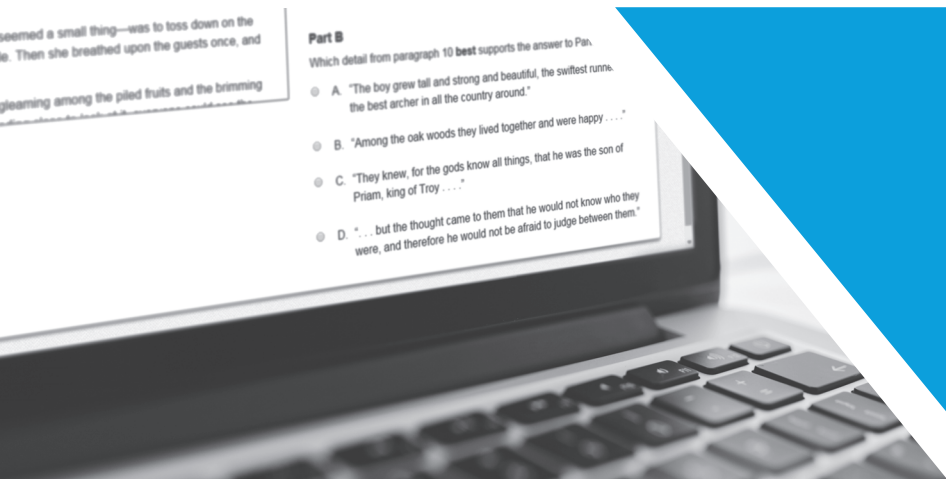


Spring 2019



ILLINOIS
Assessment of Readiness



Illinois Assessment of Readiness (IAR)
District/School Performance Level Summary Report,
District/School Evidence Statement Analysis Report, AND
School Content Standards Roster
Interpretation Guide

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1.0 General Information for Educators

1.1 Background

During the Spring 2019 administration, additional reports were created to provide more in-depth analysis of items as they relate to both the alignment to Evidence Statements and the Illinois Learning Standards.

1.2 Illinois Assessment of Readiness (IAR)

The reports referred to in this document are based on the Illinois Assessment of Readiness Spring 2019 Administration for the operational items taken.

1.3 Confidentiality of Reporting Results

The reports covered in this guide are for use at a state, district, and school level and are not intended for public distribution.

1.4 Purpose of this Guide

This guide provides information to assist in the interpretation of the District and School Performance Level Summary report, the District and School Evidence Statement report, and the School Content Standards Roster report. Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include live data from the Spring 2019 Administration.

The specific use of this information as it pertains to curriculum is at the discretion of the organization.

1.5 Accessing the Reports

The Performance Level Summary, Evidence Statement, and Content Standards Roster reports can be accessed through PearsonAccess^{next} Published Reports. Once signed into PearsonAccess^{next}, you must be in the 2018-2019 IAR Spring 2019 administration. Under the "Reports" drop down, choose "Published Reports." It is helpful to type "Performance," "Evidence," or "Content" under the "Find Reports" search to filter for these reports.

1.6 Data Files

Data files in .csv format are posted in PearsonAccess^{next} to accompany the PDF reports. Information on the Performance Level Summary Report is included in the IAR (District or School) Summary File. Information on the Evidence Statement Analysis Reports is in the IAR (District or School) Evidence Statement Summary Data file. Information on the Content Standards Roster Reports is in the IAR (District or School) Content Roster Data file.

2.0 Understanding the Illinois Assessment of Readiness District and School Performance Level Summary Report

2.1 General Overview

The Performance Level Summary reports are provided at a State, District and School Level. This report breaks out the performance aggregations into subcategory levels.

2.2 Description of Illinois Assessment of Readiness Performance Level Summary Report

A. Identification Information

The report identifies the district or school name.

B. Content Area and Grade Level

The content area of the report, the grade level of the assessment, as well as the administration year are identified.

C. Demographic and Program Categories and Student Groups

Demographic and program categories with student groups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the “not indicated” student group.

D. Number of Valid Scores

The number of valid scores does not include students with no score.

E. Average Scale Score

The average scale score is displayed for the state and district as well as each demographic or program student group. On school level reports, the average scale score for the school is also included. The average does not include students with no scores.

F. Performance Level Results

The number and percentage of students who performed at the Did Not Yet Meet Expectations, Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations, as well as aggregated to Met or Exceeded Expectations performance levels, are displayed for each demographic or program student group.

2.2.1 Sample School Performance Level Summary Report

SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE

A

SAMPLE SCHOOL
SAMPLE DISTRICT
ILLINOIS

SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, 2018–2019

	C	D Number of Valid Scores	E Average Scale Score	F 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		999,999	999	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%
District		999,999	999	999,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
School		999,999	999	999,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Gender															
Female		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Male		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Ethnicity/Race															
Hispanic or Latino		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
American Indian or Alaska Native		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Asian		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Black or African-American		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Native Hawaiian or Other Pacific Islander		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
White		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Two or more races		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Not Indicated		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Economic Disadvantage															
No		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Students with Disabilities															
IEP - Yes		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
IEP - No		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
504		99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%

SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL
SAMPLE DISTRICT
ILLINOIS
SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2018–2019

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Migrant														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%

3.0 Understanding the Illinois Assessment of Readiness District and School Evidence Statement Analysis Report

3.1 General Overview

The IAR District and School Evidence Statement Analysis Report are two-page reports which analyze the performance of the IAR Evidence Statements at a state, district and school level for each operational item on the Spring 2019 Illinois Assessment of Readiness. Information is reported for each grade level and content area.

