



1. Go to [illinoisreportcard.com](illinoisreportcard.com).
2. Find your district/school.
3. Examine:
    1. ISA proficiency patterns or trends (5th, 8th)
    2. IAR Math trend (grades 3–8)
4. Discuss in pairs/small groups:
    1. Where do math and science trends align or diverge?
    2. Which grade levels might need targeted science support?
5. Share Out with one key insight

# Other Data Views



# Other Data Views



# SIS Reports

**Elementary School Summative Designation**

**School RCDTS**: 12345678910112

**School Name**: President Elementary School

** If raw calculation is blank and an Indicator score is present, please refer to ELA and Math Proficiency Indicator Scores Summary Report*

| Group | Data Type | ELA Proficiency* 7.5% | ELA Growth 25% | Math Proficiency* 7.5% | Math Growth 25% | Science Proficiency* 5% | EL Progress to Proficiency 5% | Chronic Absenteeism 25% | Climate Survey 5% | Summative Score |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL | Raw Calculation | | 43.81 | | 48.9 | | 96.15 | 46.37 | 88.76 | 40.67825 |
| ALL | Indicator Score | 55.22 | 35.14 | 33.17 | 46.44 | 91.76 | 96.15 | 7.26 | 56.13 | 40.67825 |
| ALL | Weighted Index | 4.1415 | 8.785 | 2.48775 | 11.61 | 4.588 | 4.8075 | 1.452 | 2.8065 | 40.67825 |
| ALL | Effective Weight | 7.5 | 25 | 7.5 | 25 | 5 | 5 | 20 | 5 | 40.67825 |
| HISPANIC OR LATINO | Raw Calculation | | 39.96 | | 45.55 | | 96.15 | 60.29 | 91.84 | 40.71 |
| HISPANIC OR LATINO | Indicator Score | 100.00 | 26.58 | 70.20 | 39.00 | | 96.15 | 0 | 92.97 | 40.71 |
| HISPANIC OR LATINO | Weighted Index | 8.04 | 7.12 | 5.64 | 10.45 | | 4.81 | 0 | 4.65 | 40.71 |
| HISPANIC OR LATINO | Effective Weight | 8.04 | 26.78 | 8.04 | 26.78 | | 5.36 | 20 | 5.00 | 40.71 |
| CWD | Raw Calculation | | 42.05 | | 32.47 | | | 62.57 | 77.42 | 25.34 |
| CWD | Indicator Score | 22.75 | 31.23 | 100.00 | 9.94 | | | 0 | 60.93 | 25.34 |
| CWD | Weighted Index | 1.97 | 9.01 | 8.65 | 2.66 | | | 0 | 3.05 | 25.34 |
| CWD | Effective Weight | 8.65 | 28.85 | 8.65 | 28.85 | | | 20 | 5.00 | 25.34 |
| LOW INCOME | Raw Calculation | | 36.82 | | 46.89 | | | 49.78 | 90.74 | 30.188 |
| LOW INCOME | Indicator Score | 93.99 | 19.60 | 13.87 | 41.97 | 63.85 | | 0.44 | 90.54 | 30.188 |
| LOW INCOME | Weighted Index | 7.55 | 2.25 | 1.11 | 11.24 | 3.42 | | 0.088 | 4.53 | 30.188 |
| LOW INCOME | Effective Weight | 8.04 | 26.78 | 8.04 | 26.78 | 5.36 | | 20 | 5.00 | 30.188 |
| TWO OR MORE RACES | Raw Calculation | | 49.32 | | 58.25 | | | 48.11 | 91.30 | 48.386 |
| TWO OR MORE RACES | Indicator Score | 43.69 | 47.38 | 59.36 | 67.22 | 75.76 | | 3.78 | 91.79 | 48.386 |
| TWO OR MORE RACES | Weighted Index | 3.51 | 12.69 | 4.77 | 18.01 | 4.06 | | 0.756 | 4.59 | 48.386 |
| TWO OR MORE RACES | Effective Weight | 8.04 | 26.78 | 8.04 | 26.78 | 5.36 | | 20 | 5.00 | 48.386 |

**2023 Proficiency Indicator Scores Report (Summary)**

**District RCDT:**

**Notes:**
- For complete information on the business rules associated with these calculation, please refer to Report Card Metrics
- Missing data is due to student group being less than 20 students.

