



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



Workshop Topics

- Getting focused
 - Results of informational survey
- Intended uses of the IAR
- Resources available to support
- Suggested unpacking protocol
- Reflection and planning for next steps

The workshop is intended to be flexible to support district/school teams as they work with their results.



Workshop Goals

Participants will:

- identify patterns and trends in student achievement based on their district/school results;
- unpack those patterns/trends to identify one or two areas to investigate further;
- reflect on instructional practices provided to students; and
- begin to translate those insights into next steps.



First Things First

- School is about teaching and learning
- Assessment informs teaching and learning

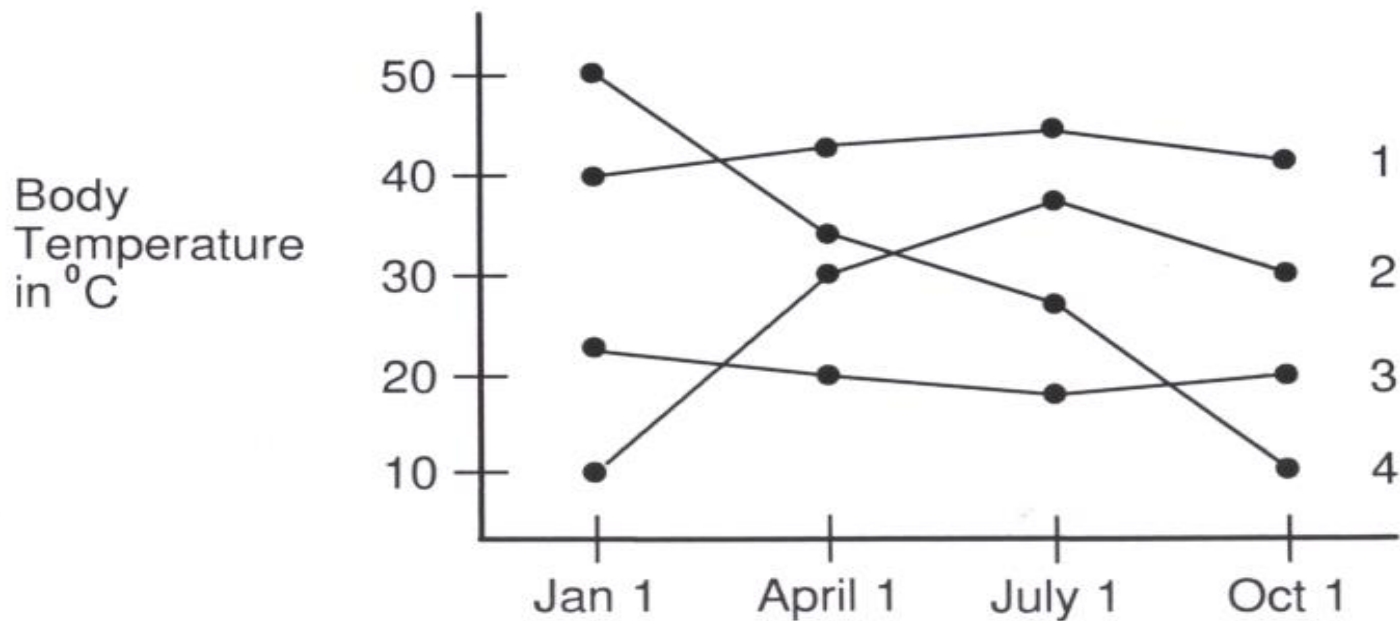


Teaching & Learning

- Knowledge and skill are not bound by
 - a single standard or
 - a grade level
- Expertise draws from a wide range of knowledge and skills



Which line in the graph could represent the average daytime body temperature of a cold-blooded animal during the four days shown?



What must a student know to answer this question?



Purpose and Intended Uses of the IAR



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Purpose of the IAR

The primary purpose of the IAR is to:

- measure what students know and can do in ELA and mathematics; and
- assist educators in supporting student learning, inform accountability, and provide information on college and career readiness.