3.2 Description of Illinois Assessment of Readiness District and School Evidence Statement Analysis Report

3.2.1 Sample Illinois Assessment of Readiness District and School Evidence Statement Analysis Report – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

Understanding the
IAR District and School
Evidence
Statement Analysis
Report

The first report below shows an example of a Mathematics report at a district level. The second is an ELA/Literacy report at a school level.

District Evidence Statement Analysis

Grade 8



CONFIDENTIAL - DO NOT DISTRIBUTE

A

SAMPLE DISTRICT NAME
ILLINOIS
SPRING 2019

MATHEMATICS
Grade 8 Assessment, 2018–2019

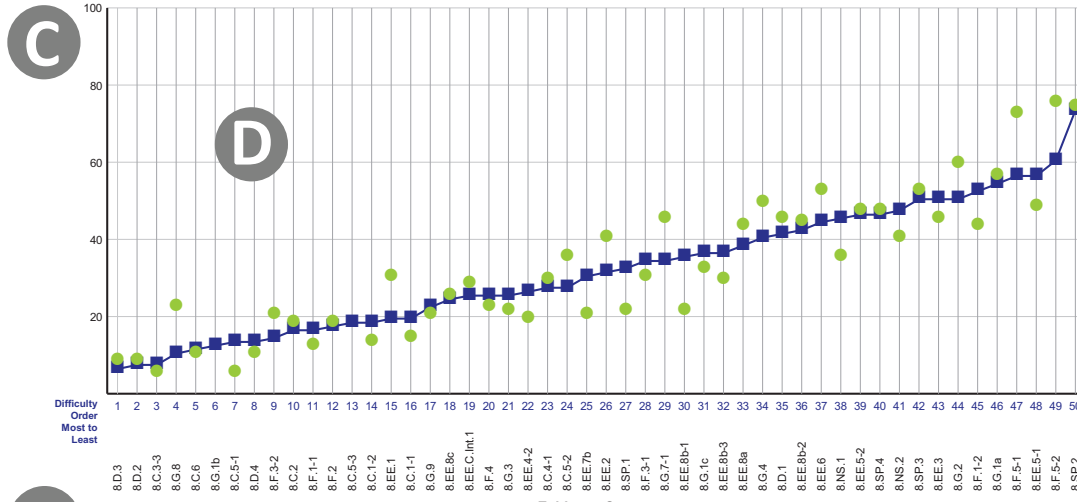
B

State
District

I

Students with Valid Scores (405)

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



E

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.

Page 1

School Evidence Statement Analysis

Grade 7



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A

SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
ILLINOIS
SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2018–2019

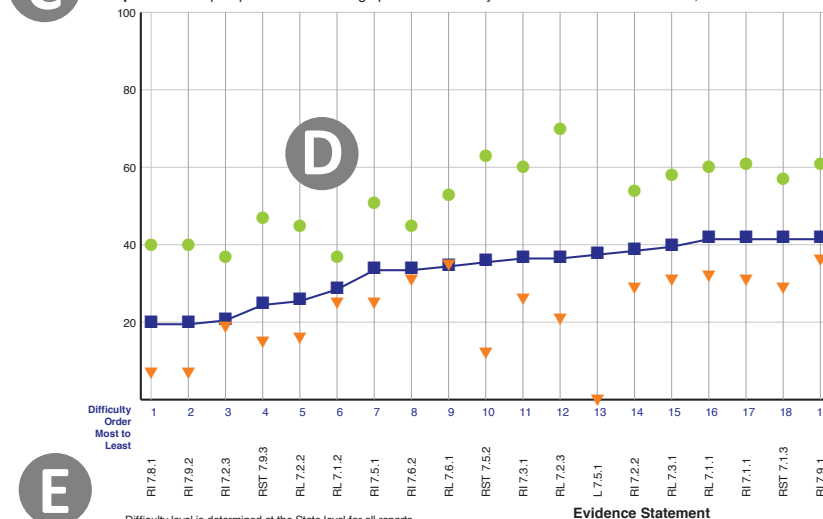
B

State
District
School

I

Students with Valid Scores (71)

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

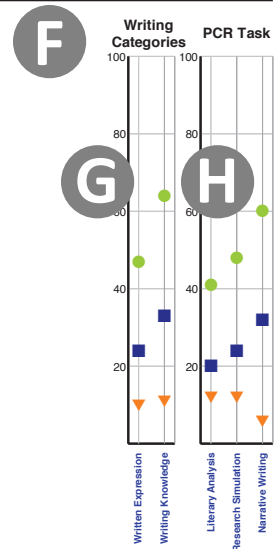


E

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.

Page 1



F

G

H

A. District and School Information

Reports are provided at a district level as well as for each school associated with that district for the district and school listed on the report.

B. Description of Report

The description of the content area (English Language Arts/Literacy or Mathematics) assessed, grade level assessed, and assessment year is located in this area.

C. Students with Valid Scores

The report presents the average percent correct by evidence statement for students who have IAR reportable summative scale scores in the Spring 2019 administration. Reportable scores are those records that have met attemptedness, are non-voided records, and are without suppression codes that have excluded them from aggregations.

D. Graph

The average percent correct by each item, combined at an evidence statement level is represented on the chart at a state level, district level, and for the school report, at a school level. A legend is provided to show which lines represent each level shown. State symbols are connected with a solid line. District and school symbols are not connected. District and school symbols are not connected because, depending on the form assignment selection taken at the school and district, all evidence statements may not be represented. If an evidence statement is not represented at a school or district level, there will not be a symbol on the chart for that evidence statement listed. If a symbol is on the chart at zero percent, this indicates that evidence statement group had 0% achieved out of the maximum points possible for that school or district.