**Note:** This report lists only those students included in Summative Designation calculations

**School.**

| | | ELA | | Math | | Science | |
|---|---|---|---|---|---|---|---|
| | | 5/6 | 7/8 | 5/6 | 7/8 | 5 | 8 |
| **ALL** **Denominator ELA: 600** **Denominator Math: 599** **Denominator Science: 317** | **Number Proficient** | 74.00 | 94.00 | 14.00 | 28.00 | 41.00 | 46.00 |
| | **Grade Group Denominator** | 292.00 | 308.00 | 292.00 | 307.00 | 153.00 | 164.00 |
| | **Raw Percent Proficient** | 25.34 | 30.52 | 4.79 | 9.12 | 26.80 | 28.05 |
| | **Annual Target** | 28.71 | 29.58 | 23.80 | 24.55 | 53.85 | 54.15 |
| | **Grade Group Weight** | 48.76 | 51.24 | 48.76 | 51.24 | 47.66 | 52.34 |
| | **Preliminary Grade Group Indicator Score** | 43.04 | 52.86 | 9.82 | 19.03 | 23.72 | 27.11 |
| | **Indicator Score: [ ELA: 95.89 ] [ Math: 28.86 ] [ Science: 50.82 ]** | | | | | | |
| **ASIAN** **Denominator ELA: 1** **Denominator Math: 1** | **Number Proficient** | 1.00 | 0.00 | 1.00 | 0.00 | 1.00 | 0.00 |
| | **Grade Group Denominator** | 1.00 | 0.00 | 1.00 | 0.00 | 1.00 | 0.00 |
| | **Raw Percent Proficient** | 100.00 | 0.00 | 100.00 | 0.00 | 100.00 | 0.00 |

Selection Criteria: None

| Grade Level: All | English Language Arts/Literacy | | | | | | | | | Mathematics | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Records | No Score | Level 1 Did Not Yet Meet Expectations | Level 2 Partially Met Expectations | Level 3 Approached Expectations | Level 4 Met Expectations | Level 5 Exceeded Expectations | C-SGP (Cohort) Percentile | B-SGP (Baseline) Percentile | Total Records | No Score | Level 1 Did Not Yet Meet Expectations | Level 2 Partially Met Expectations | Level 3 Approached Expectations | Lev Me Expect |
| Total Students | 1237 | 17 | 130 | 186 | 359 | 484 | 61 | 52.30 | 65.27 | 1237 | 17 | 168 | 387 | 390 | 24 |
| Total Student Growth Percentile (SGP) | 1014 | | | | | | | 52.30 | 65.27 | 1014 | | | | | |
| Report Suppression: 01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Report Suppression: 05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Valid Scores | 1237 | 17 | 130 | 186 | 359 | 484 | 61 | 52.30 | 65.27 | 1237 | 17 | 168 | 387 | 390 | 24 |
| Gender: Male | 630 | 5 | 78 | 110 | 188 | 227 | 22 | 50.85 | 63.85 | 630 | 4 | 86 | 194 | 190 | 14 |
| Gender: Female | 607 | 12 | 52 | 76 | 171 | 257 | 39 | 53.87 | 66.80 | 607 | 13 | 82 | 193 | 200 | 10 |
| Gender: Non-Binary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA03 | 173 | 1 | 50 | 33 | 49 | 37 | 3 | 0.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA04 | 180 | 4 | 25 | 23 | 54 | 65 | 9 | 45.47 | 56.27 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA05 | 183 | 4 | 19 | 26 | 45 | 76 | 13 | 60.37 | 68.67 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA06 | 251 | 2 | 13 | 34 | 79 | 117 | 6 | 49.21 | 66.60 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA07 | 224 | 5 | 7 | 36 | 64 | 89 | 23 | 56.63 | 64.59 | 0 | 0 | 0 | 0 | 0 | 0 |
| Test Code: ELA08 | 226 | 1 | 16 | 34 | 68 | 100 | 7 | 50.78 | 68.90 | 0 | 0 | 0 | 0 | 0 | 0 |

