Unpacking the Illinois Assessment of Readiness (IAR) Results to Inform Instructional Practices

Updated Fall 2026

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Overview

This professional learning opportunity aims to equip Illinois educators with the necessary information to interpret and use the Illinois Assessment of Readiness (IAR) results to inform instructional practices.

The goals of this webinar include helping participants understand:

- The purpose of the IAR and its intended uses;
- The resources available to support interpretation of IAR results; and
- How to best unpack the IAR results to inform future instructional practices.

Along the way we aim to answer many frequently asked questions.

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Understanding the IAR

- The **IAR** is a summative assessment designed to measure the Illinois Learning Standards.
- The assessment measures student achievement in grades 3-8.
  - The English Language Arts (ELA) assessments focus on writing effectively when analyzing text.
  - The Mathematics assessments focus 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.

Purpose and Intended Uses of the IAR Results (slide 1)

The primary purpose of the IAR is to measure what students know and can do in ELA and mathematics, assist educators in supporting student learning, inform accountability, and provide information on college and career readiness.

The intended *uses* of the IAR results include:

- Summarizing student achievement;
- Describing student performance relative to meeting standards; and
- Supporting improvement planning (e.g., prioritizing professional learning and resource decisions, advising program alignment with academic standards, reflecting on the effectiveness of school initiatives).

Purpose and Intended Uses of the IAR Results (slide 2)

Because the IAR is a summative assessment, which occurs at the end of the school year:

- The results are meant to provide a snapshot of how well students have mastered the standards, illuminate trends in student achievement, and therefore inform *future* instructional efforts.
- The summary/group (school and district) reports will provide the richest information.

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Purpose and Intended Uses of the IAR Results (slide 3)

Results can help answer the following types of questions:

- Which instructional programs/strategies, lessons, assignments, and tasks appear to have worked well and should be continued or considered for expansion?
  - Does the trend across academic school years support this?
- Which instructional programs/strategies, lessons, tasks/assignments appear to have not worked well and should be tweaked or replaced?
  - Does the trend across academic school years support this?
- Which students may need enrichment opportunities?
- Which students may need additional support?

Resources to Support Interpretation of the IAR

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Resources to Support the Interpretation of the IAR Results

There are several resources available to help educators understand and interpret IAR results:

- Illinois Learning Standards
- Evidence Statements
- Blueprints
- Performance Level Descriptors
- IAR Performance Level Cut Score Ranges: ELA and Math
- ELA Writing Rubrics
  - Prose Constructed Response Writing Guide
  - Prose Constructed Response Checklist
- ELA Task Models: Grades 3–5 and Grades 6–8
- Text Complexity Infographic
- Mathematical Task Types (see page 5 of Evidence Statements)
- Scoring Expectations for Constructed-Response (Math)
- Illinois Practice Items
- IAR Score Interpretation Guide

These documents are posted on the IAR website.

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Key Resources to Support the Interpretation of the ELA IAR Results

- Grade 3
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 4
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 5
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 6
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 7
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 8
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success

ELA Assessment Structure

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Key Resources to Support the Interpretation of the Math IAR Results

- Grade 3
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 4
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 5
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 6
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 7
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success
- Grade 8
  - Evidence Statements
  - Blueprint
  - Performance Level Descriptors
  - Samples to Success

Math Assessment Structure

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Key Resources to Support Interpretation (slide 1)

- **Illinois Learning Standards (ILS)**: Statements of what a student should know, understand, and be able to do by the end of the year.
  - The ILS are *content standards*, which outline the knowledge and skills students are expected to learn at each grade level.
  - The ILS provide the framework for what students should know and be able to do at each grade level.
  - Understanding the ILS is essential for interpreting IAR scores.

The ILS are THE *primary* resource for the IAR.

Key Resources to Support Interpretation (slide 2)

- **Evidence Statements**: Unpack the content standards to further illuminate the knowledge and skills students are expected to master.
  - Evidence Statements guide item and task development and are developed to clarify what mastery of a standard/set of standards looks like – they describe the knowledge and skills an assessment item or task should elicit from a student based on the ILS.
  - Some standards may have multiple Evidence Statements.
  - Some Evidence Statements may draw from multiple standards (e.g., the INT (integrated) standards in mathematics).

Key Resources to Support Interpretation (slide 3)

- **Performance Level Descriptors (PLDs):** Statements that describe the specific knowledge and skills students typically demonstrate at each performance level.
  - The IAR has four performance levels: *Above Proficient*; *Proficient*; *Approaching Proficient*; and *Below Proficient*.
  - The PLDs are *performance standards* that describe the range of knowledge and skills attained by students at each performance level.

Understanding the Evidence Statements (slide 1)

- Evidence Statements are derived from the ILS.
- Evidence Statements provide a description of the competencies and knowledge that students are expected to achieve based on the standards.
- The items on the IAR are designed to elicit the evidence of understanding described in these statements.
- Understanding Evidence Statements can help educators interpret IAR results.

The Evidence Statements should not replace the ILS; rather, they can serve as a companion resource to augment understanding of the expectations within the standards.

Understanding the Evidence Statements (slide 2)

The Evidence Statements are organized by grade level and claim.

ELA Claims

- Reading Literature
- Reading Information
- Vocabulary Interpretation & Use
- Written Expression
- Knowledge of Language & Conventions

Mathematics Claims

- Major Content
- Additional & Supporting Content
- Mathematical Reasoning
- Mathematical Modeling

The content and skills associated with each claim differ by grade and can be found on page 4 of the Evidence Statements for each grade.

ELA Evidence Statements

Grade: 6
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.
Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the Assessment The student's response:
RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides textual evidence to support analysis of what **the text says explicitly** and/or **inferences drawn from the text.** (1)
RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	• Provides a statement of a theme or central idea of a text. (1) • Provides a description of how the theme or central idea is conveyed through particular details. (2) • Provides a summary of the text distinct from personal opinions or judgments. (3)
RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	• Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. (1) • Provides a description of how the characters respond or change as the plot moves toward a resolution. (2)

A standard could have a single *or* multiple Evidence Statements.

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Mathematics Evidence Statements

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NBT.7-4	Divide in problems involving tenths and/or hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	i. Tasks do not have a context. ii. Only the quotient is required. For the explain aspect of 5.NBT.7-4, see 5.C.1-2, 5.C.2-2, and 5.C.4-4. iii. Prompts may include visual models, but prompts must also present the dividend and divisor as numbers, and the answer sought is a number, not a picture. iv. Divisors are of the form XY, X0, X, X.Y, 0.XY, 0.X, or 0.0X (cf. 5.NBT.6), where X and Y represent non-zero digits. Dividends are of the form XY, X0, X, XYZ.W, XY0.Z, X00.Y, XY.Z, X0.Y, X.YZ, X.Y, X.0Y, 0.XY, or 0.0X, where X, Y, Z, and W represent non-zero digits. v. Quotients are either whole numbers or else decimals terminating at the tenths or hundredths place. (Every included division problem is an unknown-factor problem included in 5.NBT.7-3.) vi. 20% of cases involve a whole number—either the quotient is a whole number, or the dividend is a whole number presented without a decimal point, or the divisor is a whole number presented without a decimal point. (If the quotient is a whole number, then neither the divisor nor the dividend can be a whole number.)	MP.5, MP.7
A	5.NBT.A.Int.1	Demonstrate understanding of the place value system by combining or synthesizing knowledge and skills articulated in 5.NBT.A.		MP.1, MP.7
A	5.NBT.Int.1	Perform exact or approximate multiplications and/or divisions that are best done mentally by applying concepts of place value, rather than by applying multi-digit algorithms or written strategies.	i. Tasks do not have a context.	MP.1, MP.7

Corresponding Mathematical Practices (MP) identify the essential skills students should develop in order to become proficient in mathematics and can be found in the Illinois Learning Standards for mathematics.

Content limits and clarifications are provided when applicable.

Subclaim Key:
A: Major Content
B. Additional and Supporting Content
C: Mathematical Reasoning
D: Mathematical Modeling

Integrated Evidence Statements (Int) include content/skills derived from multiple grade-level standards. Integrated Evidence Statements are denoted with INT (e.g., 5.NBT.Int.1).

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Understanding the PLDs

- Provide meaning to the student's scale score.
- Describe the knowledge and skills students in each performance level typically demonstrate.
- They represent the progression of understanding, thinking, and reasoning in each content area.

There are multiple types of PLDs:

- **Policy PLDs** are high-level statements that define the state's general expectations for student achievement at each performance level.
- **Summary PLDs** outline the knowledge and skills students within each performance level typically demonstrate *at the IAR claim level*.
- **Detailed PLDs** outline the knowledge and skills students within each performance level typically demonstrate *at the standard level*.

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IAR Policy PLDs

Level 1 Below Proficient	Level 2 Approaching Proficient	Level 3 Proficient	Level 4 Above Proficient
Performance within this range 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.	Performance within this range 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.	Performance within this range 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.	Performance within this range 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.