E. Evidence Statement and Difficulty Order

Items on the IAR assessment are written to IAR Evidence Statements, which are based on the Illinois Learning Standards. Each operational item on the assessment is combined into an evidence statement group. ELA/L items may be aligned to more than one evidence statement. These items are aligned on the report in every evidence statement group that applies to that item. This means one item could be represented on the report multiple times depending on its alignment. Each evidence statement group on page 1 of this report contains one item or multiple items at the State level.

The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the State level. Evidence statements where the State average points achieved versus the maximum points possible was lower are considered the more difficult categories.

F. Writing Tasks

This section charts information related to the performance of the writing tasks that are included on the IAR.

G. Written Expression and Writing Knowledge

Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response.

Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

H. Prose Constructive Response (PCR)

This section breaks down the writing tasks by the three types of PCR items included on the IAR. The PCRs ask for a student response that analyzes some aspect of either literary pieces or informational pieces in the categories of Research Simulation and either Literary Analysis or Narrative Writing.

I. Legend

The legend for this graph provides a symbol for for State, District, and School values.

3.2.2 Sample Illinois Assessment of Readiness District and School Evidence Statement Analysis Report – Page 2

Page 2 of the IAR District and School Evidence Statement Analysis Report links the IAR Evidence Statements to the Illinois Learning Standard(s) upon which they are based.

School Evidence Statement Analysis

Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME

SAMPLE DISTRICT NAME

ILLINOIS

SPRING 2019

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

MATHEMATICS

Grade 8 Assessment, 2018–2019

Difficulty Order Most to Least	A Evidence Statement	B Illinois Learning Standard(s)	C Domain	D Item Type	E School Student Count
36	8.EE.8b-2	8.EE.C.8.B	Expressions & Equations	Math - Type I	53
37	8.EE.6	8.EE.B.6	Expressions & Equations	Math - Type I	53
38	8.NS.1	8.NS.A.1	The Number System	Math - Type I	53
39	8.EE.5-2	8.EE.B.5	Expressions & Equations	Math - Type I	53
40	8.SP.4	8.SP.A.4	Statistics & Probability	Math - Type I	53
41	8.NS.2	8.NS.A.2	The Number System	Math - Type I	53
42	8.SP.3	8.SP.A.3	Statistics & Probability	Math - Type I	53
43	8.EE.3	8.EE.A.3	Expressions & Equations	Math - Type I	0
44	8.G.2	8.G.A.2	Geometry	Math - Type I	53
45	8.F.1-2	8.F.A.1	Functions	Math - Type I	53

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

F

Evidence Statements: <https://il.mypersonsupport.com/resources/training-resources/design/IARGrade8MathEvidenceStatements.pdf>

Illinois Learning Standards: <https://www.isbe.net/Pages/Math.aspx>

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.

Page 2

A. Illinois Assessment of Readiness Evidence Statement

Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

B. Illinois Learning Standard(s)

The Illinois Learning Standard(s) linked to the IAR Evidence Statement is listed in the third column. An evidence statement could be connected to multiple standards. There are some evidence statements that do not directly align to a specific Illinois Learning Standard. For those statements that are considered Modeling or Modeling & Reasoning - Securely Held Knowledge, that verbiage is indicated on the chart on page 2. Additionally, some integrated evidence statements are across multiple domains and are also not firmly linked to a single Illinois Learning Standard. Those statements will indicate "Multiple" on the report.

C. Domain

The Illinois Learning Standard Domain level is listed in this column.

D. Item Type

The item type column includes all item types for the items included in each Evidence Statement category. If more than one item type applies, all item types will be listed in the "Item Type" column on page 2 of the report. Math item types are Math - Type I (tasks assessing concepts, skills and procedures), Math - Type II (tasks assessing expressing mathematical reasoning) and Math - Type III (tasks assessing modeling/applications). English Language Arts / Literacy item types are Prose Constructed Response (PCR), Evidence Based Selected Response-Multiple Choice (EBSR) and Technology Enhanced Constructed Response (TECR).

E. Student Count

The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in column A. The count may differ by row as there are different forms of the assessment and not all forms include all items or evidence statements.

F. Additional Information

Links to more detailed information on the IAR Evidence Statements and Illinois Learning Standards are provided at the bottom of the report.

Evidence Statements are posted under Test Design at the following link:

<https://il.mypearsonsupport.com/resources/training-resources>

Illinois Learning Standards are posted at the following link:

<https://www.isbe.net/Pages/Learning-Standards.aspx>

4.0 Understanding the Illinois Assessment of Readiness Content Standards Roster Report

4.1 General Overview

The IAR Content Standards Roster Report analyzes the student performance of operational items on the IAR Spring 2019 Assessment based on the Illinois Learning Standards upon which the IAR Evidence Statements are based. The report is by grade level and content area at a school level.