**ISA Assessment Scores (Summary Grid)**

12/8/2024 9:30 pm

Selection Criteria: None

| Grade Level: All | Science | | | | | |
|---|---|---|---|---|---|---|
| | Total Records | No Score | Level 1 Emerging | Level 2 Developing | Level 3 Proficient | Level 4 Exemplary |
| Total Students | 0 | 0 | 0 | 0 | 0 | 0 |
| Report Suppression: 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| Report Suppression: 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Valid Scores | 0 | 0 | 0 | 0 | 0 | 0 |
| Gender: Male | 0 | 0 | 0 | 0 | 0 | 0 |
| Gender: Female | 0 | 0 | 0 | 0 | 0 | 0 |
| Gender: Non-Binary | 0 | 0 | 0 | 0 | 0 | 0 |
| IDEA Services: Yes | 0 | 0 | 0 | 0 | 0 | 0 |
| EL Indicator: Yes | 0 | 0 | 0 | 0 | 0 | 0 |
| FRL/Low Income Indicator: Yes | 0 | 0 | 0 | 0 | 0 | 0 |
| Migrant Indicator: Yes | 0 | 0 | 0 | 0 | 0 | 0 |
| Homeless Indicator: Yes | 0 | 0 | 0 | 0 | 0 | 0 |
| 21st Century Indicator: Yes | 0 | 0 | 0 | 0 | 0 | 0 |
| First Year in U.S.: Yes | 0 | 0 | 0 | 0 | 0 | 0 |
| Error Code 1: No Score Data | 0 | 0 | 0 | 0 | 0 | 0 |
| Error Code 2: Grades 3-8 Test Mismatch | 0 | 0 | 0 | 0 | 0 | 0 |
| Error Code 3: Grades 9-12 Test Mismatch | 0 | 0 | 0 | 0 | 0 | 0 |

# Science Learning Is a K–12 Journey, Not Just a Tested Moment

While the Illinois Science Assessment (ISA), ACT, and other summative measures assess science in grades 5, 8, and 11, student performance on those tests reflects the cumulative learning experiences developed across all grade levels. Every teacher—from kindergarten through high school—contributes to the growth of students' scientific understanding, inquiry skills, and literacy.

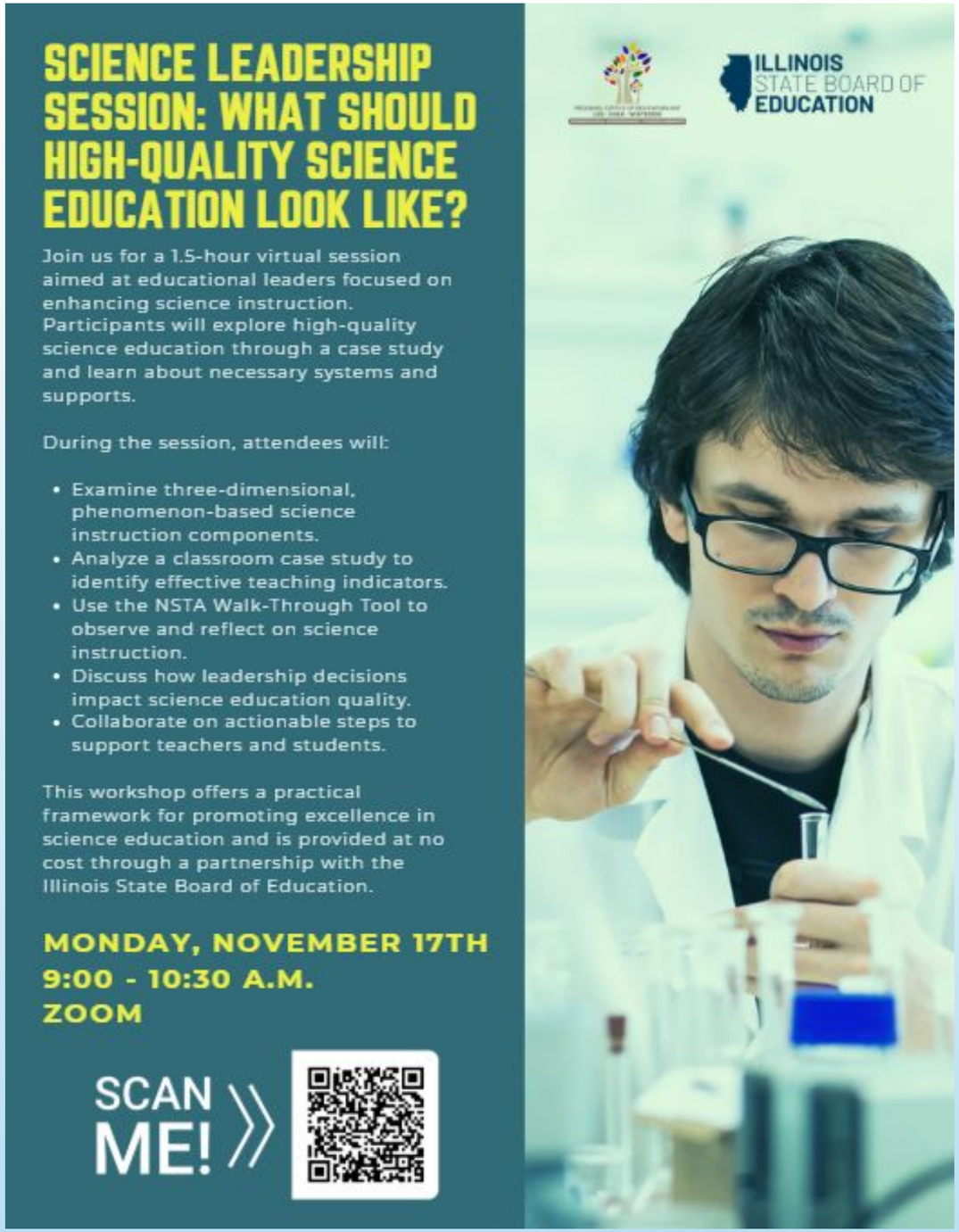
**Progression in a Science Standard (NGSS MS-PS1—Matter and Its Interactions)**