Intended Uses of the IAR Results

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

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.



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
- ELA/Literacy Writing Rubrics
- Performance Level Descriptors
- ELA/Literacy Task Models
- Mathematical Task Types
- [Digital Item Library](#)
- [Released Items](#)
- [IAR Score Interpretation Guide](#)
- [IAR Performance Level Cut Scores](#)

These documents are posted on the [IAR website](#). To locate the specific documents, scroll down to the 'Test Information and Resources' tab on the linked webpage.

Additional resources are also available on ISBE's [Assessment Literacy](#) webpage.



Key Resources to Support Interpretation

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).



Understanding the Evidence Statements

- 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.

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

The Evidence Statements are organized by grade level and claim.

ELA/L 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



ELA/L 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.	<ul style="list-style-type: none">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 judgments.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.



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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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 (i.e., 5.Int.1).



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.



Understanding the ELA/L PLDs

Grade 5 English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	See Literary Evidence Table	See Informational Evidence Table	See Vocabulary Evidence Table

Level 5 A student who achieves at Level 5 exceeds expectations for the assessed standards.	Level 4 A student who achieves at Level 4 meets expectations for the assessed standards.	Level 3 A student who achieves at Level 3 approaches expectations for the assessed standards.	Level 2 A student who achieves at Level 2 partially meets expectations for the assessed standards.
In reading , the pattern exhibited by student responses indicates: <ul style="list-style-type: none">With <u>very complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.With <u>moderately complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In reading , the pattern exhibited by student responses indicates: <ul style="list-style-type: none">With <u>very complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In reading , the pattern exhibited by student responses indicates: <ul style="list-style-type: none">With <u>very complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text.With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text <u>and</u> when explaining inferences drawn from the text.	In reading , the pattern exhibited by student responses indicates: <ul style="list-style-type: none">With <u>very complex text</u>, students demonstrate the inability to be accurate when quoting or referencing, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text.With <u>moderately complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text.With <u>readily accessible text</u>, students demonstrate the ability to be <u>partially accurate</u> when quoting or referencing, showing <u>partial</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

The ELA/L PLDs are organized by Reading and Writing.

Text complexity, range of accuracy, and quality of evidence are key features that increase in sophistication 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

GRADES 6-8 MATHEMATICS Performance Level Descriptors

Grade 7 Math: Content (Sub-Claim A) The student solves problems involving the Major Content for grade/course with connections to the Standards for Mathematical Practice.			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Operations with Fractions: 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.EE.3			
Performs operations on positive and negative rational numbers in multi-step mathematical and real-world problems.	Performs operations on positive and negative rational numbers in multi-step mathematical and real-world problems.	Performs operations on positive and negative rational numbers in mathematical and real-world problems.	Performs operations on positive and negative rational numbers in mathematical problems.
Represents addition and subtraction on a horizontal or vertical number line and recognizes situations in which opposite quantities combine to make zero.	Represents addition and subtraction on a horizontal or vertical number line and recognizes situations in which opposite quantities combine to make zero.	Represents addition and subtraction on a horizontal or vertical number line and recognizes situations in which opposite quantities combine to make zero.	Represents addition and subtraction on a horizontal or vertical number line.
Determines reasonableness of a solution and interprets solutions in real-world contexts.	Determines reasonableness of a solution.		
Using the properties of operations, justifies the steps taken to solve multi-step mathematical and real-world problems involving rational numbers.			
Expressions, Equations and Inequalities: 7.EE.1, 7.EE.2, 7.EE.4a-1, 7.EE.4a-2, 7.EE.4b			
Applies properties of operations as strategies to add, subtract, factor and expand linear expressions.	Applies properties of operations as strategies to add, subtract, factor and expand linear expressions.	Applies properties of operations as strategies to add, subtract and expand linear expressions.	Applies properties of operations as strategies to add and subtract linear expressions.
Solves multi-step linear equations with rational coefficients.	Solves two-step linear equations with rational coefficients.	Solves two-step linear equations with rational coefficients.	Solves one-step linear equations with rational coefficients.
In mathematical or real-world contexts, uses variables to represent quantities, construct and solve equations and inequalities, and graph and interpret solution sets.	In a mathematical or real-world context, uses variables to represent quantities, construct and solve equations and inequalities, and graph solution sets.	In a mathematical context, uses variables to represent quantities, construct and solve equations and inequalities, and graph solution sets.	