4.2 Description of Illinois Assessment of Readiness Content Standards Roster Report

4.2.1 Sample Content Standards Roster Mathematics Report

Grade 7



Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

A

SAMPLE SCHOOL NAME

SAMPLE DISTRICT NAME

ILLINOIS

SPRING 2019

MATHEMATICS

Grade 7 Assessment, 2018–2019

B

C

IL = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Ratios & Proportional Relationships		The Number System		Expressions & Equations		Geometry		Statistics & Probability		Modeling & Reasoning			
		D E		7.NS.A.1 7.NS.A.1.a 7.NS.A.1.b 7.NS.A.1.c 7.NS.A.1.d 7.NS.A.2 7.NS.A.2.a 7.NS.A.2.b 7.NS.A.2.c 7.NS.A.2.d 7.NS.A.3		7.EE.A.1 7.EE.A.2 7.EE.B.3 7.EE.B.4 7.EE.B.4.A 7.EE.B.4.B		7.G.A.1 7.G.A.2 7.G.A.3 7.G.B.4 7.G.B.5 7.G.B.6		7.SP.A.1 7.SP.A.2 7.SP.B.3 7.SP.B.4 7.SP.C.5 7.SP.C.6 7.SP.C.7 7.SP.C.7.a 7.SP.C.7.b 7.SP.C.8 7.SP.C.8.a 7.SP.C.8.b 7.SP.C.8.c		On Grade Level		Securely Held Knowledge	
		IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST
1 LASTNAME 15, FIRSTNAME 15 A.	A25	28	60	35	100	32	80	n/a	n/a	n/a	n/a	62	50	56	30
2 LASTNAME 16, FIRSTNAME 16	O31	28	0	35	0	32	0	n/a	n/a	n/a	n/a	62	56	56	50
3 LASTNAME 17, FIRSTNAME 17	A25	28	0	35	0	32	0	n/a	n/a	n/a	n/a	62	69	56	50
4 LASTNAME 18, FIRSTNAME 18 I.	O32	28	0	35	27	32	10	n/a	n/a	n/a	n/a	62	100	56	100
5 LASTNAME 19, FIRSTNAME 19 H.	O32	28	10	35	18	32	20	n/a	n/a	n/a	n/a	62	69	56	40
6 LASTNAME 20, FIRSTNAME 20	A24	28	10	35	18	32	20	n/a	n/a	n/a	n/a	62	81	56	80
7 LASTNAME 21, FIRSTNAME 21 O.	O31	28	0	35	27	32	10	n/a	n/a	n/a	n/a	62	69	56	40
8 LASTNAME 22, FIRSTNAME 22 M.	A25	28	0	35	9	32	40	n/a	n/a	n/a	n/a	62	94	56	50
9 LASTNAME 23, FIRSTNAME 23 N.	O31	28	10	35	18	32	0	n/a	n/a	n/a	n/a	62	44	56	20
10 LASTNAME 24, FIRSTNAME 24 I.	O31	28	10	35	18	32	0	n/a	n/a	n/a	n/a	62	75	56	60
11 LASTNAME 25, FIRSTNAME 25 I.	O32	28	0	35	9	32	40	n/a	n/a	n/a	n/a	62	63	56	80
12 LASTNAME 26, FIRSTNAME 26 I.	A24	28	0	35	0	32	0	n/a	n/a	n/a	n/a	62	63	56	40
13 LASTNAME 27, FIRSTNAME 27 F.	A25	28	100	35	100	32	100	n/a	n/a	n/a	n/a	62	50	56	70

For more information about the Illinois Learning Standards go to <https://www.isbe.net/Pages/Math.aspx>

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK).

For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

Evidence Statements: <https://il.mypersonsupport.com/resources/training-resources/design/IARGrade7MathEvidenceStatements.pdf>

Page 1 of 2

I

4.2.2 Sample Content Standards Roster English Language Arts/Literacy Report page 1

Grade 7



Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

A SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
ILLINOIS

B ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2018–2019

SPRING 2019

IL = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Reading: Literature										Reading: Informational Text							
		OVERALL		Key Ideas & Details		Craft & Structure		Integration of Knowledge & Ideas		OVERALL		Key Ideas & Details		Craft & Structure		Integration of Knowledge & Ideas		OVERALL	
		IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST
		RL.7.1	RL.7.2	RL.7.3	RL.7.4	RL.7.5	RL.7.6	RL.7.7	RL.7.8	RL.7.9	RI.7.1	RI.7.2	RI.7.3	RI.7.4	RI.7.5	RI.7.6	RI.7.7	RI.7.8	RI.7.9
1 LASTNAME 1, FIRSTNAME 1 A.	A24	26	50	26	50	23	50	n/a	n/a	23	50	23	50	23	50	n/a	n/a	n/a	n/a
2 LASTNAME 2, FIRSTNAME 2 J.	A35	26	13	26	13	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	n/a	n/a
3 LASTNAME 3, FIRSTNAME 3 E.	O31	26	3	26	3	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	n/a	n/a
4 LASTNAME 4, FIRSTNAME 4 F.	O32	26	13	26	13	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	n/a	n/a
5 LASTNAME 5, FIRSTNAME 5 G.	O32	26	0	26	0	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	n/a	n/a
6 LASTNAME 6, FIRSTNAME 6 B.	A24	26	88	26	88	23	100	n/a	n/a	23	100	23	100	23	100	n/a	n/a	n/a	n/a
7 LASTNAME 7, FIRSTNAME 7	O31	26	6	26	6	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	n/a	n/a
8 LASTNAME 8, FIRSTNAME 8	O31	26	6	26	6	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	n/a	n/a

For more information about the Illinois Learning Standards go to <https://www.isbe.net/Pages/English-Language-Arts.aspx>

