



**Guide to the  
2006  
Illinois State  
Assessment**

**Illinois State Board of Education**

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# Introduction

## ***Test Design and Reporting***

Starting with the 2005–2006 administration, the ISAT includes a combination of items produced by Harcourt Assessment, Inc., (Harcourt) and items written by Illinois teachers. Items from these two sources are combined into new forms that are scored and analyzed as a single test.

The ISAT provides detailed student test results, including nationally normed results based upon the Harcourt test items. The data elements include national percentile ranks, stanines, and the percent of students in performance quarters. However, students' ISAT scale scores, which designate one of four performance levels (Exceeds Standards, Meets Standards, Below Standards, Academic Warning) are based on all items combined (i.e., Harcourt and Illinois). The resulting mix of items fully covers the Illinois Learning Standards. Table 1 below defines each of these four performance levels.

**Table 1. ISAT Performance Level Descriptions**

Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
Below Standards: Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
Academic Warning: Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

## ***Format Changes***

The test format of the ISAT has undergone some changes, such as the addition of color printing to make the tests more student-friendly and motivating. Also, the nature of the items requiring a written response has changed somewhat. First, the mathematics test now has three short-response and two extended-response items. (One short-response item and one extended-response item are used for the pilot). Together, the three non-pilot items will count for 15% of the student's raw scores in mathematics. Second, the reading test includes two extended-response items. One of these is a pilot item and one counts as part of the reading score. The non-pilot extended-response item will count for 10% of the student's raw score in reading.

The extended-response item and short-response items in mathematics and the extended-response item in reading are combined with the multiple-choice questions in these areas to produce a single overall ISAT score. These scores are NOT based simply on a fixed number of correct answers. Rather, ISAT scoring also takes into account the yearly fluctuations of questions' difficulty levels. Hence, the number of correct answers that is needed to meet or exceed the Illinois Learning Standards will vary across years.

## ***Vertical Scale***

All ISAT scores are now expressed on a "vertical" or continuous scale across grades 3 through 8 in reading and mathematics, and in grades 4 and 7 in science. This scoring system shows the performance of students in all grades on the same scale. Note that this is analogous to the way we use the same scale to measure temperatures in summer and winter: the average winter temperature is much lower than the average summer temperature. In the same way, scores for students in higher grades will be higher on average than scores for students in lower grades, indicating that they have learned more. When applied to reading, mathematics, and science, vertical scaling allows schools to better monitor and quantify students' progress across grades.

## ***Cut Scores***

Because student scores will be reported on new scales, the numerical values of the cut scores representing proficiency levels need to change as well. Statistical "bridge studies" that were conducted in 2005 enabled ISBE to set the levels of proficiency represented by each performance category on the new scales. Again, the only thing that has changed is the numerical value of the cut score. Thus, meeting the Illinois Learning Standards according to the new vertical scale requires as much knowledge as (and no more than) the old ISAT scale did.

The change in ISAT scores and cut scores due to vertical scaling amounts to using two different scales, analogous to the use of degrees centigrade and Fahrenheit to measure temperature. However, whether we say that freezing occurs at 32 degrees Fahrenheit or at 0 degrees centigrade, the freezing temperature itself is the same. In the same vein, the "new" cuts in grades 3, 5, and 8 for reading and mathematics and for grades 4 and 7 in science are equivalent to the "old" cuts in these grades when it comes to students' academic performance.

Because no previous cuts were available for grades 4, 6, and 7 in reading and mathematics, these were set based on splitting the differences between the known cuts. For instance, the "Meets or Exceeds" cut in mathematics for grade 4 was computed as the value that averages the percent of "Meets or Exceeds" cuts for grades 3 and 5. The resulting cuts by grade and content area are shown in the following table. Note that the "bottom" of the Academic Warning and the "top" of the Exceeds categories are determined for each year's ISAT data.