The Mathematics PLDs are organized by claim (e.g., Major Content) and concept (e.g., Operations with Fractions).

The evidence statements associated with each concept are included.



Key Resources to Support Interpretation

Resources to Inform Curriculum and Instruction:

- ILS
- Evidence Statements

These resources outline what IL 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, Rubrics, 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 – detail the number of points by item type for each claim and section of the test; and
 2. Content – detail the percentage of questions that contribute to each claim and list the eligible standards and evidence statements to be assessed by strand/domain.

Note: For ELA/L 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.



ELA/L 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	Illinois Learning Standards Strand			
	Evidence Statements	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.



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.



IAR Reports and Scores



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IAR Score Reports – School Level Reports

Score Report	Intended Audience	Description
Individual Student Report (ISR)	Students 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's growth percentile and the predicted Lexile and Quantile scores.
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, and subclaim readiness estimates. The state, district, and school results are provided for comparison.
School Performance Level Summary	School Leadership Teams District Administrators	Displays the average scale score for the state, district, and school, as well as the number and percentage of students who achieved each performance level. Disaggregates the school's data by gender, ethnicity/race, economic, disability, English learner, and migrant status.
School Evidence Statement Analysis	School Leadership Teams District Administrators	Summarizes the average percent correct for the assessed Evidence Statement, in order of difficulty, at state, district, and school levels.



IAR Score Reports – District Level Reports

Score Report	Intended Audience	Description
District Performance Level Summary	District Administrators	Displays the average scale score for the state and district, as well as the number and percentage of students who achieved each performance level. Disaggregates the district'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 average scale scores achieved and the percent of students at each readiness level by subclaim.
District Evidence Statement Analysis	District Administrators	Summarizes the average percent correct for the assessed Evidence Statement, in order of difficulty, at state and district levels.
School Content Standards Roster	District Administrators	Summarizes the percentage of points earned by each student in the district on the operational items. Organized by the ILS strand/domain and includes the average percent of points earned by all students across the state for comparison.



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 <i>same grade and content area</i> , regardless of test form taken or the year in which a student takes the test (e.g., 2022 vs 2023). IAR scale scores range from 650 to 850 for both ELA/L and Mathematics. Scale scores are also reported for Reading (10 to 90) and Writing (10 to 60).
Performance Level	<p>Classifications based on the scale score. Performance levels provide meaning to the scale score. Each level indicates what a typical student should know and be 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.</p> <p>The five IAR Performance Levels are: 5 – Exceeded Expectations 4 – Met Expectations 3 – Approached Expectations 2 – Partially Met Expectations 1 – Did Not Yet Meet Expectation</p>
Readiness Indicator	<p>Classifies student performance for each subclaim relative to the overall performance of students who met or nearly met expectations for the content area (ELA/L or Mathematics).</p> <p>The three levels of readiness include: H – High M – Middle L – Low</p>
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 <i>minimum of two consecutive years</i> of content area scale scores (current and prior year) to calculate an SGP.



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.
- 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 Met or Exceeded Expectations 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, all data send a signal; that signal must be *interpreted*.
 - Use other student achievement data sources to triangulate interpretations.

Reflect on the instructional opportunities given to students throughout the school year.



Suggested Steps to Unpack IAR Results

1. Review the School or District 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 Student or School Roster.
 - 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 green or blue.
 - c. Note the claims where a higher proportion of students are red.
 - d. Select a claim to examine more deeply.
 - Look at previous years' reports, for the grade level of focus, to discern if a trend exists.