Page 1 of 2

4.2.2 Sample Content Standards Roster English Language Arts/Literacy Report page 2

Grade 7



Content Standards Roster

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SAMPLE SCHOOL NAME

SAMPLE DISTRICT NAME

ILLINOIS

SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2018–2019

IL = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Language				Reading				Writing Categories				Prose Constructed Response							
		Vocabulary Acquisition & Use		Literacy in History / Social Studies		Literacy in Science & Technical Subjects		Written Expression		Writing Knowledge		Literary Analysis		Research Simulation		Narrative Writing		OVERALL		OVERALL	
		IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST
		L.7.4	L.7.4.a	L.7.4.b	L.7.4.c	L.7.4.d	L.7.5	L.7.5.a	L.7.5.b	L.7.5.c	L.7.6	RH.6-8.1	RH.6-8.2	RH.6-8.3	RH.6-8.4	RH.6-8.5	RH.6-8.6	RH.6-8.7	RH.6-8.8	RH.6-8.9	RH.6-8.10
1 LASTNAME 1, FIRSTNAME 1 A.	A24	23	50	n/a	n/a	29	40	51	50	56	78	51	58	53	5	n/a	n/a	n/a	n/a	n/a	n/a
2 LASTNAME 2, FIRSTNAME 2 J.	A35	23	0	n/a	n/a	29	10	51	50	56	89	51	100	53	53	n/a	n/a	n/a	n/a	n/a	n/a
3 LASTNAME 3, FIRSTNAME 3 E.	O31	23	0	n/a	n/a	29	5	51	25	56	33	51	21	53	21	n/a	n/a	n/a	n/a	n/a	n/a
4 LASTNAME 4, FIRSTNAME 4 F.	O32	23	0	n/a	n/a	29	0	51	67	56	22	n/a	n/a	53	0	53	93	n/a	n/a	n/a	n/a
5 LASTNAME 5, FIRSTNAME 5 G.	O32	23	0	n/a	n/a	29	20	51	50	56	78	n/a	n/a	53	100	53	60	n/a	n/a	n/a	n/a
6 LASTNAME 6, FIRSTNAME 6 B.	A24	23	100	n/a	n/a	29	80	51	17	56	67	51	16	53	16	n/a	n/a	n/a	n/a	n/a	n/a
7 LASTNAME 7, FIRSTNAME 7	O31	23	0	n/a	n/a	29	5	51	25	56	11	51	47	53	21	n/a	n/a	n/a	n/a	n/a	n/a
8 LASTNAME 8, FIRSTNAME 8	O31	23	0	n/a	n/a	29	0	51	25	56	67	51	58	53	0	n/a	n/a	n/a	n/a	n/a	n/a

For more information about the Illinois Learning Standards go to <https://www.isbe.net/Pages/English-Language-Arts.aspx>

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Understanding the
IAR Content
Standards Roster
Report

A. School Information

Reports are provided at a school level by student.

B. Description of Report

The description of the content area (English Language Arts/Literacy or Mathematics) assessed, grade level assessed, and assessment year.

C. Illinois Learning Domain and Standard

All operational items are combined into the Illinois Learning Domain and Standard group into which it applies. Some items represent multiple standards and may therefore be included in multiple groups on this report. If a domain has more than one standard for that grade level, then a total column will also be provided. A description of the domain and standard headings are in **Appendix A**.

A more descriptive explanation of the standards and their domains can be found at the link <https://www.isbe.net/Pages/Learning-Standards.aspx>.

D. State Average Percent Achieved

This column provides the average percent achieved for all students in the state with valid scores for each domain and standard group at an operational form combination. Groups with fewer than 6 maximum points will have "< 6" listed in this column, not the student's percent correct. For Domains with multiple standard groups, this amount will still be included in the total.

E. Student Percent Achieved

This column shows the percent achieved of the total points possible each student listed received in each domain and standard group. Groups with fewer than 6 maximum points will have "< 6" listed in this column, not the student's percent correct. For Domains with multiple standard groups, this amount will still be included in the total.

F. Core Form

This column indicates the operational core form taken by each student listed for the the Spring 2019 administration. The form is determined by the core operational form. Form codes starting with the letter P are paper; forms starting with the letter O are online and forms starting with the letter A are accommodated forms. Information for all columns (Total Points Possible, Student Percent Achieved, State Average Percent Achieved) are for that student's individual operational form combination. Comparisons cannot be made for students across domains unless both students took the exact form for the report administration.

For example, the student listed may have taken a form 15 or a text-to-speech form as per their form assignment in PearsonAccess^{next} but the core operational form for both of these may have been core form 1 or 2.

G. Student Information

Students will be listed by last name, first name in alphabetical order. Students are listed if a valid summative score is available for those students whose score has not been suppressed.

H. Modeling and Reasoning

Mathematics includes Evidence Statements that are in the category of Modeling and Reasoning. When linked to the Common Core State Standards, Modeling and Reasoning items are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). On Grade Level items are aligned to standards that are the same grade as the grade of the current assessment. For Example, a Grade 3 Math assessment may have Modeling and Reasoning items that are aligned to Grade 3 level standards (3.OA.A, 3.MD.B). These are considered On Grade Level. Securely Held Knowledge items are aligned to standards that are

a grade below the grade of the test given. For example, a Grade 3 Math assessment may have Modeling and Reasoning items that are aligned to grade 2 standards (2.OA.A, 2.MD.B). These are considered Securely Held Knowledge.

I. Additional Information

Links to more detailed information on the IAR Evidence Statements and Illinois Learning Standards are provided at the bottom of page 2 of the report.

J. Writing Categories

English Language/Literacy reports include a breakdown for writing categories. Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response. Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

K. Prose Constructed Response (PCR)

English Language/Literacy reports include a breakdown for Prose Constructed Response (PCR). This section breaks down the writing tasks by the three types of PCR items included on the IAR assessment. The PCRs ask for a student response that analyzes some aspect of either literary pieces or informational pieces in the categories of Research Simulation and either Literary Analysis or Narrative Writing.