**Table 2. Scale Score Ranges That Define Student Performance Levels on the 2006 ISAT Scales**

Grade	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
<b>READING</b>				
3	120–155	156–190	191–226	227–340
4	120–157	158–202	203–236	237–343
5	120–160	161–214	215–246	247–349
6	120–166	167–219	220–256	257–360
7	120–173	174–225	226–266	267–360
8	120–179	180–230	231–277	278–366
<b>MATHEMATICS</b>				
3	120–162	163–183	184–223	224–342
4	120–171	172–199	200–246	247–355
5	120–179	180–213	214–270	271–369
6	120–193	194–224	225–275	276–379
7	120–206	207–234	235–280	281–393
8	120–220	221–245	246–287	288–411
<b>SCIENCE</b>				
4	120–157	158–186	187–236	237–362
7	120–196	197–213	214–259	260–392

### ***Grade 8 Mathematics***

It had long been the perception of Illinois educators that the “Meets Standards” cut score for grade 8 Mathematics had been placed too high. This impression was confirmed by the bridge studies referred to on page 2. To remedy this situation, on February 27, 2006, the Illinois State Board of Education changed the cut score for grade 8 Mathematics to be more in line with the other cut scores. Starting with the 2005–2006 ISAT, these new mathematics cut scores will be used exclusively.

# Reports for Local School Use

## Illinois Student Report

The first page of the “Illinois Student Report” provides essential information concerning the student’s performance on the Illinois Standards Achievement Test. This page identifies the student, school and district, and the grade and year for which the results are reported. The academic performance level for the student is indicated by the relative height of the bar for subject areas assessed.

### Performance Levels

Student performance is classified into four performance levels. The score ranges for a respective performance category vary by subject area. These score ranges are indicated within the subject columns and represent the range of the scores pertaining to each performance level: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning.

### Scale Scores

Scale scores represent approximately equal units on a continuous scale, using numbers that range for ISAT from 120 to 411. Scale scores facilitate conversions to other score types and are suitable for studying change in performance over time. While scaled scores are equivalent across levels of the same subtest and domain total, they are not equivalent from one content area to another.

Scale scores have the advantage of representing approximately equal units on a continuous scale. Thus, a difference in raw scores on tests from year to year may be given the same interpretations. Once a raw score has been converted to its scaled score, it is not necessary to be concerned with the level of the test that was taken when the percentile rank, stanine, or normal curve equivalent (NCE) for that score is obtained. This makes scaled scores especially suitable for comparing scores when different levels of the test have been administered and for studying change in performance over time.

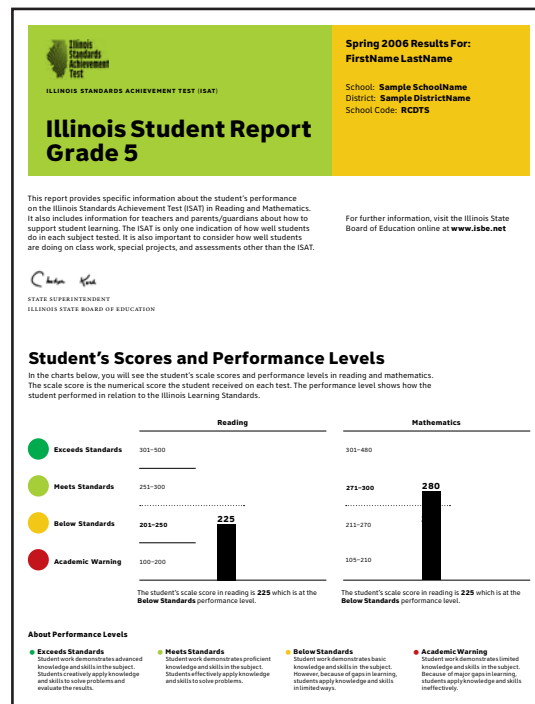


Figure 1. Page 1 of Illinois Student Report



The second page of the Illinois Student Report presents results for reading. The major sections of the report include: multiple-choice results, extended-response results, and student Lexile™ scores.

## Multiple Choice

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The second column on this table reports the total number of items on the test related to the standard(s). The last columns report the mean number correct for the school, district, and state.

## Extended Response

The student's score for the extended-response item is displayed in large, bold print. The second column illustrates the score range for the extended-response item. The last columns report the distribution of scores of the student's school, the student's district, and the mean state percentage.

## Lexile™ Scores

Lexile™ scores are reported as a reference to guide students and parents in selected reading materials appropriate for the student's reading ability. The student's Lexile™ score as measured by the ISAT is reported. The range of Lexile™ scale measures appropriate for the student are reported.

**More about the Reading score for [FirstName] [LastName]**

The student scored overall at the **Below Standards** level in Reading.

**Multiple-Choice Results for Reading**  
 The table below shows how the student performed (number correct) on the multiple-choice items for standards assessed in reading. The total number of items and the average number correct for the school, district and state are also displayed.