Understanding the ELA PLDs

Reading Literary Text ***Student performance indicates the ability to ...***

RI.10/RL.10 – Read and comprehend appropriate texts independently

Claim 1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity:	LEAST COMPLEX			MOST COMPLEX
RL 5.1	Locate quotes in texts with a clear structure.	Refer to quotes to explain explicit ideas and make general inferences.	Use quotes to explain explicit ideas and draw logical inferences.	Integrate and analyze quotes from texts with layered meaning.
RL 5.2	Recognize a familiar theme. Describe general events or characters.	Identify a theme, citing general details for support. May retell rather than summarize.	Determine the theme and summarize how key events influence characters.	Analyze nuanced or implied themes and craft insightful summaries detailing how events shape characters.
RL 5.3	Identify a character, setting, or event using explicit details.	Describe characters, settings, or events using general details for support.	Compare and contrast two or more characters, settings, or events using specific details.	Interpret and analyze character relationships, the roles of setting, and key events using a variety of specific details.

Knowledge and skill increase in sophistication, cumulatively, across the performance levels

Use of the PLDs should consider the focus area of the standards:

- Key Ideas & Details
- Craft and Structure
- Knowledge of Language and Conventions
- Vocabulary Acquisition and Use
- Integration of Knowledge & Skills
- Written Expression

Understanding the Mathematics PLDs

Operations and Algebraic Thinking	*Student performance indicates the ability to …*			
Claim 1	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Above Proficient**
7.RP.1	Identify that a unit rate $\frac{a}{b}$ is a ratio $a: b$.	Compute unit rates for simple units of fractions in like units.	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	Compute unit rates involving complex fractions in various contexts, including lengths, areas, and other quantities with like or different units. Demonstrate advanced problem-solving by explaining reasoning clearly and applying methods to novel or multi-step problems.
7.RP.2a	Recognize simple patterns in tables or graphs.	Calculate multiple ratios in a table or graph.	Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).	Solve complex problems and interpret results using understanding of proportional relationships vs. nonproportional relationships.

Knowledge and skill increase in sophistication, cumulatively, across the performance levels

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Key Resources to Support Interpretation

Resources to Inform Curriculum and Instruction:

- ILS
- Evidence Statements

These resources outline what Illinois wants students to know and do and as such, inform scope and sequence.

Resources to Inform Instruction and Assessment:

- Evidence Statements
- PLDs
- Task Models
- Released Items, Rubric, Student Exemplars

These resources help inform 'how much' students should know and do; as such, they can inform the design of instructional tasks and activities as well as calibrate expectations.

IAR Blueprints

- The test blueprints communicate the overall design specifications for each grade and content area test.
- There are two types of blueprints for the IAR:
  1. **Structural** – outlines the number of points by item type for each claim and section of the test; and
  2. **Content** – outlines the percentage of questions that contribute to each claim and lists the eligible standards and Evidence Statements to be assessed by strand/domain.

Note: For ELA there are two blueprints as two forms are administered - one for the **Literary Analysis Task** form and another for the **Narrative Writing Task** form. Students only take one form. Both forms are administered in each classroom.

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ELA Content Blueprint – Grade 5 LAT

Note that there is also a blueprint for the NWT form for each grade.

Illinois Assessment of Readiness Grade 5 ELA/L Blueprint: Literary Analysis Task Form

Sub-Claim / Reporting Category[1]	Standards / Evidence Statements	Illinois Learning Standards Strand: Reading Literature	Reading Informational Text	Writing	Language
Reading: Literary Text 24% points	**Standards**	RL 5.1; RL 5.2; RL 5.3; RL 5.5; RL 5.6; RL 5.7; RL 5.9	---	---	---
	Evidence Statements	RL 5.1.1; RL 5.2.1; RL 5.2.2; RL 5.3.1; RL 5.3.2; RL 5.3.3; RL 5.5.1; RL 5.6.1; RL 5.7.1; RL 5.7.2; RL 5.9.1			
Reading: Informational Text 22% points	**Standards**	---	RI 5.1; RI 5.2; RI 5.3; RI 5.5; RI 5.6; RI 5.7; RI 5.8; RI 5.9	---	---
	Evidence Statements		RI 5.1.1; RI 5.2.1; RI 5.2.2; RI 5.2.3; RI 5.3.1; RI 5.3.2; RI 5.3.3; RI 5.5.1; RI 5.6.1; RI 5.6.2; RI 5.7.1; RI 5.8.1; RI 5.8.2; RI 5.8.3; RI 5.9.1		
Reading: Vocabulary 14% points	**Standards**	RL 5.4	RI 5.4	---	L 5.4; L 5.5; L 5.6
	Evidence Statements	RL 5.4.1	RI 5.4.1; RI 5.4.2		L 5.4.1; L 5.5.1; L 5.5.2; L 5.6.1
Writing: Written Expression 32% points	**Standards**	---	---	W 5.1; W 5.2; W 5.4; W 5.5; W 5.6; W 5.7; W 5.8; W 5.9; W 5.10	---
	Evidence Statements			W 5.1	
Writing: Knowledge of Language and Conventions 8% points	**Standards**	---	---	---	L 5.1; L 5.2; L 5.3; L 5.6
	Evidence Statements				W 5.1

[1] Due to rounding, percentages may not sum to 100.

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Mathematics Content Blueprint – Grade 7

Illinois Assessment of Readiness Grade 7 Mathematics Blueprint

Illinois Learning Standards Domain[1]	Sub-Claim/Reporting Category										
	Major Content 39%			Additional and Supporting Content 19% points			Reasoning 19% points			Modeling 23% points	
	Standards	Evidence Statements	MP	Standards	Evidence Statements	MP	Standards	Evidence Statements	MP	Evidence Statements	MP
Ratios and Proportional Relationships	7.RP.1; 7.RP.2a; 7.RP.2b; 7.RP.2c; 7.RP.2d; 7.RP.3	7.RP.1; 7.RP.2a; 7.RP.2b; 7.RP.2c; 7.RP.2d; 7.RP.3-1; 7.RP.3-2	MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8	---	---	MP.1 MP.2 MP.3 MP.4 MP.5 MP.6	7.RP.2; 7.RP.3; 7.RP.A;	7.C.4; 7.C.6.1; 7.C.7.1	MP.1 MP.2 MP.3 MP.5 MP.6 MP.7 MP.8	7.D.1* 7.D.2 (*6.RP.A*) (*6.EE.C*) (*6.G*) 7.D.3* 7.D.4*	MP.1 MP.2 MP.4 MP.5 MP.7
The Number System	7.NS.1a; 7.NS.1b; 7.NS.1c; 7.NS.1d; 7.NS.2a; 7.NS.2b; 7.NS.2c; 7.NS.3	7.NS.1a; 7.NS.1b-1; 7.NS.1b-2; 7.NS.1c-1; 7.NS.1d; 7.NS.2a-1; 7.NS.2a-2; 7.NS.2b-1; 7.NS.2b-2; 7.NS.2c; 7.NS.3		---	---		7.NS.1; 7.NS.2; 7.NS.2d; 7.NS.3; 7.NS.A *6.NS.C*	7.C.1.1; 7.C.2; 7.C.3; 7.C.7.2; 7.C.7.3; 7.C.8			
Expressions and Equations	7.EE.1; 7.EE.2; 7.EE.3; 7.EE.4a; 7.EE.4b	7.EE.1; 7.EE.2; 7.EE.3; 7.EE.4a-1; 7.EE.4a-2; 7.EE.4b		---	---		7.EE.1; 7.EE.3; 7.EE.4a *6.EE.A; 6.EE.B*	7.C.1.2; 7.C.5; 7.C.7.4; 7.C.8			
Geometry	---	---		7.G.1; 7.G.2; 7.G.3; 7.G.4; 7.G.5; 7.G.6	7.G.1; 7.G.2; 7.G.3; 7.G.4-1; 7.G.4-2; 7.G.5; 7.G.6		---	---			
Statistics and Probability	---	---		7.SP.1; 7.SP.2; 7.SP.3; 7.SP.4; 7.SP.5; 7.SP.6; 7.SP.7a; 7.SP.7b; 7.SP.8a; 7.SP.8b; 7.SP.8c	7.SP.1; 7.SP.2; 7.SP.3; 7.SP.4; 7.SP.5; 7.SP.6; 7.SP.7a; 7.SP.7b; 7.SP.8a; 7.SP.8b; 7.SP.8c		---	---			

MP: Mathematical Practice

Integrated evidence statements include content/skills derived from multiple grade-level standards. Integrated evidence statements are denoted with INT (i.e., 6.Int.1). Grade 7 does not have any integrated evidence statements.
Grade 6 standards are italicized to denote securely held knowledge.
***Scope includes knowledge and skills articulated in Major Content Evidence Statements.**

[1] Due to rounding, percentages may not sum to 100.