Suggested Steps to Unpack IAR Results

3. Review the School or District 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

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?



Suggested Steps to Unpack IAR Results

5. Look across two to three years and across grade levels within the school or district.
 - a. Determine if a trend exists for evidence statements for the same or similar concepts or skills.
 - b. Consider other information about student performance.



Suggested Steps to Unpack IAR Results

6. Decide what adjustments in instructional opportunities may be needed for future students and develop a plan for implementation.



Unpacking Steps in Action



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SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 5



CONFIDENTIAL - DO NOT DISTRIBUTE

IL ELEMENTARY SCHOOL

IL District

ILLINOIS

SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2021–2022

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	131,175	730	28,440	21.7%	28,351	21.6%	35,069	26.7%	36,008	27.5%	3,307	2.5%	39,315	30.0%
District	1,870	748	178	9.5%	246	13.2%	493	26.4%	866	46.3%	87	4.7%	953	51.0%
School	111	755	1	0.9%	17	15.3%	24	21.6%	63	56.8%	6	5.4%	69	62.2%
Gender														
Female	50	762	0	0.0%	5	10.0%	9	18.0%	30	60.0%	6	12.0%	36	72.0%
Male	61	749	1	1.6%	12	19.7%	15	24.6%	33	54.1%	0	0.0%	33	54.1%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	4	736	0	0.0%	1	25.0%	2	50.0%	1	25.0%	0	0.0%	1	25.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	73	758	1	1.4%	8	11.0%	13	17.8%	47	64.4%	4	5.5%	51	69.9%
Black or African-American	5	737	0	0.0%	2	40.0%	1	20.0%	2	40.0%	0	0.0%	2	40.0%

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



Unpacking Steps in Action...Step 1

School Performance Summary

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	131,175	730	28,440	21.7%	28,351	21.6%	35,069	26.7%	36,008	27.5%	3,307	2.5%	39,315	30.0%
District	1,870	748	178	9.5%	246	13.2%	493	26.4%	866	46.3%	87	4.7%	953	51.0%
School	111	755	1	0.9%	17	15.3%	24	21.6%	63	56.8%	6	5.4%	69	62.2%



STUDENT ROSTER

Grade 5

IL ELEMENTARY SCHOOL

IL District

ILLINOIS

SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2021–2022

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure
STATE AVERAGE	730	44	<div><div></div><div></div><div></div></div> 38 26 36	<div><div></div><div></div><div></div></div> 39 29 32	<div><div></div><div></div><div></div></div> 42 26 32	26	<div><div></div><div></div><div></div></div> 50 21 30	<div><div></div><div></div><div></div></div> 54 19 28	
DISTRICT AVERAGE	748	51	<div><div></div><div></div><div></div></div> 20 24 56	<div><div></div><div></div><div></div></div> 23 27 50	<div><div></div><div></div><div></div></div> 25 26 49	31	<div><div></div><div></div><div></div></div> 32 23 45	<div><div></div><div></div><div></div></div> 33 23 45	
SCHOOL AVERAGE	755	55	<div><div></div><div></div><div></div></div> 12 19 69	<div><div></div><div></div><div></div></div> 14 33 53	<div><div></div><div></div><div></div></div> 15 25 59	32	<div><div></div><div></div><div></div></div> 27 30 43	<div><div></div><div></div><div></div></div> 27 30 43	
Last Name, First Name	732	49	<div><div></div><div></div><div></div></div> H	<div><div></div><div></div><div></div></div> M	<div><div></div><div></div><div></div></div> M	10	<div><div></div><div></div><div></div></div> L	<div><div></div><div></div><div></div></div> L	905L
Last Name, First Name	712	34	<div><div></div><div></div><div></div></div> L	<div><div></div><div></div><div></div></div> L	<div><div></div><div></div><div></div></div> L	28	<div><div></div><div></div><div></div></div> M	<div><div></div><div></div><div></div></div> L	790L
Last Name, First Name	769	63	<div><div></div><div></div><div></div></div> H	<div><div></div><div></div><div></div></div> H	<div><div></div><div></div><div></div></div> H	35	<div><div></div><div></div><div></div></div> H	<div><div></div><div></div><div></div></div> M	1120L