Appendix A

Evidence Statement

Evidence Statement Links

Mathematics

Grade 3 Math

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade3MathEvidenceStatements.pdf>

Grade 4 Math

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade4MathEvidenceStatements.pdf>

Grade 5 Math

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade5MathEvidenceStatements.pdf>

Grade 6 Math

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade6MathEvidenceStatements.pdf>

Grade 7 Math

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade7MathEvidenceStatements.pdf>

Grade 8 Math

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade8MathEvidenceStatements.pdf>

English Language Arts/Literacy

Grade 3 ELA

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade3ELAEvidenceStatements.pdf>

Grade 4 ELA

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade4ELAEvidenceStatements.pdf>

Grade 5 ELA

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade5ELAEvidenceStatements.pdf>

Grade 6 ELA

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade6ELAEvidenceStatements.pdf>

Grade 7 ELA

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade7ELAEvidenceStatements.pdf>

Grade 8 ELA

<https://il.mypearsonsupport.com/resources/training-resources/design/IARGrade8ELAEvidenceStatements.pdf>

Appendix B

Illinois Learning Domains and Standards

English Language Arts

Grade 3

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
RL.3.1 RL.3.2 RL.3.3	Reading: Literature	Key Ideas & Details
RL.3.4 RL.3.5 RL.3.6	Reading: Literature	Craft & Structure
RL.3.7 RL.3.8 RL.3.9	Reading: Literature	Integration of Knowledge & Ideas
RI.3.1 RI.3.2 RI.3.3	Reading: Informational Text	Key Ideas & Details
RI.3.4 RI.3.5 RI.3.6	Reading: Informational Text	Craft & Structure
RI.3.7 RI.3.8 RI.3.9	Reading: Informational Text	Integration of Knowledge & Ideas
L.3.4 L.3.4.a L.3.4.b L.3.4.c L.3.4.d L.3.5 L.3.5.a L.3.5.b L.3.5.c L.3.6	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use

English Language Arts

Grade 4

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
RL.4.1 RL.4.2 RL.4.3	Reading: Literature	Key Ideas & Details
RL.4.4 RL.4.5 RL.4.6	Reading: Literature	Craft & Structure
RL.4.7 RL.4.8 RL.4.9	Reading: Literature	Integration of Knowledge & Ideas
RI.4.1 RI.4.2 RI.4.3	Reading: Informational Text	Key Ideas & Details
RI.4.4 RI.4.5 RI.4.6	Reading: Informational Text	Craft & Structure
RI.4.7 RI.4.8 RI.4.9	Reading: Informational Text	Integration of Knowledge & Ideas
L.4.4 L.4.4.a L.4.4.b L.4.4.c L.4.5 L.4.5.a L.4.5.b L.4.5.c L.4.6	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use

English Language Arts

Grade 5

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
RL.5.1 RL.5.2 RL.5.3	Reading: Literature	Key Ideas & Details
RL.5.4 RL.5.5 RL.5.6	Reading: Literature	Craft & Structure
RL.5.7 RL.5.8 RL.5.9	Reading: Literature	Integration of Knowledge & Ideas
RI.5.1 RI.5.2 RI.5.3	Reading: Informational Text	Key Ideas & Details
RI.5.4 RI.5.5 RI.5.6	Reading: Informational Text	Craft & Structure
RI.5.7 RI.5.8 RI.5.9	Reading: Informational Text	Integration of Knowledge & Ideas
L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5.a L.5.5.b L.5.5.c L.5.6	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use

English Language Arts

Grade 6

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
RL.6.1 RL.6.2 RL.6.3	Reading: Literature	Key Ideas & Details
RL.6.4 RL.6.5 RL.6.6	Reading: Literature	Craft & Structure
RL.6.7 RL.6.8 RL.6.9	Reading: Literature	Integration of Knowledge & Ideas
RI.6.1 RI.6.2 RI.6.3	Reading: Informational Text	Key Ideas & Details
RI.6.4 RI.6.5 RI.6.6	Reading: Informational Text	Craft & Structure
RI.6.7 RI.6.8 RI.6.9	Reading: Informational Text	Integration of Knowledge & Ideas
L.6.4 L.6.4.a L.6.4.b L.6.4.c L.6.4.d L.6.5 L.6.5.a L.6.5.b L.6.5.c L.6.6	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use
RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10	Literacy in History/Social Studies	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
RST.6-8.1 RST.6-8.2 RST.6-8.3 RST.6-8.4 RST.6-8.5 RST.6-8.6 RST.6-8.7 RST.6-8.8 RST.6-8.9 RST.6-8.10	Literacy in Science & Technical Subjects	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity

English Language Arts

Grade 7

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
RL.7.1 RL.7.2 RL.7.3	Reading: Literature	Key Ideas & Details
RL.7.4 RL.7.5 RL.7.6	Reading: Literature	Craft & Structure
RL.7.7 RL.7.8 RL.7.9	Reading: Literature	Integration of Knowledge & Ideas
RI.7.1 RI.7.2 RI.7.3	Reading: Informational Text	Key Ideas & Details
RI.7.4 RI.7.5 RI.7.6	Reading: Informational Text	Craft & Structure
RI.7.7 RI.7.8 RI.7.9	Reading: Informational Text	Integration of Knowledge & Ideas
L.7.4 L.7.4.a L.7.4.b L.7.4.c L.7.4.d L.7.5 L.7.5.a L.7.5.b L.7.5.c L.7.6	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use
RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10	Literacy in History/Social Studies	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
7.2.1.N.2 7.2.2.N.2	Literacy in Science & Technical Subjects	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity