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IAR Scores and Reports

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Types of Scores

Type of Score	Definition
Scale Score	Scale scores are standardized scores that account for the difficulty of the items on a test form. This allows comparisons to be made for the same grade and content area, regardless of test form taken or the year in which a student takes the test (e.g., 2025 vs 2026). IAR scale scores range from 650 to 850 for both ELA and Mathematics. Scale scores are also reported for Reading (10 to 90) and Writing (10 to 60).
Performance Level	Classifications based on the scale score. Performance levels provide meaning to the scale score. Each level indicates what a typical student knows and is able to do based on their command of the grade-level standards. Students achieving a lower performance level demonstrate less mastery of the grade-level standards than those at the higher performance levels. The four IAR Performance Levels are: 4 – Above Proficient 3 – Proficient 2 – Approaching Proficient 1 – Below Proficient
Readiness Indicator	Classifies student performance for each subclaim relative to the overall performance of students who were proficient on the overall test for the content area (ELA or Mathematics). The three levels of readiness include: H – High M – Middle L – Low
Student Growth Percentile	A measure of how much growth or improvement a student has made in a content area, from one year to the next, in comparison to other academically similar students (i.e., those who had similar prior scale scores) from across the state. Growth percentiles range from 1 to 99. A student must have a minimum of two consecutive years of content area scale scores (current and prior year) to calculate an SGP.

IAR Score Reports – District Level Reports

Score Report	Intended Audience	Description
District Performance Level Summary	District Administrators	Displays the number of students tested, the average scale score for the state and district, as well as the number and percent of students who achieved each performance level, the number and percent who achieved Proficient and Above, and the average SGP (grades 4 – 8). Disaggregates the school's data by gender, ethnicity/race, economic, disability, English learner, and migrant status.
District Summary of Schools	District Administrators	Displays the percent of students achieving each performance level for the state, district, and each school in the district. Includes the number of students tested, the average scale score achieved, the average scale score for reading and writing (for ELA), and the percent of students at each readiness level by subclaim.
District Evidence Statement Analysis	District Administrators	Summarizes the average percent correct for each assessed Evidence Statement, in order of difficulty, at the state and district levels.
School Content Standards Roster File	District Administrators	Organized by the ILS strand/domain, summarizes the percentage of points earned by all Illinois students and each student in the district on the operational items.

IAR Score Reports – School Level Reports

Score Report	Intended Audience	Description
School Performance Level Summary	School Leadership Teams District Administrators	Displays the number of students tested, the average scale score for the state, district, and school, as well as the number and percentage of students who achieved each performance level, the number and percent who achieved Proficient and Above and the average SGP (grades 4 – 8). Disaggregates the school's data by gender, ethnicity/race, economic, disability, English learner, and migrant status.
School Student Roster	Teachers School Administrators	Summarizes the achievement of each student who took the content area assessment, along with their overall scale score, performance level, reading and writing scale score (for ELA), subclaim readiness indicator, Lexile and Quantile scores, and SGP (grades 4 – 8). The state, district, and school results are provided for comparison.
School Evidence Statement Analysis	School Leadership Teams District Administrators	Summarizes the average percent correct for each assessed Evidence Statement, in order of difficulty, at state, district, and school levels.
Individual Student Report (ISR)	Student Parents Teachers	Provides detailed information about a student's performance on the IAR, including their scale score, performance level, and subclaim readiness estimates. The report also includes the Student Growth Percentile (SGP) for grades 4 – 8, and the predicted Lexile and Quantile score.

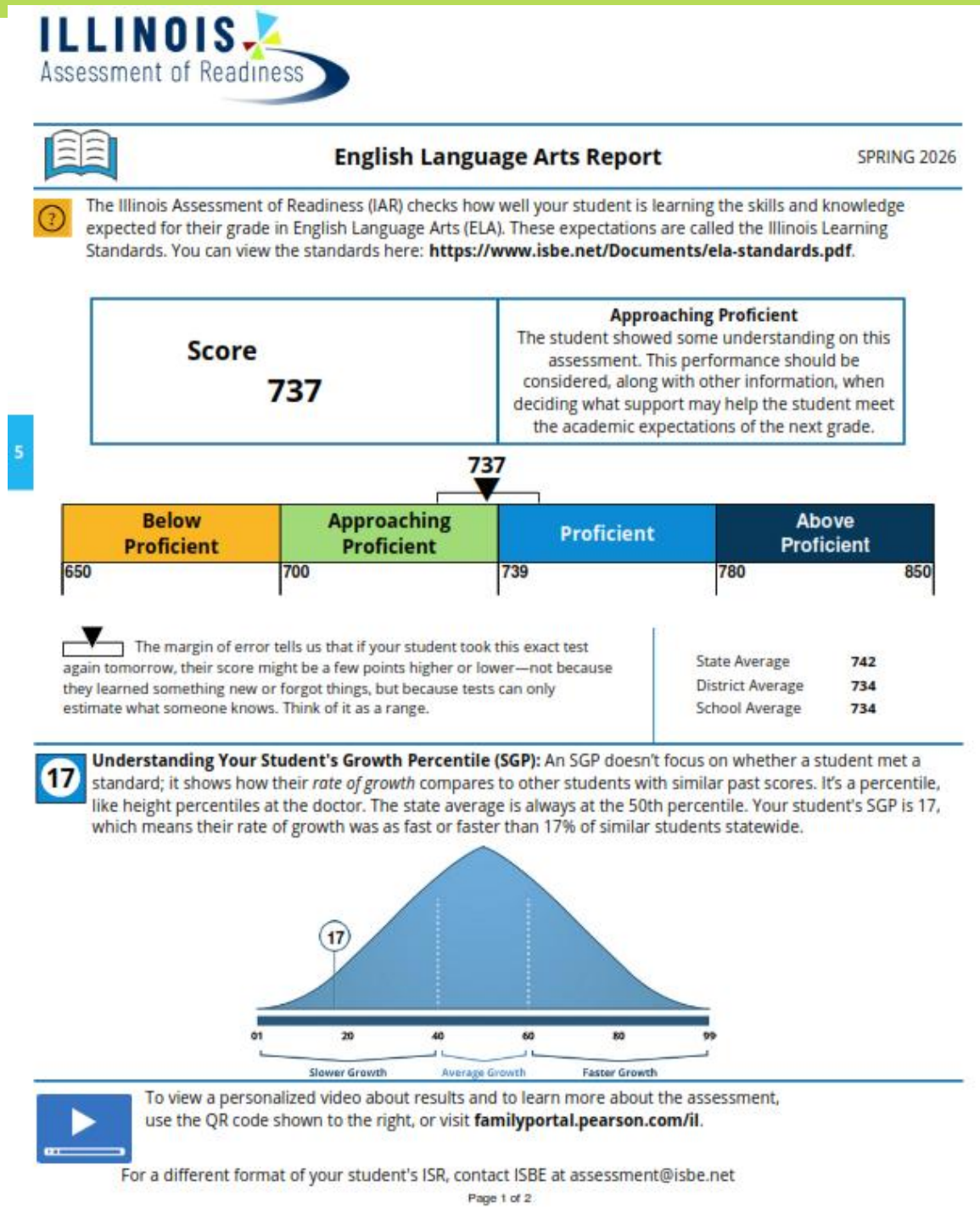
IAR Individual Student Report

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Individual Student Report (page 1)

- Displays the scale score and performance level achieved by the student, including the standard error of measure.
- The state, district, and school average scale score is provided for comparison.
- The Student Growth Percentile (SGP) (grades 4 – 8 only) is also provided.

All reports shown here are redacted to keep the student, school, and district anonymous.



ILLINOIS Assessment of Readiness

English Language Arts Report SPRING 2026

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**.

Score	Approaching Proficient
737	The student showed some understanding on this assessment. This performance should be considered, along with other information, when deciding what support may help the student meet the academic expectations of the next grade.

737

Below Proficient	Approaching Proficient	Proficient	Above Proficient
650	700	739	780 850

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	742
District Average	734
School Average	734

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 17, which means their rate of growth was as fast or faster than 17% of similar students statewide.