- **Grade 2:** Students describe and classify different kinds of materials by their observable properties (e.g., hardness, color, flexibility).
- **Grade 5:** Students gather evidence to show that matter is made of particles too small to be seen, linking observation to a scientific model.
- **Grade 8:** Students develop and use models to describe atomic structure and chemical reactions, building on prior understanding of properties and interactions.
- **Grade 11:** Students apply these concepts to explain reaction rates, energy transfer, and conservation of mass in complex systems.

This progression shows how **each grade contributes essential building blocks** toward the understanding assessed in grades 5, 8, and 11. Without strong instruction in earlier grades, students struggle to reach mastery later.

# Next Steps

- Follow up email from Anji Garza, includes slides, agenda, and video recording
- Access and analyze your science data; contact your ROE/ISC for help analyzing data and setting goals for growth
- Encourage your teachers to attend the educator sessions each month.
- Join us for the next session in November.
- Complete the Science Survey and share with teachers.




Join us for an engaging 1.5-hour virtual session designed for educational leaders who are passionate about strengthening science instruction across their schools and districts. Through a rich case study, participants will explore what high-quality science education looks like in practice and what systems and supports are needed to make it a reality.

During this interactive session, we will:

- Examine the key components of three-dimensional, phenomenon-based science instruction.
- Analyze a real classroom case study to identify indicators of effective teaching and learning.
- Use the NSTA Walk-Through Tool, grounded in the Sensemaking Tool, to practice observing and reflecting on science instruction through a leadership lens.
- Reflect on how leadership decisions—such as professional learning design, curriculum adoption, and assessment practices—shape the quality of science education.
- Collaborate with peers to envision actionable next steps for supporting teachers and students in developing deep, meaningful science understanding.

This session provides a practical framework and shared language for recognizing and promoting excellence in science education—empowering leaders to guide their schools toward more equitable, engaging, and standards-aligned instruction.

This workshop is provided at no additional cost through a partnership with the Illinois State Board of Education.

**To register:**

**https://forms.fillout.com/t/eGfXMqJE19us?workshopid=recSBsQ0xfihHZhXu**

ILLINOIS STATE BOARD OF EDUCATION

# Data Literacy & Student Data Analysis Tools

**Monday, October 27**
**4:00 - 5:30 p.m. | Zoom**

This session will help teachers understand science assessment data and provide hands-on practice with practical data tools that can also be used with students in the science classroom. Teachers will explore strategies to help students analyze and interpret science data effectively, enhancing inquiry and scientific thinking in the classroom.