Reading Standard Assessed	Number Correct	Number of Items	Average Number Correct School	District	State
<b>1A:</b> Vocabulary Development	5	9	7.4	8.6	7.2
<b>1B:</b> Reading Strategies	8	12	7.2	6.2	6.9
<b>1C:</b> Reading Comprehension	4	7	5.4	4.8	4.1
<b>2A-2B:</b> Literature	5	9	4.4	4.5	4.2

**Extended-Response Results for Reading**  
 The table to the right shows how the student performed on the extended-response item in reading. Extended-response items require students to read a passage and write a response to a question about the passage.

The extended-response item is scored on a scale from 0 to 4, with 4 being the highest score. The student's score is shown in the first column of the table. The percent of responses that received a 4, 3, 2, 1, and 0 is shown for the school, district, and state.

Student Score	Score Range	% of Responses School	District	State
4	4-4	4%	4%	4%
3	3-3	21%	21%	21%
2	2-2	52%	52%	52%
1	1-1	22%	22%	22%
0	0-0	1%	1%	1%

**Use the student's Lexile® score to find books**

**How do I know what books are right for this student?**  
 The skill level of both readers and texts is measured with Lexia®. Use the student's Lexia measure to help choose books that will encourage reading progress.

**790L** The student's Lexia score  
**690L-790L** For future reading, the student will find most books in this range easy to understand.

**790L-840L** Books in this range provide a manageable but stimulating challenge.

**Where can I find the right books for this student?**  
 Visit [www.lexia.com](http://www.lexia.com)  
 1. On the home page, click Educators.  
 2. Click Lexile Book Databases.  
 3. Use filters to find books by Lexile range, keyword, title, author, or ISBN.

You will also find Lexia Calc ulator, a Lexia Analyzer®, and Lexia Resource Kit on the Educator page.

**Take the student's Lexile score to your local library**  
 The librarian can help you find books within the student's Lexia range. Remember to consider all factors when choosing text for the student, including his or her interests and your views on what is age-appropriate material.

Figure 2. Page 2 of Illinois Student Report

The third page of the Illinois Student Report presents the performance data for the area of mathematics. Students' results on the multiple-choice items, short-response items, and the extended-response items are reported in separate areas.

## Multiple Choice

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The second column on this table reports the total number of items on the test related to the standard(s). The last columns report the mean number correct for the school, district, and state.

## Short Response

The student's score for short-response items is displayed in large, bold print. The second column illustrates the score range for the short-response items. The last columns report the distribution of scores of the student's school, the student's district, and the mean state percentage.

## Extended Response

The student's score for the extended-response item is displayed in large, bold print. The second column illustrates the score range for the extended-response item. The last columns report the distribution of scores of the student's school, the student's district, and the mean state percentage.

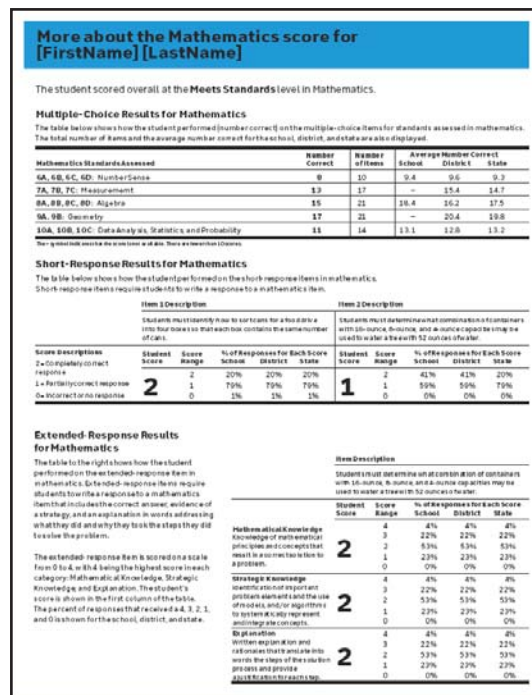


Figure 3. Page 3 of Illinois Student Report

The fourth page of the Illinois Student Report presents the student's percentile rank. For grades 4 and 7, student results for the content area of science are also reported.

## Multiple Choice

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The second column on this table reports the total number of items on the test related to the standard(s). The last columns report the mean number correct for the student's school, the student's district, and the state mean.

## National Percentile Rank

A portion of ISAT test questions in each content area is an abridged "nationally normed achievement test." Results from this component provide for the reporting of a national percentile rank for individual students. National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade obtaining scores equal to or less than that score.