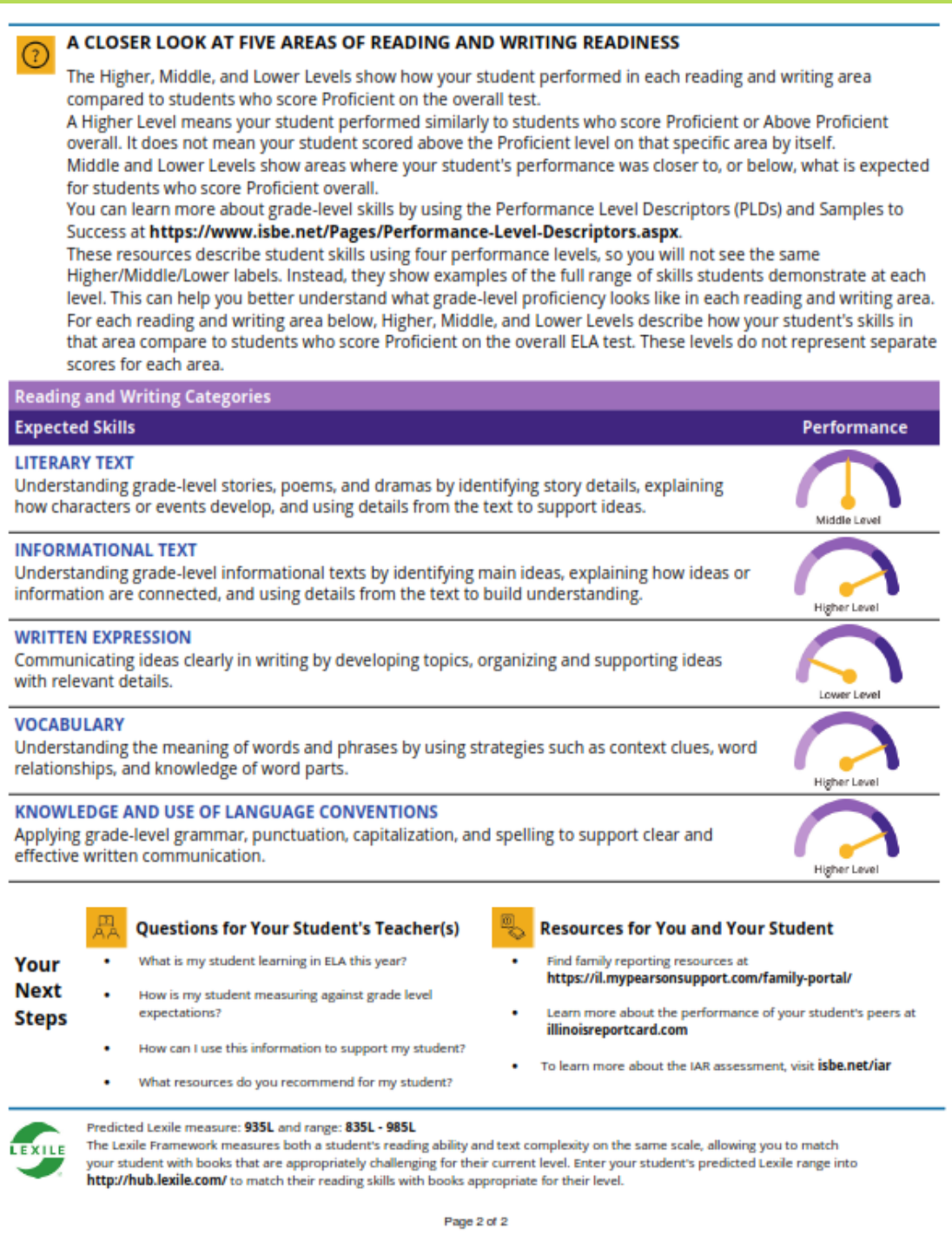
To view a personalized video about results and to learn more about the assessment, use the QR code shown to the right, or visit **familyportal.pearson.com/il**.

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

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Individual Student Report (page 2)

- Displays the Readiness Indicator (H, M, or L) for each of the subclaims.
- Suggested Next Steps and Resources are provided.
- Displays the student's predicted Lexile (ELA) or Quantile (Math) score and range.



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 skills in that area compare to students who score Proficient on the overall ELA test. These levels do not represent separate 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.	Middle Level
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.	Higher Level
WRITTEN EXPRESSION Communicating ideas clearly in writing by developing topics, organizing and supporting ideas with relevant details.	Lower Level
VOCABULARY Understanding the meaning of words and phrases by using strategies such as context clues, word relationships, and knowledge of word parts.	Higher Level
KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS Applying grade-level grammar, punctuation, capitalization, and spelling to support clear and effective written communication.	Higher Level

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: **935L** and range: **835L - 985L**
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.

Page 2 of 2

All reports have been redacted to protect the identity of the student, school, and district.

IAR District Level Reports

ILLINOIS STATE BOARD OF EDUCATION

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5

ILLINOIS Assessment of Readiness

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[redacted]

ILLINOIS

SPRING 2026

MATHEMATICS

Grade 5 Assessment, 2025–2026

Purpose: This report describes group achievement in terms of average scale scores and performance levels. A growth score is provided for students with a valid IAR score from the prior school year. To learn more about the Student Growth Percentile (SGP), click here.

	Number of Valid Scores	Average Scale Score	Performance Levels								Total Proficiency: Levels 3 & 4		Average SGP
			Level 1 Below Proficient		Level 2 Approaching Proficient		Level 3 Proficient		Level 4 Above Proficient				
			#	%	#	%	#	%	#	%	#	%	
State	**130,427**	**729**	**38,403**	**29.4%**	**45,204**	**34.7%**	**39,128**	**30.0%**	**7,692**	**5.9%**	**46,820**	**35.9%**	**50**
District	137	727	39	28.5%	48	35.0%	43	31.4%	7	5.1%	50	36.5%	47
Gender													
Female	66	727	19	28.8%	25	37.9%	20	30.3%	2	3.0%	22	33.3%	48
Male	71	727	20	28.2%	23	32.4%	23	32.4%	5	7.0%	28	39.4%	46
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Ethnicity/Race													
Hispanic or Latino	8	713	3	37.5%	3	37.5%	2	25.0%	0	0.0%	2	25.0%	49
American Indian or Alaska Native	1	760	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	80
Asian	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0

All reports have been redacted to protect the identity of the students, schools, and district.

ILLINOIS STATE BOARD OF EDUCATION

ILLINOIS Assessment of Readiness

DISTRICT SUMMARY OF SCHOOLS

Grade 5

[redacted]

SPRING 2026

MATHEMATICS

Grade 5 Assessment, 2025–2026

All reports have been redacted to protect the identity of the students, schools, and district.

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE 29 35 30 6	130,427	729	28 37 34	33 33 34	29 32 39	38 26 36
DISTRICT 28 35 31 5	137	727	31 36 33	33 26 42	26 40 34	35 34 31
[redacted] 49 24 24 2	41	715	54 22 24	44 29 27	49 32 20	44 27 29
[redacted] 29 48 19 4	48	720	33 46 21	42 23 35	25 60 15	44 42 15
[redacted] 10 31 50 8	48	744	10 38 52	15 25 60	8 27 65	19 31 50

1 Below Proficient (650-708) | 2 Approaching Proficient (709-739) | 3 Proficient (740-781) | 4 Above Proficient (782-850)

L Below Proficient | M Approaching Proficient | H Proficient or Above Proficient

* Numbers are percentages

[redacted]