Register Now

**Audience:**
K-12 science educators, pre-service teachers

This training is supported by ISBE and provided at no additional cost to participants.

**To register for this opportunity visit https://www.roe47.org/page/pl-opportunities-workshops**

ILLINOIS STATE BOARD OF EDUCATION

**THIS TRAINING PROVIDED AT NO ADDITIONAL COST THROUGH A PARTNERSHIP WITH THE ILLINOIS STATE BOARD OF EDUCATION.**

# NOVEMBER SCIENCE LEARNING FOR EDUCATORS!

## A TALE OF TWO CLASSROOMS: WHAT SHOULD SCIENCE LOOK LIKE?

**NOVEMBER 10 | 4:00 - 5:30 P.M. | ZOOM**

What does high-quality science teaching really look like in action? In this interactive session, teachers will compare two contrasting classroom scenarios to uncover the key features of effective, student-centered science instruction.

Together, we'll explore:

- How students engage with phenomena and make sense of the world through science and engineering practices.
- The differences between traditional, teacher-directed lessons and classrooms that foster curiosity, questioning, and evidence-based reasoning.
- What it means for instruction to be three-dimensional and aligned to today's science standards.

Through video analysis and collaborative discussion, participants will build a shared vision of what powerful science learning looks and feels like—and identify strategies they can bring back to their own classrooms the next day.

Register Now

## HOW DO I GET THERE FROM HERE?

**NOVEMBER 17 | 4:00 - 5:30 P.M. | ZOOM**

You know what high-quality science instruction should look like—now it's time to make it happen. This session focuses on the how: the concrete steps teachers can take to move their instruction toward more authentic, three-dimensional learning experiences.

Participants will:

- Reflect on their current practice and identify growth areas using the vision from Session 1.
- Explore strategies for engaging students in meaningful sensemaking through phenomena and inquiry.
- Learn how to scaffold learning without losing rigor or curiosity.
- Using data and standards knowledge to determine next steps and measure progress.
- Develop an actionable plan for trying out one or two key shifts in their own classrooms.

Whether you're just starting your journey or already experimenting with new approaches, this session will help you connect where you are now to where you want your science instruction to be—one lesson at a time.

Register Now

# ISTA 2025 CONFERENCE

## SUSTAINING HIGH QUALITY SCIENCE AND STEM

THE OVERARCHING GOAL OF THIS YEAR'S CONFERENCE IS TO TAKE A CAREFUL LOOK AT VARIOUS ASPECTS OF SUSTAINING OUR STUDENTS' INTEREST IN LEARNING SCIENCE. BY ENCOURAGING TODAY'S YOUTH INTEREST IN SCIENCE, OUR STUDENTS WILL BE PREPARED TO PARTICIPATE AS INFORMED CITIZENS AND A SUFFICIENT NUMBER OF STUDENTS WILL CHOOSE TO ENTER STEM FIELDS.

**SESSION STRANDS**

SUSTAINING STUDENT ENGAGEMENT

SUSTAINING SCIENCE/STEM AND CAREER AND TECHNICAL EDUCATION (CTE) CAREERS

SUSTAINING QUALITY ASSESSMENT

ISTA 2025 CONFERENCE

SUSTAINING HIGH QUALITY SCIENCE AND STEM

## CONFERENCE SESSIONS

COME AND ATTEND A NUMBER OF HIGHLY INFORMATIVE AND INTERACTIVE SESSIONS! SOME SESSIONS INCLUDE:

NEW OPENSCIED ELEMENTARY LAUNCH

ELA AND MATH IN OPENSCIED'S NURSE LOG UNIT

NEW OPENSCIED MIDDLE SCHOOL COMPUTER SCIENCE

MULTIPLE SESSIONS FROM THE ILLINOIS DEPARTMENT OF NATURAL RESOURCES

HATCHING CHICKS AND RAISING YOUR OWN FOOD

https://ilscience.org/event-5988616

# IAVAT & ISTA PRESENT:

ISTA PRE-CONFERENCE IMMERSION

EXPLORE THE AGRICULTURAL BIOLOGY STORYLINE COURSE AND LEARN ABOUT THE NEW OPENSCIED MIDDLE SCHOOL AND ELEMENTARY PROGRAMS!