Percentile ranks are useful for comparing a student's performance in a particular content area. Percentile ranks are also useful for comparing a student's performance across content areas in a score profile.

More about the Science score for  
 [FirstName] [LastName]

The student scored overall at the **Exceeds Standards** level in Science.

**Multiple-Choice Results for Science**  
 The table below shows how the student performed (number correct) on the multiple-choice items for standards assessed in science. The total number of items and the average number correct for the school, district, and state are also displayed.

Science Standards Assessed	Number Correct	Number of Items	Average Number Correct		
			School	District	State
<b>11A, 11B:</b> Scientific Inquiry and Technological Design	13	14	12.2	12.1	11.5
<b>12A, 12B:</b> Life Science and Environmental Sciences	10	11	8.4	8.1	7.1
<b>12C, 12D:</b> Matter, Energy, and Forces	18	18	14.4	14.1	12.8
<b>12E, 12F:</b> Earth and Space Sciences	18	21	17.4	17.5	16.4
<b>13A, 13B:</b> Safety, Practices of Science, Science/Technology/Society, and Measurement	11	13	9.4	9.6	8.7

National Comparisons

**How did the student perform compared to other students?**

The student's national percentile rank indicates how the student's performance compares to others in the same grade. For example, a percentile rank of 75 means that the student scored as well as or better than 75% of the tested students in the nation.

<p><b>Reading</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Student's National Percentile Rank</td> <td style="text-align: center; padding: 2px;"><b>68</b></td> <td style="padding: 2px;">In reading, the student did as well or better than 68% of students nationally.</td> </tr> </table>	Student's National Percentile Rank	<b>68</b>	In reading, the student did as well or better than 68% of students nationally.	<p><b>Support Reading</b></p> <p>Reading at home helps students improve in school. Be aware of the student's Lexile scores and encourage them to find books within their Lexile range. Consider the student's interests when choosing texts.</p>	<p><b>Mathematics</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Student's National Percentile Rank</td> <td style="text-align: center; padding: 2px;"><b>72</b></td> <td style="padding: 2px;">In mathematics, the student did as well or better than 72% of students nationally.</td> </tr> </table>	Student's National Percentile Rank	<b>72</b>	In mathematics, the student did as well or better than 72% of students nationally.	<p><b>Support Mathematics</b></p> <p>Help students identify and explore mathematics in everyday activities so the study of mathematics becomes meaningful. Allow them to engage in projects that involve measurement, and encourage them to develop problem solving by asking questions and exploring patterns.</p>
Student's National Percentile Rank	<b>68</b>	In reading, the student did as well or better than 68% of students nationally.							
Student's National Percentile Rank	<b>72</b>	In mathematics, the student did as well or better than 72% of students nationally.							
<p><b>Science</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Student's National Percentile Rank</td> <td style="text-align: center; padding: 2px;"><b>91</b></td> <td style="padding: 2px;">In science, the student did as well or better than 91% of students nationally.</td> </tr> </table>	Student's National Percentile Rank	<b>91</b>	In science, the student did as well or better than 91% of students nationally.	<p><b>Support Science</b></p> <p>Children are naturally curious about the world, so encourage them to ask questions. Train them to use all of their senses to make science investigations at home and at school. Encourage them to search for answers as they study the life, physical, and earth sciences.</p>					
Student's National Percentile Rank	<b>91</b>	In science, the student did as well or better than 91% of students nationally.							

This report is based on data from ISAT. The state mean and all report data are based on the scores of students who took the science test in 2016. The state mean for 2016 is 11.5. All other data are based on 2015 data. All rights reserved. © 2016 Pearson Education, Inc. All other data are based on 2015 data. All rights reserved. © 2016 Pearson Education, Inc. All other data are based on 2015 data. All rights reserved. © 2016 Pearson Education, Inc. All other data are based on 2015 data. All rights reserved. © 2016 Pearson Education, Inc.

Figure 4. Page 4 of Illinois Student Report

## School Roster—All Subjects

The school roster list reports the results for each subject assessed by grade tested in the school. The reported data elements are: student name, enrollment status, performance level, scale score, and national percentile rank.

### Enrollment Status

The letter “S” indicates the student was enrolled in the school on or before May 1 of the prior calendar year. The letter “D” indicates the student was enrolled in the district on or before May 1 of the prior calendar year.