1

Did Not Yet Meet
Expectations
(650-699)

2

Partially Met
Expectations
(700-724)

3

Approached
Expectations
(725-749)

4

Met
Expectations
(750-798)

5

Exceeded
Expectations
(799-850)



Did Not Yet Meet or
Partially Met
Expectations



Approached
Expectations



Met or Exceeded
Expectations

* Numbers are percentages

Page 1 of 9

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



Unpacking Steps in Action...Step 2

Student Roster

SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure
STATE AVERAGE	730	44	<div><div></div><div></div><div></div></div> <div>38 26 36</div>	<div><div></div><div></div><div></div></div> <div>39 29 32</div>	<div><div></div><div></div><div></div></div> <div>42 26 32</div>	26	<div><div></div><div></div><div></div></div> <div>50 21 30</div>	<div><div></div><div></div><div></div></div> <div>54 19 28</div>	
DISTRICT AVERAGE	748	51	<div><div></div><div></div><div></div></div> <div>20 24 56</div>	<div><div></div><div></div><div></div></div> <div>23 27 50</div>	<div><div></div><div></div><div></div></div> <div>25 26 49</div>	31	<div><div></div><div></div><div></div></div> <div>32 23 45</div>	<div><div></div><div></div><div></div></div> <div>33 23 45</div>	
SCHOOL AVERAGE	755	55	<div><div></div><div></div><div></div></div> <div>12 19 69</div>	<div><div></div><div></div><div></div></div> <div>14 33 53</div>	<div><div></div><div></div><div></div></div> <div>15 25 59</div>	32	<div><div></div><div></div><div></div></div> <div>27 30 43</div>	<div><div></div><div></div><div></div></div> <div>27 30 43</div>	
Last Name, First Name	732	49	<div><div></div><div></div><div></div></div> <div>H</div>	<div><div></div><div></div><div></div></div> <div>M</div>	<div><div></div><div></div><div></div></div> <div>M</div>	10	<div><div></div><div></div><div></div></div> <div>L</div>	<div><div></div><div></div><div></div></div> <div>L</div>	905L