District Evidence Statement Analysis

Grade 5

ILLINOIS Assessment of Readiness

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ILLINOIS

SPRING 2026

MATHEMATICS

Grade 5 Assessment, 2025–2026

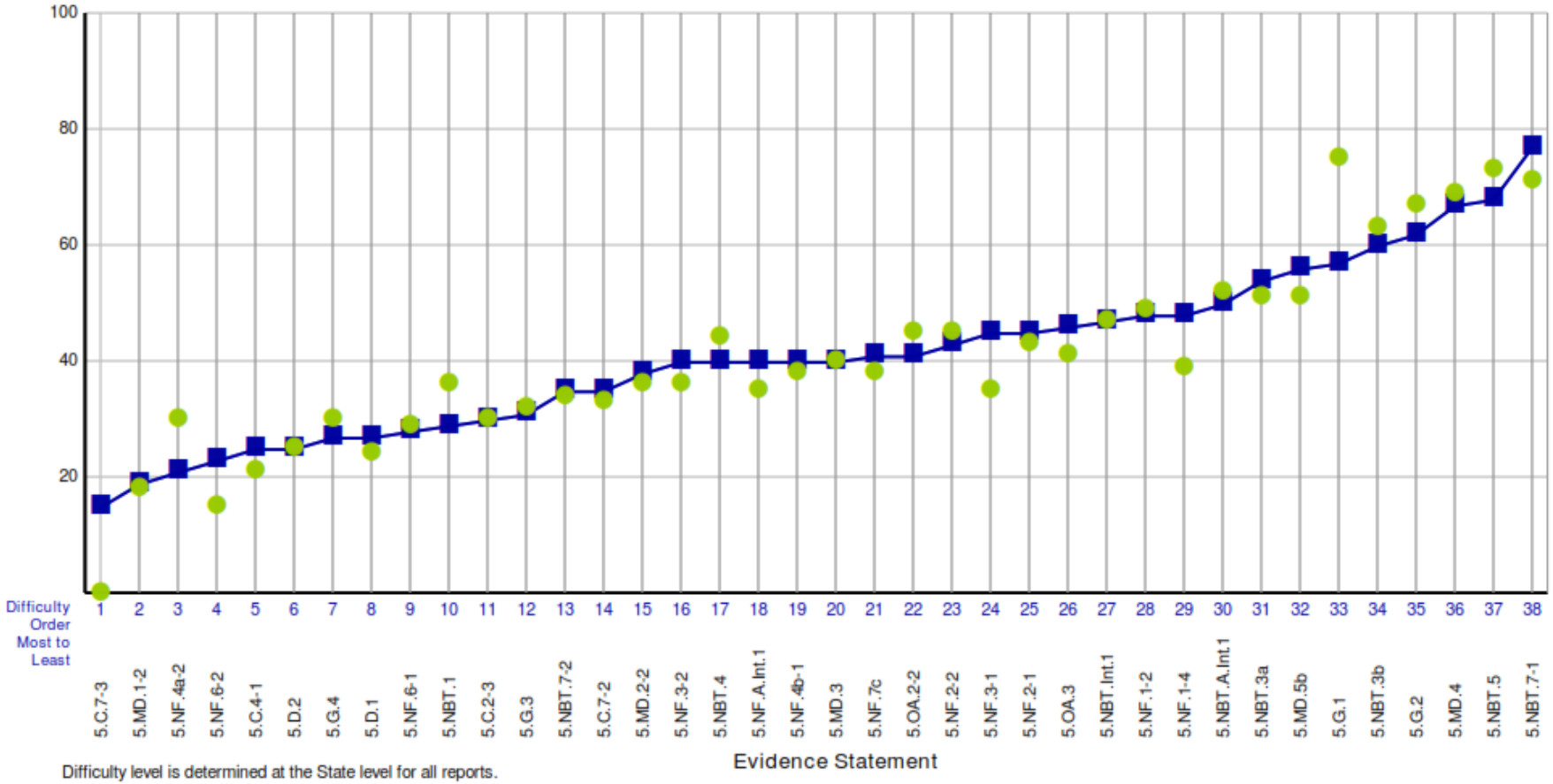
State

District

All reports have been redacted to protect the identity of the students, schools, and district.

Students with Valid Scores (137)

Purpose: This report presents the average percent correct by Evidence Statement for district and state.



Difficulty level is determined at the State level for all reports.

Evidence Statements not tested in district or school are left blank.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

ILLINOIS STATE BOARD OF EDUCATION

District Evidence Statement Analysis

Grade 5

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[redacted]

ILLINOIS

SPRING 2026

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

MATHEMATICS

Grade 5 Assessment, 2025–2026

All reports have been redacted to protect the identity of the students, schools, and district.

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	District Student Count
1	5.C.7-3	OGL	Modeling & Reasoning	Math - Type II	2
2	5.MD.1-2	5.MD.A.1	Measurement & Data	Math - Type I	137
3	5.NF.4a-2	5.NF.B.4.a	Number & Operations--Fractions	Math - Type I	76
4	5.NF.6-2	5.NF.B.6	Number & Operations--Fractions	Math - Type I	63
5	5.C.4-1	OGL	Modeling & Reasoning	Math - Type II	135
6	5.D.2	SHK	Modeling & Reasoning	Math - Type III	137
7	5.G.4	5.G.B.4	Geometry	Math - Type I	137
8	5.D.1	OGL	Modeling & Reasoning	Math - Type III	137
9	5.NF.6-1	5.NF.B.6	Number & Operations--Fractions	Math - Type I	74
10	5.NBT.1	5.NBT.A.1	Number & Operations in Base Ten	Math - Type I	137
11	5.C.2-3	OGL	Modeling & Reasoning	Math - Type II	137
12	5.G.3	5.G.B.3	Geometry	Math - Type I	137
13	5.NBT.7-2	5.NBT.B.7	Number & Operations in Base Ten	Math - Type I	63
14	5.C.7-2	OGL	Modeling & Reasoning	Math - Type II	137
15	5.MD.2-2	5.MD.B.2	Measurement & Data	Math - Type I	137

ILLINOIS STATE BOARD OF EDUCATION

IAR School Level Reports

ILLINOIS STATE BOARD OF EDUCATION

SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 5

ILLINOIS Assessment of Readiness

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ILLINOIS

SPRING 2026

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2025–2026

All reports have been redacted to protect the identity of the students, school, and district.

Purpose: This report describes group achievement in terms of average scale scores and performance levels. A growth score is provided for students with a valid IAR score from the prior school year. To learn more about the Student Growth Percentile (SGP), click here.

	Number of Valid Scores	Average Scale Score	Performance Levels								Total Proficiency: Levels 3 & 4		Average SGP
			Level 1 Below Proficient		Level 2 Approaching Proficient		Level 3 Proficient		Level 4 Above Proficient				
			#	%	#	%	#	%	#	%	#	%	
State	**130,562**	**742**	**17,183**	**13.2%**	**42,480**	**32.5%**	**51,537**	**39.5%**	**19,362**	**14.8%**	**70,899**	**54.3%**	**50**
District	22,415	731	4,542	20.3%	8,695	38.8%	6,947	31.0%	2,231	10.0%	9,178	40.9%	49
School	112	722	37	33.0%	43	38.4%	22	19.6%	10	8.9%	32	28.6%	50
Gender													
Female	49	723	15	30.6%	21	42.9%	7	14.3%	6	12.2%	13	26.5%	49
Male	63	721	22	34.9%	22	34.9%	15	23.8%	4	6.3%	19	30.2%	50
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Ethnicity/Race													
Hispanic or Latino	24	719	7	29.2%	13	54.2%	3	12.5%	1	4.2%	4	16.7%	44
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Asian	51	718	20	39.2%	17	33.3%	9	17.6%	5	9.8%	14	27.5%	48
Black or African-American	21	734	4	19.0%	9	42.9%	6	28.6%	2	9.5%	8	38.1%	63

ILLINOIS STATE BOARD OF EDUCATION

ILLINOIS Assessment of Readiness

STUDENT ROSTER

Grade 5

[redacted]

ILLINOIS

SPRING 2026

ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2025–2026

All reports have been redacted to protect the identity of the students, school, and district.

STUDENT	ELA/L OVERALL SCORE	SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure	SGP#
STATE AVERAGE	742	47	14 33 53	15 33 52	19 34 47	29	35 9 55	36 17 47		50
DISTRICT AVERAGE	731	43	20 38 42	20 37 42	26 36 38	24	50 9 41	51 17 32		49
SCHOOL AVERAGE	722	40	30 37 33	23 41 36	33 37 30	20	66 4 29	66 14 20		50
[redacted]	820	75	H	H	H	50	H	H	1400L	91
[redacted]	761	62	H	H	H	32	M	M	1070L	37
[redacted]	702	32	L	M	M	10	L	L	730L	65
[redacted]	710	36	M	L	M	10	L	L	780L	54
[redacted]	681	24	M	L	L	10	L	L	610L	15
[redacted]	681	24	L	L	M	10	L	L	610L	4

1 Below Proficient (650-699) | 2 Approaching Proficient (700-738) | 3 Proficient (739-779) | 4 Above Proficient (780-850)

L Below Proficient | M Approaching Proficient | H Proficient or Above Proficient

* Numbers are percentages

Page 1 of 9

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ILLINOIS STATE BOARD OF EDUCATION