### Performance Level

Student performance is classified at four levels: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards.

School Roster—All Subjects		School: Welbeard Comprehensive School District: Faneburg Unified SD School Code: 121231234121 234					
Illinois Standards Achievement Test (ISAT) Grade 5—Spring 2006		Reading		Mathematics			
Student Name	Enrollment Status	Performance Level <sup>1</sup>	Scale Score	Performance Level <sup>1</sup>	Scale Score		
Algriff, Alan	S D	B	161	58	M	186	69
Almada, Jessie	S D	B	140	13	M	180	56
Almon, Vivia	S D	B	143	19	M	175	46
Altman, Jesse	S D	B	154	40	B	155	21
Amoroso, Latoya	S D	M	166	69	E	197	94
Anders, Nicholas	S D	E	196	94	E	195	90
Arwood, Eriqra	S D	M	154	69	M	173	36
Baird, Fernando	S D	B	149	15	B	149	15
Bea, Christian	S D	B	155	46	M	169	31
Becker, Kelly	S D	M	164	63	E	192	83
Becker, Annabelle	S D	W	132	4	W	121	1
Birt, Sybil R	S D	B	147	31	M	173	36
Birk, Eric	S D	B	145	27	M	175	46
Chambers, Katherine T.	S D	E	187	90	E	195	90
Chapman, Lorraine	S D	B	144	25	B	153	19
Chester, Jane	S D	M	176	81	M	180	56
Collier, Edward N.	S D	B	147	31	M	175	52
Crawford, Erik	S D	E	198	98	E	191	81
Darting, Samantha	S D	B	140	13	B	139	6
Dascher, Devon R.	S D	B	158	54	B	157	23
Deerpoff, Evan	S D	E	194	92	E	199	98
Domagal, Lauren	S D	M	165	67	E	188	73
Dovine, Marcell	S D	W	136	10	B	160	25
Dottie, Walter J.	S D	M	163	60	E	190	79
Dugan, Francois	S D	E	199	1	E	187	71
Dussol, Thomas J.	S D	M	172	73	E	188	73
Farr, Shelle	S D	M	183	83	E	194	85
Faring, Magdalena	S D	W	120	0	B	142	13
Feldman, Igor M.	S D	B	143	19	M	182	63
Finkelsht, Marlon	S D	B	155	46	M	173	36
Fitzgerald, Shannon	S D	W	132	04	W	135	04
Funk, Matthew	S D	M	184	85	E	188	73
Gambrell, Francis	S D	NA	NA	NA	NA	NA	NA
Gonzales, Nancy K.	S D	W	121	2	W	135	4
Grandy, Cavantes	S D	M	173	75	E	198	96
Hartman, Sandy	S D	M	168	71	M	166	27
Heberberg, Jochen	S D	B	159	56	M	172	35
Hughitt, Alan	S D	B	152	38	M	173	36

NA - Not in the system.  
<sup>1</sup> - A - Exceeds Standard; B - Meets Standard; C - Approaches Standard; D - Below Standard; E - Academic Warning; F - Below Standard.  
<sup>2</sup> - Performance level is based on the student's score on the ISAT. A score of 180 or higher is considered "Meets Standard" or higher. A score of 179 or lower is considered "Approaches Standard" or lower.

Figure 5. School Roster—All Subjects Report

### Scale Scores

Scale scores represent approximately equal units on a continuous scale, using numbers that range for ISAT from 120 to 411. Scale scores facilitate conversions to other score types and are suitable for studying change in performance over time. While scale scores are equivalent across levels of the same subtest and domain total, they are not equivalent from one content area to another.

Scale scores have the advantage of representing approximately equal units on a continuous scale. Thus, a difference in raw scores on tests from year to year may be given the same interpretations. Once a raw score has been converted to its scaled score, it is not necessary to be concerned with the level of the test that was taken when the percentile rank, stanine, or normal curve equivalent (NCE) for that score is obtained. This makes scaled scores especially suitable for comparing scores when different levels of the test have been administered and for studying change in performance over time.

### **National Percentile Rank**

National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade obtaining scores equal to or less than that score.

# School Roster—Subject

A separate report is provided to the school for each subject and grade assessed.

## Enrollment Status

The letter “S” indicates the student was enrolled in the school on or before May 1 of the prior calendar year. The letter “D” indicates the student was enrolled in the district on or before May 1 of the prior calendar year.

## Performance Level

Student performance is classified at four levels: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards.