English Language Arts

Grade 8

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
RL.8.1 RL.8.2 RL.8.3	Reading: Literature	Key Ideas & Details
RL.8.4 RL.8.5 RL.8.6	Reading: Literature	Craft & Structure
RL.8.7 RL.8.8 RL.8.9	Reading: Literature	Integration of Knowledge & Ideas
RI.8.1 RI.8.2 RI.8.3	Reading: Informational Text	Key Ideas & Details
RI.8.4 RI.8.5 RI.8.6	Reading: Informational Text	Craft & Structure
RI.8.7 RI.8.8 RI.8.9	Reading: Informational Text	Integration of Knowledge & Ideas
L.8.4 L.8.4.a L.8.4.b L.8.4.c L.8.4.d L.8.5 L.8.5.a L.8.5.b L.8.5.c L.8.6	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use
RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10	Literacy in History/Social Studies	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
RST.6-8.1 RST.6-8.2 RST.6-8.3 RST.6-8.4 RST.6-8.5 RST.6-8.6 RST.6-8.7 RST.6-8.8 RST.6-8.9 RST.6-8.10	Literacy in Science & Technical Subjects	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity

Mathematics

Grade 3

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4	Operations & Algebraic Thinking	Represent and solve problems involving multiplication and division.
3.OA.B.5 3.OA.B.6	Operations & Algebraic Thinking	Understand properties of multiplication and the relationship between multiplication and division.
3.OA.C.7	Operations & Algebraic Thinking	Multiply and divide within 100.
3.OA.D.8 3.OA.D.9	Operations & Algebraic Thinking	Solve problems involving the four operations, and identify and explain patterns in arithmetic.
3.NBT.A.1 3.NBT.A.2 3.NBT.A.3	Number & Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic. ¹ ¹ A range of algorithms may be used.
3.NF.A.1 3.NF.A.2 3.NF.A.2.a 3.NF.A.2.b 3.NF.A.3 3.NF.A.3.a 3.NF.A.3.b 3.NF.A.3.c 3.NF.A.3.d	Number & Operations—Fractions ¹ ¹ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.	Develop understanding of fractions as numbers.
3.MD.A.1 3.MD.A.2	Measurement & Data	Solve problems involving measurement and estimation.
3.MD.B.3 3.MD.B.4	Measurement & Data	Represent and interpret data.
3.MD.C.5 3.MD.C.5.a 3.MD.C.5.b 3.MD.C.6 3.MD.C.7 3.MD.C.7.a 3.MD.C.7.b 3.MD.C.7.c 3.MD.C.7.d	Measurement & Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
3.MD.D.8	Measurement & Data	Geometric measurement: recognize perimeter.
3.G.A.1 3.G.A.2	Geometry	Reason with shapes and their attributes.

Mathematics

Grade 4

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
4.OA.A.1 4.OA.A.2 4.OA.A.3	Operations & Algebraic Thinking	Use the four operations with whole numbers to solve problems.
4.OA.B.4	Operations & Algebraic Thinking	Gain familiarity with factors and multiples.
4.OA.C.5	Operations & Algebraic Thinking	Generate and analyze patterns.
4.NBT.A.1 4.NBT.A.2 4.NBT.A.3	Number & Operations in Base Ten	Generalize place value understanding for multi-digit whole numbers.
4.NBT.B.4 4.NBT.B.5 4.NBT.B.6	Number & Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.
4.NF.A.1 4.NF.A.2	Number & Operations – Fractions	Extend understanding of fraction equivalence and ordering.
4.NF.B.3 4.NF.B.3.a 4.NF.B.3.b 4.NF.B.3.c 4.NF.B.3.d 4.NF.B.4 4.NF.B.4.a 4.NF.B.4.b 4.NF.B.4.c	Number & Operations – Fractions	Build fractions from unit fractions.
4.NF.C.5 4.NF.C.6 4.NF.C.7	Number & Operations – Fractions	Understand decimal notation for fractions, and compare decimal fractions.
4.MD.A.1 4.MD.A.2 4.MD.A.3	Measurement & Data	Solve problems involving measurement and conversion of measurements.
4.MD.B.4	Measurement & Data	Represent and interpret data.
4.MD.C.5 4.MD.C.5.a 4.MD.C.5.b 4.MD.C.6 4.MD.C.7	Measurement & Data	Geometric measurement: understand concepts of angle and measure angles.
4.G.A.1 4.G.A.2 4.G.A.3	Geometry	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematics

Grade 5

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
5.OA.A.1 5.OA.A.2	Operations & Algebraic Thinking	Write and interpret numerical expressions.
5.OA.B.3	Operations & Algebraic Thinking	Analyze patterns and relationships.
5.NBT.A.1 5.NBT.A.2 5.NBT.A.3 5.NBT.A.3.a 5.NBT.A.3.b 5.NBT.A.4	Number & Operations in Base Ten	Understand the place value system.
5.NBT.B.5 5.NBT.B.6 5.NBT.B.7	Number & Operations in Base Ten	Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.NF.A.1 5.NF.A.2	Number & Operations – Fractions	Use equivalent fractions as a strategy to add and subtract fractions.
5.NF.B.3 5.NF.B.4 5.NF.B.4.a 5.NF.B.4.b 5.NF.B.5 5.NF.B.5.a 5.NF.B.5.b 5.NF.B.6 5.NF.B.7 5.NF.B.7.a 5.NF.B.7.b 5.NF.B.7.c	Number & Operations – Fractions	Apply and extend previous understandings of multiplication and division.
5.MD.A.1	Measurement & Data	Convert like measurement units within a given measurement system.
5.MD.B.2	Measurement & Data	Represent and interpret data.
5.MD.C.3 5.MD.C.3.a 5.MD.C.3.b 5.MD.C.4 5.MD.C.5 5.MD.C.5.a 5.MD.C.5.b 5.MD.C.5.c	Measurement & Data	Geometric measurement: understand concepts of volume.
5.G.A.1 5.G.A.2	Geometry	Geometric measurement: understand concepts of volume.
5.G.B.3 5.G.B.4	Geometry	Classify two-dimensional figures into categories based on their properties.