School Evidence Statement Analysis

Grade 5

CONFIDENTIAL - DO NOT DISTRIBUTE

IL ELEMENTARY SCHOOL

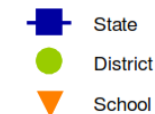
IL District

ILLINOIS

SPRING 2022

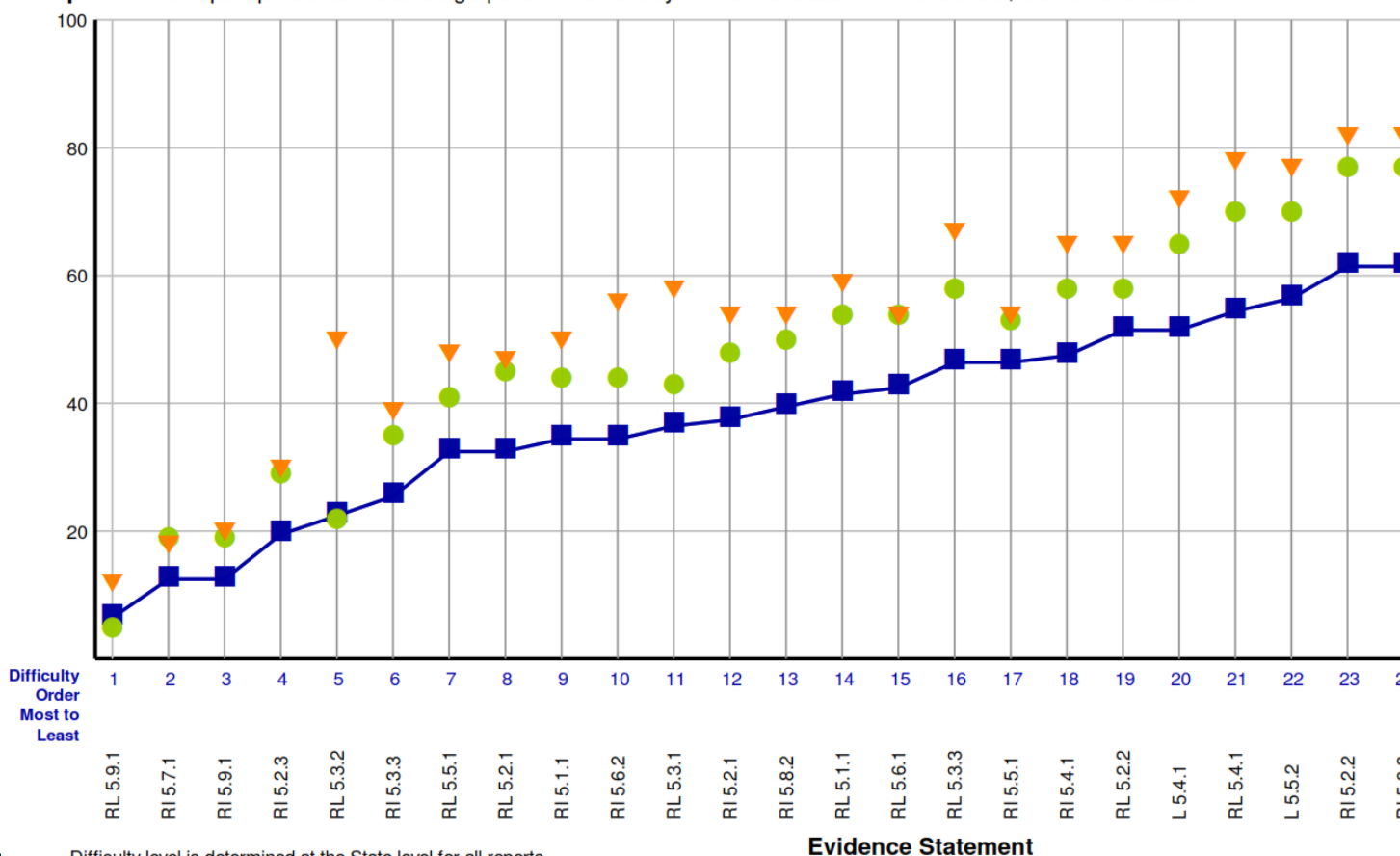
ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2021–2022

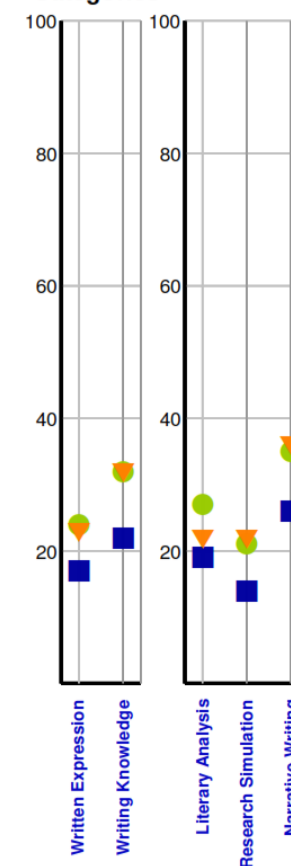


Students with Valid Scores (111)

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



Writing Categories PCR Task



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.