Student Name		Enrollment Status <sup>1</sup>	Perform. Scale Level <sup>2</sup>	Scale Score	NSIP <sup>3</sup>	Stanine	Multiple-Choice Results by Answered Questions					Extended Response			Short Answer	
							Number of Items					Raw Score			Short Answer 1	Short Answer 2
							Number Sense	Measurement	Algebra	Geometry	Statistics	Mathematical Reasoning	Knowledge	Application		
Total							30	5	13	13	20	4	4	4	2	2
Algerit, Allan	S D	B	186	69	6		21	3	10	9	14	3	2	2	1	2
Almeida, Jessie	S D	B	180	56	5		17	3	8	7	11	4	4	3	2	2
Almona, Wetta	S D	B	175	46	4		14	2	7	6	9	1	2	2	1	1
Altman, Jesse	S D	B	155	21	2		6	1	3	3	4	3	2	3	1	2
Amorosa, Latoya	S D	M	187	94	9		28	5	14	12	19	2	2	4	1	2
Anders, Nicholas	S D	E	195	90	8		27	4	13	12	18	3	3	1	2	2
Andrew, Geneva	S D	M	173	38	3		11	2	6	5	8	3	2	2	1	2
Bartl, Harriette	S D	B	140	15	1		4	1	2	2	3	4	4	3	2	2
Bis, Christian	S D	B	158	31	3		9	2	5	4	6	1	2	2	1	1
Boeker, Kelly	S D	M	155	21	2		6	1	3	3	4	3	2	3	1	2
Bokor, Annabelle	S D	W	121	01	1		0	0	0	0	0	2	2	4	1	2
Busse, Brian	S D	B	155	21	2		6	4	3	3	4	3	3	1	2	2
Casi, Mary J	D	B	155	21	2		6	1	3	3	4	3	2	2	1	2
Cavanagh, Katherine T.	S D	E	195	90	8		27	4	13	12	18	4	4	3	2	2
Champine, Lorraine	S D	B	153	19	2		6	1	3	2	4	1	2	2	1	1
Chester, Jane	S D	M	180	56	5		17	3	8	7	11	3	2	3	1	2
Chen, Edward N.	S D	B	179	52	5		18	3	8	7	10	3	2	2	1	2
Chenard, Cliff	S D	E	196	81	7		24	4	12	11	16	3	2	2	1	2
Chitt, Samantha	B		139	08	1		2	0	1	1	2	4	4	3	2	2
Daichne, Dawn R.	S D	B	157	23	2		7	1	3	3	5	1	2	2	1	1
Deerport, Evan	S D	E	199	98	9		29	5	15	13	20	3	2	3	1	2
Donaghi, Lauren	S D	E	188	73	7		22	4	11	9	15	2	2	4	1	2
Dorn, Walter J	S D	M	190	79	7		24	4	12	10	16	3	3	1	2	2
Doorn, Marwood	S D	W	160	25	2		8	1	4	3	5					
Duquesne, Frances	S D	E	187	71	6		21	4	11	9	20					
Dussel, Thomas J.	S D	M	188	73	7		22	4	11	9	15					
Ehm, Shakti	S D	M	194	85	8		26	4	13	11	17					
Heitman, Igor M.	S D	B	182	60	6		19	3	9	8	13					
Hering, Magdalena	S D	W	142	13	1		4	1	2	2	3					
Finkestein, Marlon	S D	B	173	38	3		11	2	6	5	8					

Figure 6. School Roster—Subject Report

## Scale Scores

Scale scores represent approximately equal units on a continuous scale, using numbers that range for ISAT from 120 to 411. Scale scores facilitate conversions to other score types and are suitable for studying change in performance over time. While scale scores are equivalent across levels of the same subtest and domain total, they are not equivalent from one content area to another.

Scale scores have the advantage of representing approximately equal units on a continuous scale. Thus, a difference in raw scores on tests from year to year may be given the same interpretations. Once a raw score has been converted to its scaled score, it is not necessary to be concerned with the level of the test that was taken when the percentile rank, stanine, or normal curve equivalent (NCE) for that score is obtained. This makes scaled scores especially suitable for comparing scores when different levels of the test have been administered and for studying change in performance over time.

## **National Percentile Rank**

National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade obtaining scores equal to or less than that score.