THURSDAY, OCTOBER 23
9:00 AM - 4:00 PM
NORTHERN ILLINOIS UNIVERSITY
CONFERENCE CENTER, NAPERVILLE IL

## ISTA PRE-CONFERENCE

FOOD AND AGRICULTURE LIFE SCIENCE IMMERSION SESSIONS

**SOLVING FOOD CHALLENGES FOR A CHANGING PLANET**

EXPLORE HOW FOOD CAN PROVIDE RELATABLE ENTRY POINTS FOR STUDENTS USING STEM SKILLS TO SOLVE REAL WORLD PROBLEMS. JOIN US IN THIS HANDS-ON WORKSHOP FOR HOW CORN IS THE MOST IMPORTANT FOOD CROP GROWN IN THE U.S., YET CLIMATE CHANGE THREATENS OUR ABILITY TO IMPROVE YIELDS TO CONTINUE MEETING RISING HUMAN DEMAND.

**ENGAGING STUDENTS IN THE SCIENCE AND ENGINEERING OF FOOD**

SENSEMAKING BEGINS WITH IN-DEPTH EXPERIENCES USING RICH AND RELEVANT PHENOMENA. FOOD PROVIDES POWERFUL MOTIVATION FOR STUDENTS IN MAKING SENSE OF THE WORLD AROUND THEM AS THEY USE SCIENTIFIC PRACTICES AND MAKE REAL-WORLD CONNECTIONS FOR HOW TO DEVELOP THE PERFECT APPLE. UNPACK HOW TO USE PHENOMENA, LESSON LEVEL PERFORMANCE EXPECTATIONS, AND THE 3 DIMENSIONS OF NGSS TO SCAFFOLD LEARNING FOR STUDENTS.

THURSDAY, OCTOBER 23
9:00 AM - 4:00 PM
NORTHERN ILLINOIS UNIVERSITY
CONFERENCE CENTER, NAPERVILLE IL

## ISTA PRE-CONFERENCE

NORTHWESTERN OPENSCIED SESSIONS

INTRODUCING OPENSCIED MIDDLE SCHOOL + COMPUTER SCIENCE
LEARN HOW COMPUTER SCIENCE INTEGRATION CAN BE USED TO STRENGTHEN SCIENCE SENSEMAKING, AS WELL AS RETAIN THE COHERENCE OF AN OPENSCIED UNIT STORYLINE.

**OPENSCIED ELEMENTARY IS HERE!**

LEARN HOW THE OPENSCIED ELEMENTARY INSTRUCTIONAL DESIGN SUPPORTS THREE-DIMENSIONAL SCIENCE LEARNING FOR ALL STUDENTS AND HOW CLASSROOM AGREEMENTS CAN BE USED TO SUPPORT STUDENT BELONGING AND SENSEMAKING IN SCIENCE.

THURSDAY, OCTOBER 23
9:00 AM - 4:00 PM
NORTHERN ILLINOIS UNIVERSITY
CONFERENCE CENTER, NAPERVILLE IL

**Pre-Conference and Conference Registration and Additional Information**

**https://www.ilscience.org/event-5988616**

**Looking for a hotel? ISTA has a section of blocked off rooms for a reduced rate at the Fairfield Inn and Suites. Book soon to ensure you get a room!**

**Hotel Block Link HERE!**

**Rooms have been reserved in the block for Wednesday 10/22 through Friday 10/24**

# Science Professional Learning in Illinois

## SURVEY CLICK HERE

ILLINOIS STATE BOARD OF EDUCATION

REGIONAL OFFICE OF EDUCATION #47
LEE - OGLE - WHITESIDE
STRONGER SCHOOLS - STRONGER FAMILIES - STRONGER COMMUNITIES

# Meeting Evaluation

## PLUS

-

## DELTA

-

ILLINOIS
STATE BOARD OF
EDUCATION

REGIONAL OFFICE OF EDUCATION #47
LEE - OGLE - WHITESIDE
STRONGER SCHOOLS - STRONGER FAMILIES - STRONGER COMMUNITIES

# THANK YOU!