School Evidence Statement Analysis

ILLINOIS Assessment of Readiness

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Grade 5

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ILLINOIS

SPRING 2026

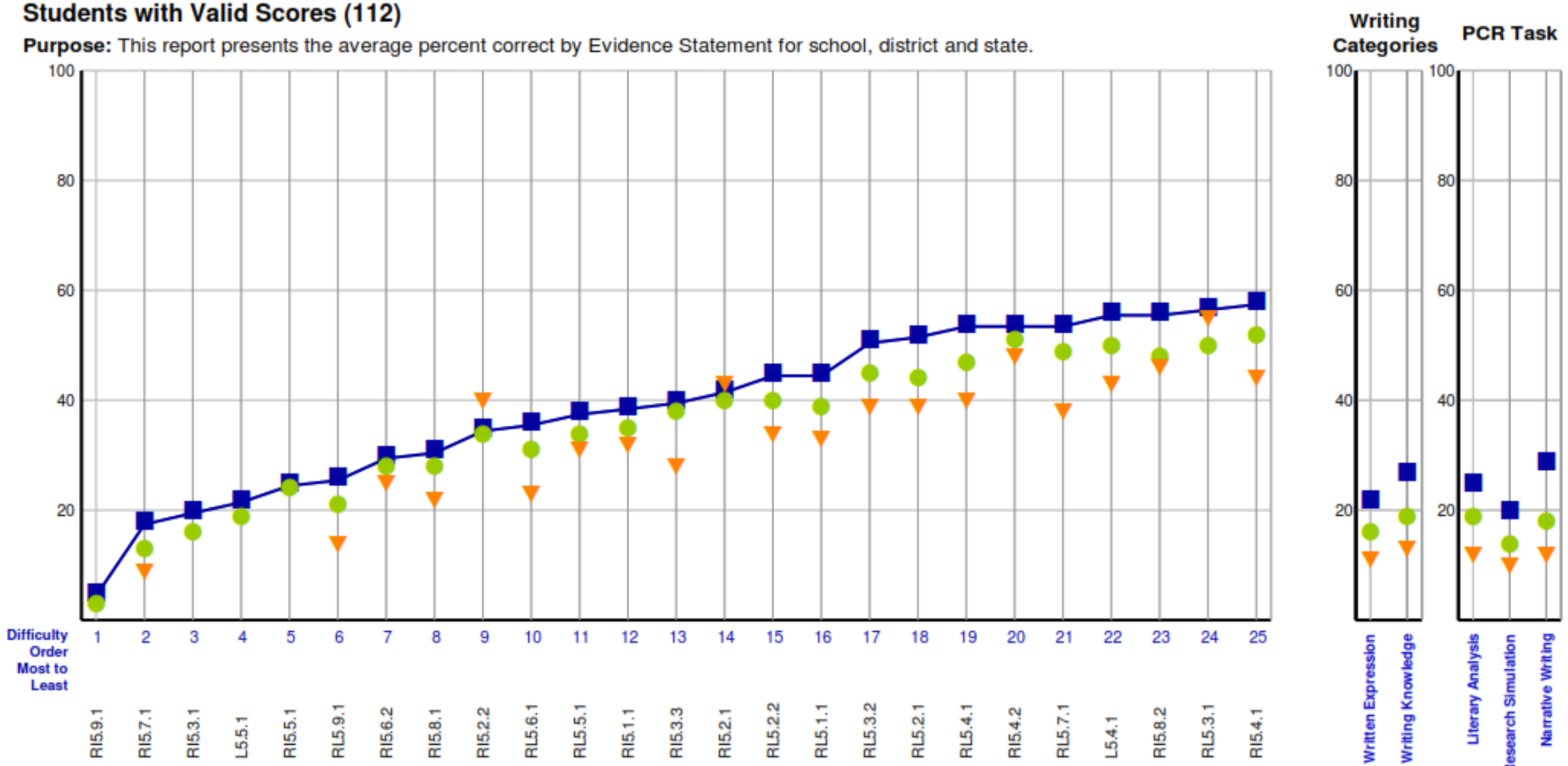
ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2025–2026

State
District
School

All reports have been redacted to protect the identity of the students, school, and district.

Students with Valid Scores (112)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank.

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ILLINOIS STATE BOARD OF EDUCATION

School Evidence Statement Analysis

Grade 5

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ILLINOIS

SPRING 2026

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2025–2026

All reports have been redacted to protect the identity of the students, school, and district.

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	RI5.9.1	RI5.9	Reading: Informational Text	ELA-PCR	0
2	RI5.7.1	RI.5.7	Reading: Informational Text	ELA-PCR	112
3	RI5.3.1	RI5.3	Reading: Informational Text	Reading-EBSR	0
4	L5.5.1	L.5.5a	Language	Reading-EBSR	0
5	RI5.5.1	RI5.5	Reading: Informational Text	Reading-EBSR; Reading-TECR	0
6	RL5.9.1	RL5.9	Reading: Literature	Reading-TECR; ELA-PCR	59
7	RI5.6.2	RI5.6	Reading: Informational Text	Reading-EBSR; Reading-TECR; ELA-PCR	112
8	RI5.8.1	RI5.8	Reading: Informational Text	Reading-EBSR	112
9	RI5.2.2	RI5.2	Reading: Informational Text	ELA-PCR	112
10	RL5.6.1	RL5.6	Reading: Literature	Reading-EBSR	112
11	RL5.5.1	RL5.5	Reading: Literature	Reading-EBSR	112
12	RI5.1.1	RI5.1	Reading: Informational Text	Reading-EBSR; Reading-TECR; ELA-PCR	112
13	RI5.3.3	RI5.3	Reading: Informational Text	Reading-EBSR; Reading-TECR	53
14	RI5.2.1	RI.5.2	Reading: Informational Text	Reading-EBSR	112
15	RL5.2.2	RL5.2	Reading: Literature	Reading-TECR	112
16	RL5.1.1	RL5.1	Reading: Literature	Reading-EBSR; Reading-TECR; ELA-PCR	112
17	RL5.3.2	RL5.3	Reading: Literature	Reading-EBSR	59
18	RL5.2.1	RL5.2	Reading: Literature	Reading-EBSR	53
19	RL5.4.1	RL5.4	Reading: Literature	Reading-EBSR	112
20	RI5.4.2	RI5.4	Reading: Informational Text	Reading-TECR	53
21	RL5.7.1	RL5.7	Reading: Literature	Reading-EBSR	53
22	L5.4.1	L5.4	Language	Reading-EBSR; Reading-TECR	112
23	RI5.8.2	RI5.8	Reading: Informational Text	Reading-EBSR	112
24	RL5.3.1	RL5.3	Reading: Literature	Reading-EBSR; Reading-TECR	59
25	RI5.4.1	RI5.4	Reading: Informational Text	Reading-EBSR; Reading-TECR	112

ILLINOIS STATE BOARD OF EDUCATION

Unpacking the IAR Results

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Unpacking IAR Results

There are a few things to keep in mind as you review the IAR results:

- The IAR is developed so that comparisons across test forms and years are comparable for any given grade level.
- The IAR is not vertically scaled; therefore, comparison of scale scores across grade levels is not appropriate and will not yield meaningful information.
  - The Student Growth Percentile is provided to describe a student's academic progress, from one year to the next, relative to students who had similar ELA or math achievement in prior years.
- Each performance level represents a range of student achievement.
  - A student's scale scores can provide insight into the magnitude of student performance within the assigned level.
- The subclaim performance indicators, also referred to as the *Readiness Indicators*, compare the student's performance on the items that measure that subclaim to the performance of students who achieved Proficient or Above Proficient on the overall test.

Suggested Protocol for Unpacking IAR Results

- Use the score reports to identify areas where students performed well and areas where additional support and resources may be needed.
- Look for patterns and trends in student performance to help guide interpretation.
  - Remember, summative data is limited in its ability to diagnose individual student strengths and weaknesses.
    - The strongest information comes from aggregated results.
  - All data send a signal; that signal must be *interpreted*.
  - Use other student achievement data sources to triangulate interpretations.
  - Use the PLDs to reflect on the instructional opportunities provided to students throughout the school year.

Suggested Steps to Unpack IAR Results (slide 1)

1. Review the District or School **Performance Level Summary** Reports.
    a. Note the distribution across performance levels, for all students and each subgroup.
    b. Note areas of success and opportunity.
2. Review the **School Roster** (district) or **Student Roster** (school).
    a. Examine the distribution across the three readiness levels for each claim at the school or district level.
    b. Note the claims where a higher proportion of students are darker purple.
    c. Note the claims where a higher proportion of students are light purple.
    d. Select a claim to examine more deeply.
        - Look at previous year's reports, for the grade level of focus, to discern if a trend exists.

Suggested Steps to Unpack IAR Results (slide 2)

3. Review the District or School **Evidence Statement Analysis** Report.
    a. For successes, note the Evidence Statements on which students performed well. Given this report is in order of difficulty, these will be on the right-hand side.
    b. For areas of opportunity, note the Evidence Statements on which students performed less well. These will be on the left-hand side.

It is important to consider the student count for each Evidence Statement identified. The student count, by Evidence Statement, can be found beginning on page 2 and represents the number of students who had items aligned to those Evidence Statements. Use caution when the numbers are low. Focus on those Evidence Statements with high student counts.

Suggested Steps to Unpack IAR Results (slide 3)

4. Reflect on the instructional opportunities provided to students for the identified Evidence Statement and the associated standards.
    a. When was the standard taught?
    b. What were the assignments and tasks students were asked to complete?
        - Use the PLDs and the released items, rubrics, and student exemplars to review those assignments and tasks. Are the expectations calibrated? What worked? What didn't?
5. Look across two to three years and across grade levels within the school or district. Determine if a trend exists for Evidence Statements for the same or similar concepts or skills.
6. Consider other information about student performance.
7. Decide what adjustments in instructional opportunities may be needed for future students and develop a plan for implementation.

ILLINOIS STATE BOARD OF EDUCATION

Unpacking Steps in Action

ILLINOIS STATE BOARD OF EDUCATION

Unpacking Steps in Action...Step 1

School Performance Level Summary

SPRING 2026

ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2025–2026

Purpose: This report describes group achievement in terms of average scale scores and performance levels. A growth score is provided for students with a valid IAR score from the prior school year. To learn more about the Student Growth Percentile (SGP), click here.