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



Unpacking Steps in Action...Step 3

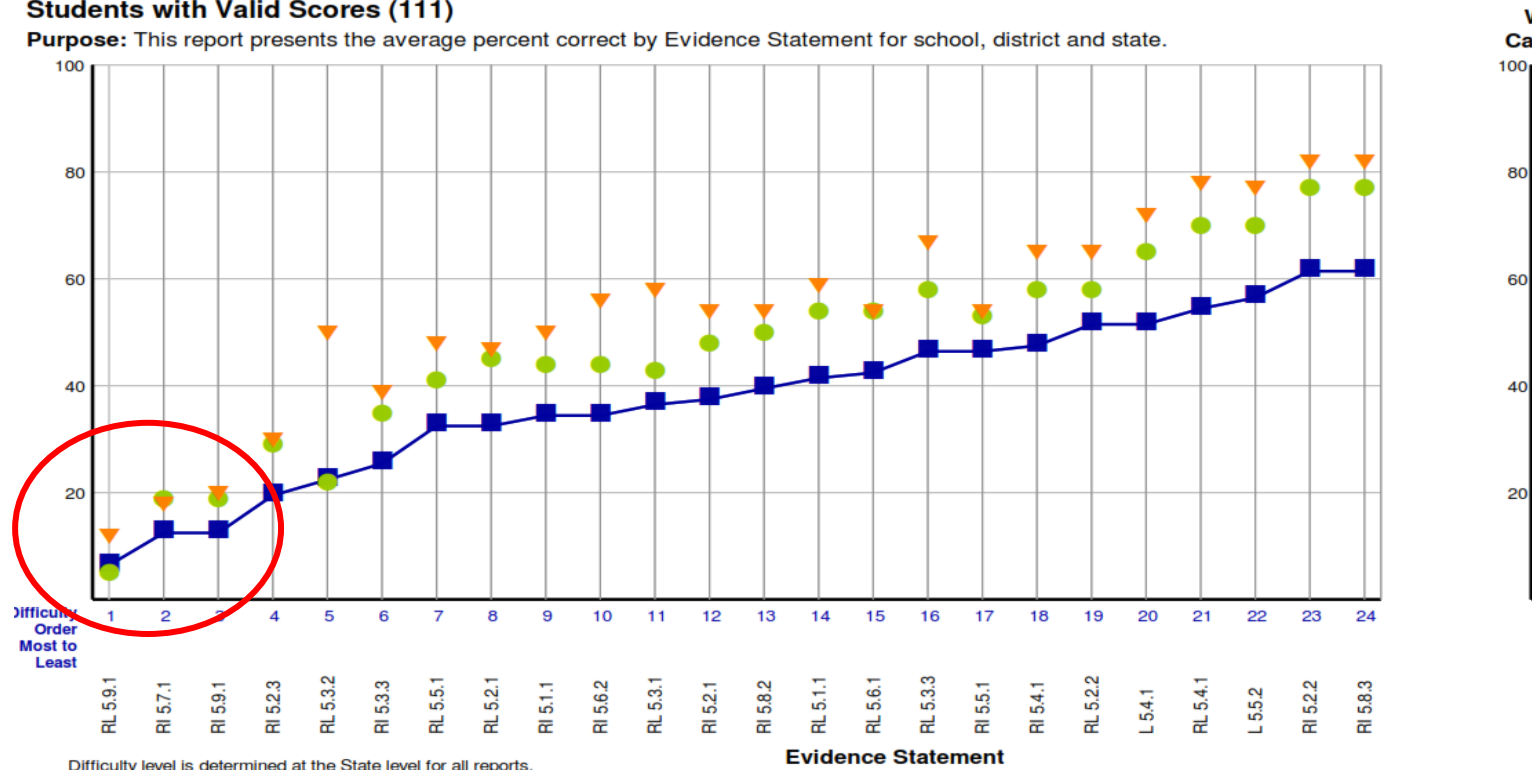
School Evidence Statement Analysis

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

■ State
● District
▼ School

Students with Valid Scores (111)

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





Unpacking Steps in Action...Step 3

School Evidence Statement Analysis

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

ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2021–2022

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	RI.5.9.1	RL.5.9	Reading: Literature	ELA-PCR	2
2	RI.5.7.1	RI.5.7	Reading: Informational Text	ELA-PCR	62
3	RI.5.9.1	RI.5.9	Reading: Informational Text	ELA-PCR	111
4	RI.5.2.3	RI.5.2	Reading: Informational Text	Reading-TECR	60
5	RI.5.9.2	RI.5.9	Reading: Literature	Reading-PCR	1

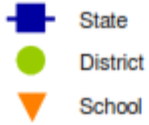
RI 5.7.1: Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.