## **Stanine Rank**

Stanines are scores that range from a low of 1 to a high of 9, with 5 designating average performance. National stanines, like national percentile ranks, indicate a student's relative standing in the national norm group. However, since stanines represent approximately equal units of ability, they are particularly useful for comparing a student's scores across content areas in a stanine profile.

Because of their equal-interval property (where the difference between stanines 2 and 4 represents about the same difference in ability as the difference between stanines 5 and 7), stanines make it easy to identify broad performance categories. Stanine scores of 1, 2, and 3 are usually considered to reflect below-average performance; stanines 4, 5, and 6 are generally thought of as average; and stanines 7, 8, and 9 are above average.

## **Multiple-Choice Results by Assessed Standards**

School results are reported by standards assessed on the ISAT tests. The first row provides the number of items for each category of standards, which is the total score possible in that category. The other rows provide the scores attained by individual students.

## **Extended Response**

For reading and mathematics, each student's score for the extended-response item is displayed. The first row provides the total score possible.

## **Short Response**

For mathematics, each student's scores for short-response items are displayed. The first row provides the total score possible.

# School Performance Profile

The School Performance Profile is a multi-page document presenting a variety of aggregate data elements summarizing the school performance on the ISAT tests. ISAT provides a separate report for each grade and subject. The reports include a participation summary, percentage of students in ISAT performance levels, results by standards, performance on open-ended response items, performance by student group, and a comparison to national results.

## Grade and Subject

A separate report is provided to the school for each subject and grade assessed.

## Student Performance

Student performance is classified in four levels: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards.

## Meeting or Exceeding Standards

The table presents the proportion of students in the school, the district, and the state at or above the "Meets Standards" performance level.

## Results by Assessed Standards

School results are reported by standards assessed on the ISAT tests. The number of questions for each category of standards is presented. The average or mean number of questions is reported for the school, the district, and the state.

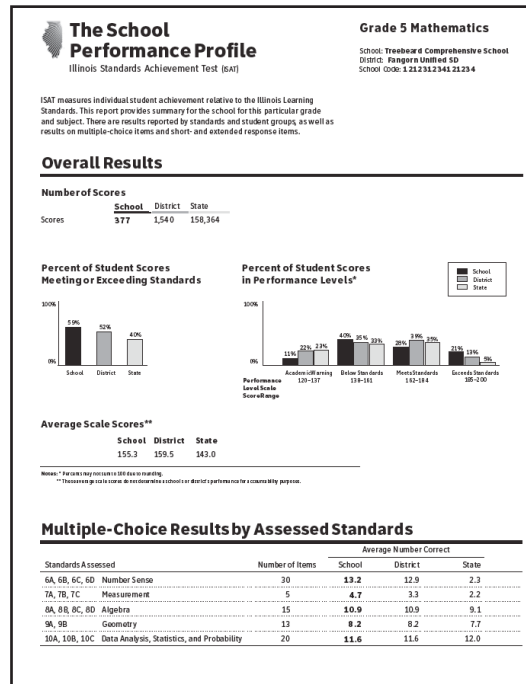


Figure 7. Page 1 of the School Performance Profile



The second page of the report provides two reporting elements. The school performance on open-ended items as compared to state-wide performance is presented in a table. The performance of key groups in the student population is reported in a table.

## Percent at Score Point

This shows the percent of students in the school or state whose scores were at the scoring rubric category level.

## Performance by Student Group

Key data reporting populations are used to identify groups of students in the school for which the number of students, percent of students Meeting or Exceeding Standards, and percent of students in a particular performance level are reported.

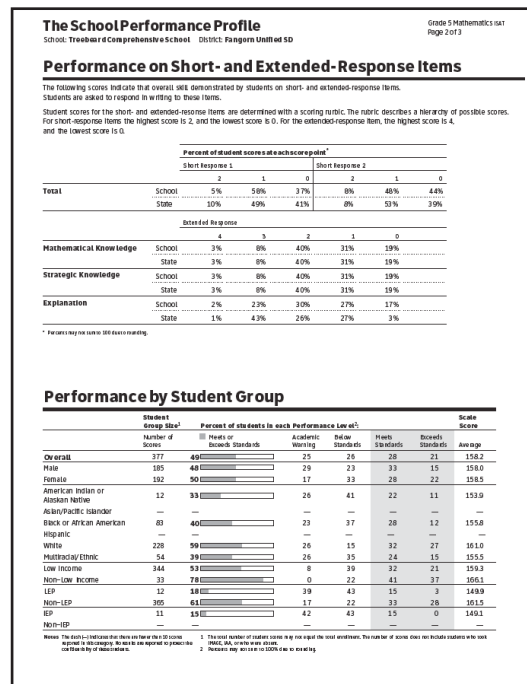


Figure 8. Page 2 of the School Performance Profile

The third page of the report provides a comparison of the school performance to the performance of students across the nation. This comparison is not used by the state for accountability and is provided for reference only.