	Number of Valid Scores	Average Scale Score	Performance Levels								Total Proficiency: Levels 3 & 4		Average SGP
			Level 1 Below Proficient		Level 2 Approaching Proficient		Level 3 Proficient		Level 4 Above Proficient				
			#	%	#	%	#	%	#	%	#	%	
State	**130,562**	**742**	**17,183**	**13.2%**	**42,480**	**32.5%**	**51,537**	**39.5%**	**19,362**	**14.8%**	**70,899**	**54.3%**	**50**
District	22,415	731	4,542	20.3%	8,695	38.8%	6,947	31.0%	2,231	10.0%	9,178	40.9%	49
School	112	722	37	33.0%	43	38.4%	22	19.6%	10	8.9%	32	28.6%	50

ILLINOIS STATE BOARD OF EDUCATION

Unpacking Steps in Action...Step 2

Student Roster

SPRING 2026

ENGLISH LANGUAGE ARTS / LITERACY

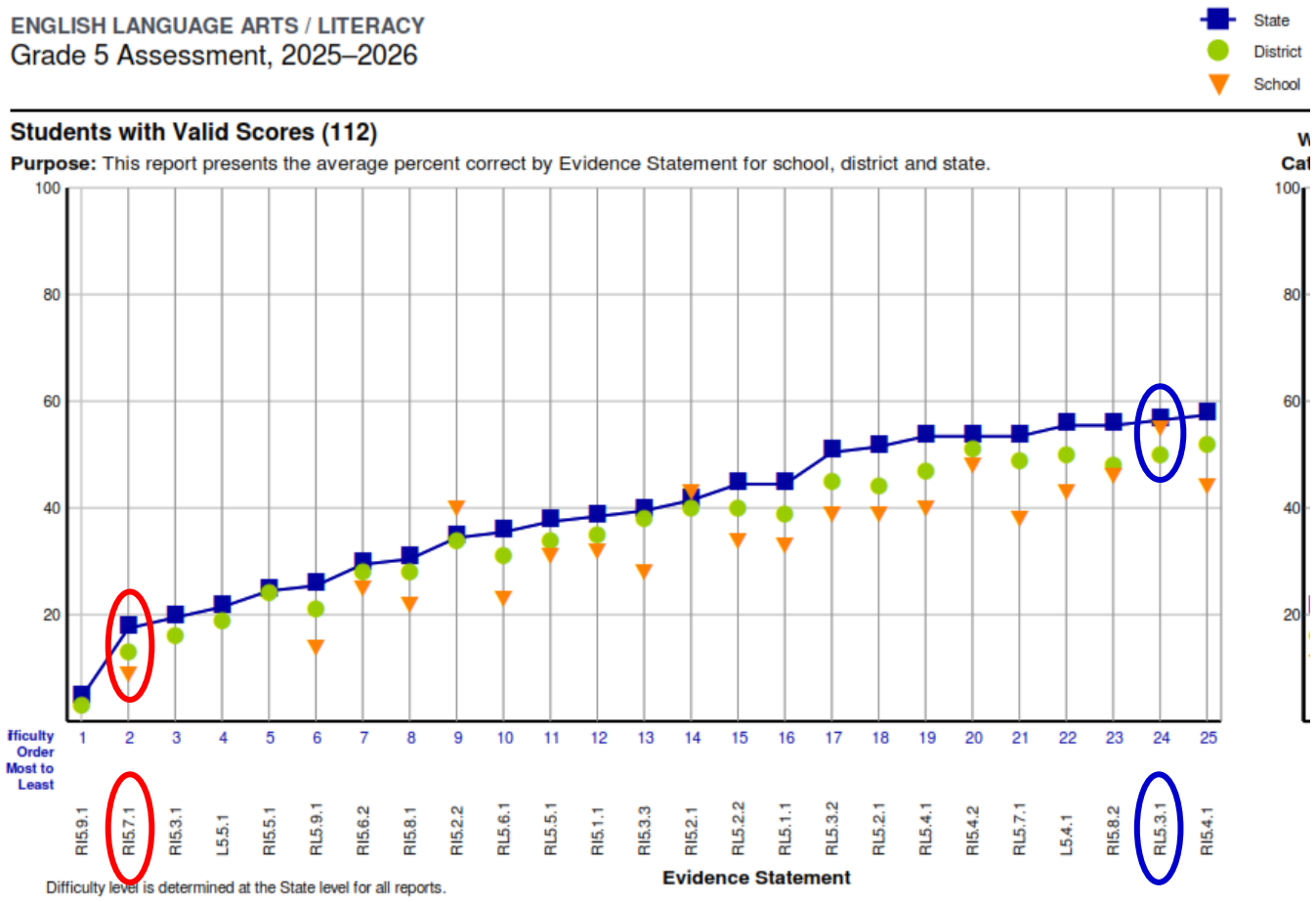
Grade 5 Assessment, 2025–2026

STUDENT	ELA/L OVERALL SCORE	SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure	SGP#
STATE AVERAGE	742	47	14 33 53	15 33 52	19 34 47	29	35 9 55	36 17 47		50
DISTRICT AVERAGE	731	43	20 38 42	20 37 42	26 36 38	24	50 9 41	51 17 32		49
SCHOOL AVERAGE	722	40	30 37 33	23 41 36	33 37 30	20	66 4 29	66 14 20		50

ILLINOIS STATE BOARD OF EDUCATION

Unpacking Steps in Action...Step 3 (slide 1)

School Evidence Statement Analysis



ILLINOIS STATE BOARD OF EDUCATION

Unpacking Steps in Action...Step 3 (slide 2)

School Evidence Statement Analysis

ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2025–2026

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	RI5.9.1	RI5.9	Reading: Informational Text	ELA-PCR	0
2	RI5.7.1	RI.5.7	Reading: Informational Text	ELA-PCR	112
3	RI5.3.1	RI5.3	Reading: Informational Text	Reading-EBSR	0
4	L5.5.1	L.5.5a	Language	Reading-EBSR	0
5	RI5.5.1	RI5.5	Reading: Informational Text	Reading-EBSR; Reading-TECR	0
6	RL5.9.1	RL5.9	Reading: Literature	Reading-TECR; ELA-PCR	59
7	RI5.6.2	RI5.6	Reading: Informational Text	Reading-EBSR; Reading-TECR; ELA-PCR	112
8	RI5.8.1	RI5.8	Reading: Informational Text	Reading-EBSR	112
9	RI5.2.2	RI5.2	Reading: Informational Text	ELA-PCR	112
10	RL5.6.1	RL5.6	Reading: Literature	Reading-EBSR	112

Evidence Statements

RI 5.7.1: Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.

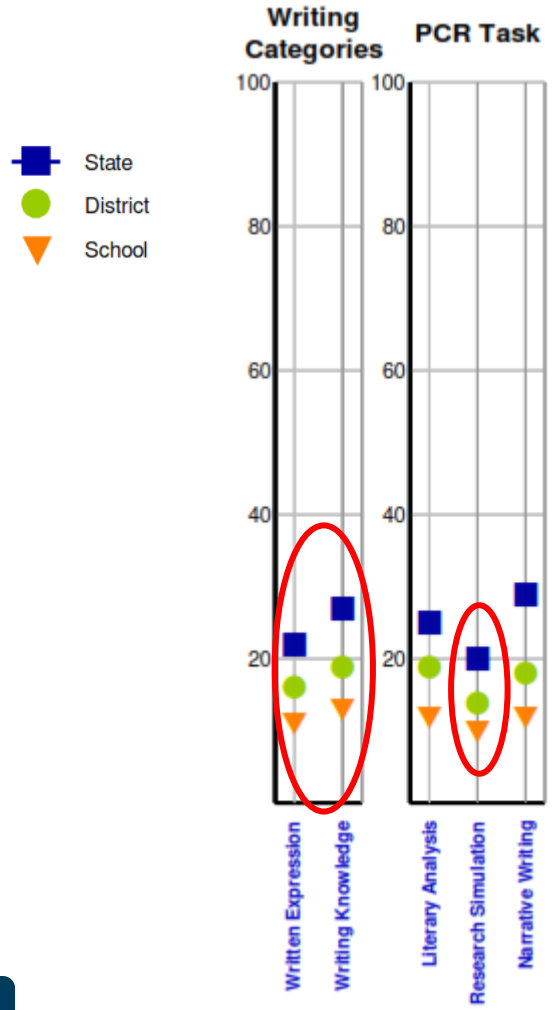
RL 5.9.1: Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RI 5.6.2: Provides an analysis of multiple accounts of the same **topic**, noting important similarities and/or differences in the point of view they represent.

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Unpacking Steps in Action...Step 3 (slide 3)

School Evidence Statement Analysis



Performance in Written Expression is low for the school, as is Knowledge of Language and Conventions.

Of the three opportunities to write, student performance on the Narrative Writing Task and the Literary Analysis Task was similar. Student performance on the Research Simulation Task, *taken by all students in the grade*, was slightly weaker than the other two.

Perhaps an area to investigate further is the Research Simulation Task (RST).

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Unpacking Steps in Action...Step 3 (slide 4)

- In reviewing both the Evidence Statement Analysis Report and the ELA Task Models, Evidence Statements related to the RST prose constructed response (PCR) include:
  - **ILS RI 5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
    - **ES RI 5.7.1:** Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources. (The PCR item associated with this Evidence Statement proved to be the most difficult for students at this school; see slide 55.)
  - **ILS RI 5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
    - **ES RI 5.6.2:** Provides an analysis of multiple accounts of the same **topic**, noting important similarities and/or differences in the point of view they represent. (Items associated with this Evidence Statement proved to be the third most difficult for students at this school; see slide 55.)
  - **ILS RI 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
    - **ES RI 5.1.1:** Demonstrates the ability to quote from a text when explaining what **the text says explicitly** and/or when explaining **inferences drawn from the text**. (Items associated with this Evidence Statement proved to be the eighth most difficult for students at this school; see slide 55.)