RI 5.9.1: Provides a statement that integrates information from several texts on the same topic.

RI 5.2.3: Provides a summary of the text.

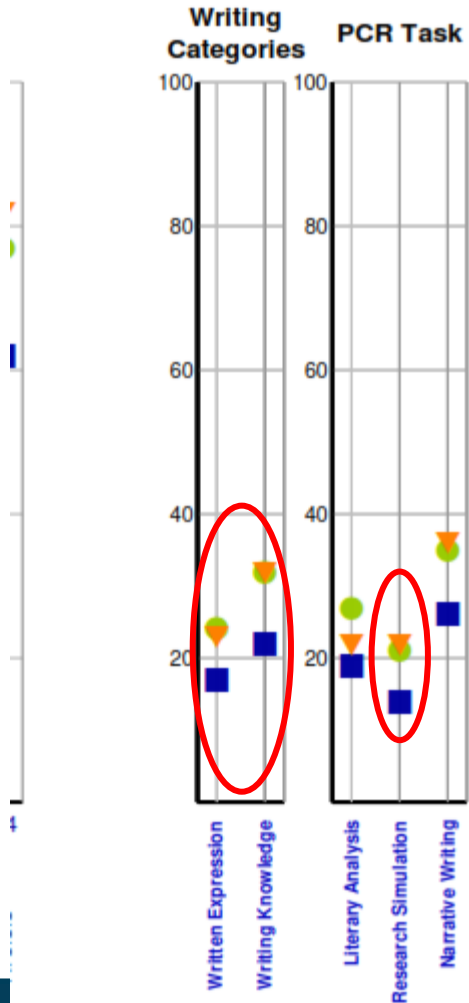


IL ELEMENTARY SCHOOL
IL District
ILLINOIS
SPRING 2022



Unpacking Steps in Action...Step 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 was somewhat stronger on the Narrative Writing Task than on the Literary Analysis Task. Student performance on the Research Simulation Task, taken by all students in the grade, was on the weaker side.

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



Unpacking Steps in Action...Step 3

In reviewing the Evidence Statement Analysis, I note additional evidence statements related to the prose constructed response (PCR) with a high student count. These include:

- **RI 5.3.3:** Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text.
- **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.

Other related evidence statements include:

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.

RI 5.8.2: Provides an explanation of how an author uses evidence to support particular points in a text.

I note that students achieved a higher percent correct on items measuring these evidence statements.



Unpacking Steps in Action...Step 4

- The Grade 5 Task Models are another resource to guide 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

- 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?



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 findings 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.



Receive Professional Development Credit

- Please make sure to fill out the attendance sheet before you leave. You will need to write in your Illinois Educator Identification Number (IEIN). ISBE will register your attendance within the next couple of days in the PD+ platform.
- Please follow the steps to logging into your educator PD Plus account
 - Login to your [ELIS](#) account and select the PD Plus button in the upper left-hand corner. 
 - Go to your notifications (the “bell” icon).
 - Your notifications center is where you will see if a provider has marked the professional development activity you attended as complete to receive credit.
 - Look for a notification indicating you need to complete the 77-21A survey.
 - Click the 77-21A survey link and complete the survey.
 - Click submit survey once you have answered all the questions to the best of your ability.
 - You will be taken to your PD page verifying you received credit for the professional development activity. The proof of completion will be stored in your PD+ activity with the activity information.

Equity • Quality • Collaboration • Community



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.



Illinois State Board of Education