Mathematics

Grade 6

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
6.RP.A.1 6.RP.A.2 6.RP.A.3 6.RP.A.3.a 6.RP.A.3.b 6.RP.A.3.c 6.RP.A.3.d	Ratios & Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.
6.NS.A.1	The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
6.NS.B.2 6.NS.B.3 6.NS.B.4	The Number System	Compute fluently with multi-digit numbers and find common factors and multiples.
6.NS.C.5 6.NS.C.6 6.NS.C.6.a 6.NS.C.6.b 6.NS.C.6.c 6.NS.C.7 6.NS.C.7.a 6.NS.C.7.b 6.NS.C.7.c 6.NS.C.7.d 6.NS.C.8	The Number System	Apply and extend previous understandings of numbers to the system of rational numbers.
6.EE.A.1 6.EE.A.2 6.EE.A.2.a 6.EE.A.2.b 6.EE.A.2.c 6.EE.A.3 6.EE.A.4	Expressions & Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.
6.EE.B.5 6.EE.B.6 6.EE.B.7 6.EE.B.8	Expressions & Equations	Reason about and solve one-variable equations and inequalities.
6.EE.C.9	Expressions & Equations	Represent and analyze quantitative relationships between dependent and independent variables.
6.G.A.1 6.G.A.2 6.G.A.3 6.G.A.4	Geometry	Solve real-world and mathematical problems involving area, surface area, and volume.
6.SP.A.1 6.SP.A.2 6.SP.A.3	Statistics & Probability	Develop understanding of statistical variability.
6.SP.B.4 6.SP.B.5 6.SP.B.5.a 6.SP.B.5.b 6.SP.B.5.c 6.SP.B.5.d	Statistics & Probability	Summarize and describe distributions.

Mathematics

Grade 7

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
7.RP.A.1 7.RP.A.2 7.RP.A.2.a 7.RP.A.2.b 7.RP.A.2.c 7.RP.A.2.d 7.RP.A.3	Ratios & Proportional Relationships	Analyze proportional relationships and use them to solve real-world and mathematical problems.
7.NS.A.1 7.NS.A.1.a 7.NS.A.1.b 7.NS.A.1.c 7.NS.A.1.d 7.NS.A.2 7.NS.A.2.a 7.NS.A.2.b 7.NS.A.2.c 7.NS.A.2.d 7.NS.A.3	The Number System	Apply and extend previous understandings of operations with fractions.
7.EE.A.1 7.EE.A.2	Expressions & Equations	Use properties of operations to generate equivalent expressions.
7.EE.B.3 7.EE.B.4 7.EE.B.4.A 7.EE.B.4.B	Expressions & Equations	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
7.G.A.1 7.G.A.2 7.G.A.3	Geometry	Draw construct, and describe geometrical figures and describe the relationships between them.
7.G.B.4 7.G.B.5 7.G.B.6	Geometry	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
7.SP.A.1 7.SP.A.2	Statistics & Probability	Use random sampling to draw inferences about a population.
7.SP.B.3 7.SP.B.4	Statistics & Probability	Draw informal comparative inferences about two populations.
7.SP.C.5 7.SP.C.6 7.SP.C.7 7.SP.C.7.a 7.SP.C.7.b 7.SP.C.8 7.SP.C.8.a 7.SP.C.8.b 7.SP.C.8.c	Statistics & Probability	Investigate chance processes and develop, use, and evaluate probability models.

Mathematics

Grade 8

Illinois Learning Standards	Illinois Learning Domain	Illinois Learning Standard Descriptor
8.NS.A.1 8.NS.A.2	The Number System	Know that there are numbers that are not rational, and approximate them by rational numbers.
8.EE.A.1 8.EE.A.2 8.EE.A.3 8.EE.A.4	Expressions & Equations	Expressions and Equations Work with radicals and integer exponents.
8.EE.B.5 8.EE.B.6	Expressions & Equations	Understand the connections between proportional relationships, lines, and linear equations.
8.EE.C.7 8.EE.C.7.a 8.EE.C.7.b 8.EE.C.8 8.EE.C.8.a 8.EE.C.8.b 8.EE.C.8.c	Expressions & Equations	Analyze and solve linear equations and pairs of simultaneous linear equations.
8.F.A.1 8.F.A.2 8.F.A.3	Functions	Define, evaluate, and compare functions.
8.F.B.4 8.F.B.5	Functions	Use functions to model relationships between quantities.
8.G.A.1 8.G.A.1.a 8.G.A.1.b 8.G.A.1.c 8.G.A.2 8.G.A.3 8.G.A.4 8.G.A.5	Geometry	Understand congruence and similarity using physical models, transparencies, or geometry software.
8.G.B.6 8.G.B.7 8.G.B.8	Geometry	Understand and apply the Pythagorean Theorem.
8.G.C.9	Geometry	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
8.SP.A.1 8.SP.A.2 8.SP.A.3 8.SP.A.4	Statistics & Probability	Investigate patterns of association in bivariate data.