Unpacking Steps in Action...Step 3 (slide 5)

- Consult the PLDs to review the expectations, across the continuum, for the identified standards and Evidence Statements.
  - Review the Summary PLDs for expectations at the claim level.
    - For the RST, claims to review include – Reading Informational Text; Written Expression; and Knowledge of Written Language and Conventions.
  - Review the Detailed PLDs for the identified standards.

Unpacking Steps in Action...Step 3 (slide 6)

Summary ELA PLDs for Targeted Claims

Claim 2: Reading Informational Text *Student performance indicates the ability to:*			
Below Proficient	**Approaching Proficient**	**Proficient**	**Above Proficient**
Locate facts, ideas, or visuals in short texts. **Answer questions** about the topic or key details using **text features** like headings or diagrams but may miss how the parts fit together.	**Identify** the main idea and find details that support it. **Recognize text features** like headings or bolded words and **describe basic relationships**, such as why something happened or what steps happened first.	**Explain** the main idea and how the author's use of **facts, examples, and text features** support it. **Describe relationships** such as cause and effect or how ideas build across a section. **Compare two texts** for similarities and differences in how information is presented.	**Compare and evaluate** how two texts present information on the same topic using structure, evidence, and word choice. **Explain** how the author's **purpose or organization** affects what the reader learns.
Claim 4: Written Expression (Using both literary & informational prompts) *Student performance indicates the ability to:*			
Write short responses with a topic or opinion and some supporting detail, like a reason or an example. May include a beginning or ending, but ideas may be out of order or missing important information.	**Present a topic or story** with related details. **Group ideas** and **use simple transitions** like *then* or *after that*. Include a beginning and ending that relate to the main idea, though parts may be unclear or uneven.	**Write with a clear focus**, such as an opinion, topic, or story. **Support ideas** with reasons, facts, or descriptive examples, and **use transitions** like *for example* or *in the end* to guide the reader. **Organize writing into paragraphs** with a beginning, middle, and end.	**Develop well-structured writing** with a clear purpose and well-supported ideas. **Use precise language and descriptive examples**, such as *hesitated* instead of *stopped*, or *a sky full of swirling clouds*, to help the reader picture what's happening. **Use varied sentence types and transitions** like *even thoug result*, or *in contrast* to clea show how ideas connect.

MOST COMPLEX

↑↑↑↑

RI 10/RL 10

Read and comprehend appropriate texts independently.

↑↑↑↑

LEAST COMPLEX

Unpacking Steps in Action...Step 3 (slide 7)

Detailed ELA PLDs for Identified ILS

Reading Informational Text *Student performance indicates the ability to ...*

RI.10/RL.10 – Read and comprehend appropriate texts independently

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity:	LEAST COMPLEX			MOST COMPLEX
RI 5.7	Recognize information that is relevant to a topic.	Identify general details and connect them to an important idea.	Draw on key information from multiple sources to efficiently answer questions.	Integrate key information from multiple texts to answer multi-faceted questions.
RI 5.6	Identify a point of view.	Describe a similarity or difference in the way point of view is presented in multiple accounts of the same topic or event.	Analyze the way points of view influence multiple accounts of the same topic or event.	Evaluate how multiple points of view shape understanding of the same topic or event.
RI 5.1	Locate quotes in texts with a clear structure.	Refer to quotes to explain general ideas and make an inference.	Use quotes to express explicit ideas and draw logical inferences.	Integrate and analyze quotes to draw inferences.

Unpacking Steps in Action...Step 3 (slide 8)

Detailed ELA PLDs for Claim 4: Written Expression

Written Expression *Student performance indicates the ability to ...*

RI.10/RL.10 – Read and comprehend appropriate texts independently

Claim 4	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity:	**LEAST COMPLEX**			**MOST COMPLEX**
W 5.1 – W 5.10	Share an opinion and may include a reason or example. Ideas may be loosely connected or shift focus.	State a clear opinion and provide reasons with some supporting information. Organization may be uneven.	State and support an opinion with logically ordered reasons and relevant information. Organization supports the purpose.	Construct a persuasive opinion with well-chosen reasons, elaboration, and purposeful transitions that guide the reader.
	Provide ideas or facts related to a topic using words, lists, or basic explanations. Structure may be minimal.	Convey a clear focus with grouped information and basic use of transitions or formatting.	Explain a topic with organized ideas, facts, and definitions, using transitions and formatting to support clarity.	Develop the topic thoroughly with precise language, effective organization, and elaboration that deepens understanding.
	Share events or ideas in a basic order, often using simple language. May include a beginning or ending.	Develop a story with a clear sequence and character or setting details. Use dialogue or transitions with some consistency.	Tell a complete story using narrative techniques (e.g., dialogue, pacing, description) to show character and events.	Use narrative craft to enhance meaning, with strong pacing, vivid detail, and intentional structure to shape the reader's experience

Unpacking Steps in Action...Step 3 (slide 9)

Detailed ELA PLDs for Claim 5: Knowledge of Written Language and Conventions

Knowledge of Written Language and Conventions *Student performance indicates the ability to ...*				
Claim 5	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Above Proficient**
L 5.1-3 **L 5.6** **W 5.1**	Use basic sentence forms and familiar grammar patterns. May begin to vary words or phrasing.	Show growing control of grammar and begins to adjust word choice or structure for purpose.	Use appropriate grammar and varied sentence structures with attention to language that fits the task.	Apply grammar and word choice deliberately to strengthen clarity, tone, or effect.
	Use familiar conventions in everyday writing. Capital letters and punctuation appear in expected places most of the time.	Apply capitalization, punctuation, and spelling with increasing accuracy in extended writing.	Use grade-level conventions to support meaning and clarity. Any errors do not detract from understanding.	Apply conventions with precision to enhance readability and flow.
	Use basic strategies (e.g., context or word parts) to understand familiar words.	Apply known strategies to determine word meanings in grade-level texts.	Select and use multiple strategies to understand unfamiliar or precise vocabulary.	Integrate strategies flexibly to interpret and use complex or nuanced language.
	Recognize familiar phrases or word meanings in context.	Identify basic figurative language or shades of meaning.	Demonstrate understanding of figurative language, word relationships, and meaning nuances	Interpret and use figurative expressions or word nuances to enrich meaning or tone.

Unpacking Steps in Action...Step 4 (slide 1)

- The Grade 5 Task Models are another resource to help reflection. Task foci for the Research Simulation Tasks include:
  - Analyzing the relationship between a series of concepts
  - Analyzing the role of illustrations
  - Analyzing multiple accounts
  - Analyzing author's use of evidence
- What opportunities were provided to students around the identified Evidence Statements, including using informational texts to make and support claims?

Unpacking Steps in Action...Step 4 (slide 2)

- Released Grade 5 Research Simulation Tasks, along with PCR student exemplars, can help to unpack the expectations and inform reflection on the instructional activities and assignments provided to students.
  - Reflection – Did my lessons, tasks, and assignments cover the skills associated in the Evidence Statements, task models, and released items? Were my expectations calibrated to the scored student exemplars?

While we don't want to 'teach to the test,' we do want to understand the expectations for students. Reviewing these resources can help us understand the expectations better. We will use our professional knowledge and experience as we reflect to make appropriate decisions for the students we serve.

Unpacking Steps in Action…Steps 5 & 6

- How did 5th grade students perform in previous years?
- How did students in grades 3 and 4 perform on the Research Simulation Task and the Evidence Statements identified for grade 5?
- What other evidence of student performance in this area is available?
  - Does that evidence support the results? Is it calibrated to a similar expectation?

Discuss your finding with your colleagues.
Look for trends and examine other sources of evidence.

Unpacking Steps in Action...Step 7

- What instructional plans and student assignments worked well for students?
- What tweaks or adjustments in instructional plans and associated tasks/assignments may be of benefit to future grade 5 students based on what I've learned?
- Devise a plan of action for the upcoming school year. Think about how you will monitor student learning to ensure students are on-track.

The steps are best completed by district, school, and grade-level teams, along with individual reflection.

Concluding Thoughts

While many factors affect student achievement, one factor that has significant influence is opportunity to learn.

- Summative assessments, such as the IAR, are designed to illuminate trends in student achievement.
- While the students on which the data are based may have moved on to the next grade, reflection on the instructional opportunities provided to those students can help prepare for the next group of students.
- While no assessment can encapsulate everything that students have learned in a single school year, summative assessments are a necessary part of the continuous improvement cycle.

THANK YOU!

Have a question?

Please contact ISBE Assessment Department at assessment@isbe.net.

The primary role of any assessment is to inform teaching and learning.

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