## Percent in Quarter

The performance of the school is compared to the proportion of students in national quartiles. This manner of reporting data provides for comparison to previous years' performances.

## Stanine Scores

This reports the stanine rankings of students within the school, district, and nation. Stanines are further described in the glossary of this document.

## Norm-Referenced Results

ISAT provides a variety of norm-referenced data reporting elements to schools in either paper reports or on data disks. Additional description terms are listed in the glossary.

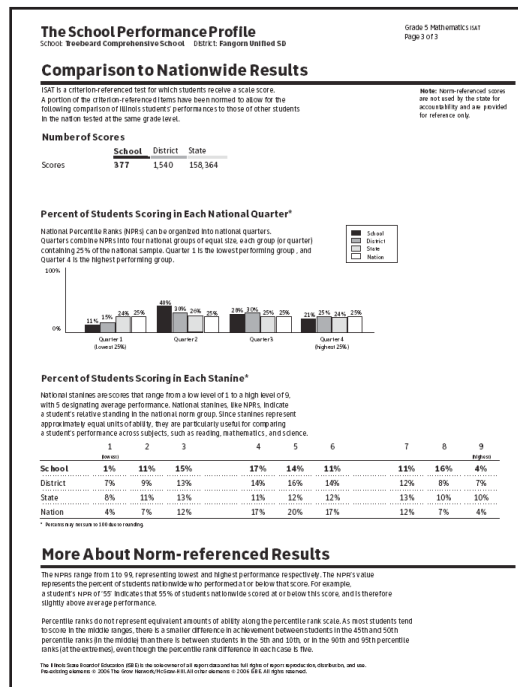


Figure 9. Page 3 of the School Performance Profile

## District Performance Profile

The District Performance Profile is a multi-page document presenting a variety of aggregate data elements summarizing the district performance on the ISAT tests. ISAT provides a separate report for each grade and subject. The reports include a participation summary, percentage of students in ISAT performance levels, results by standards, performance on open-ended response items, performance by student group, and a comparison to national results.

### Grade and Subject

A separate report is provided to the district for each subject and grade assessed.

### Student Performance

Student performance is classified in four levels: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards.

### Meeting or Exceeding Standards

The table presents the proportion of students in the district and the state at or above the “Meets Standards” performance level.

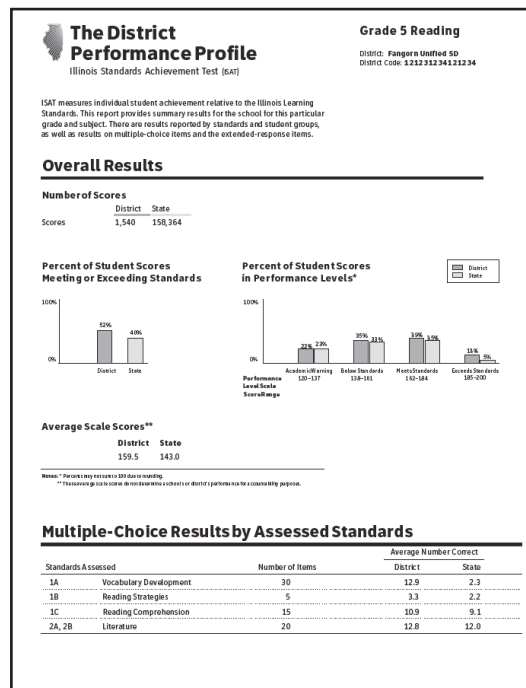


Figure 10. Page 1 of the District Performance Profile

The second page of the report provides two reporting elements. The district performance on open-ended items compared to state-wide performance is presented in a tabular manner. The performance of key groups in the student population is reported in a table.

## Percent at Score Point

This shows the percent of students in the district or state whose scores were at the scoring rubric category level.

## Performance by Student Group

Key data reporting population are used to identify groups of students in the school for which the number of students, percent of students Meeting or Exceeding Standards, and percent of students in a particular performance level are reported.

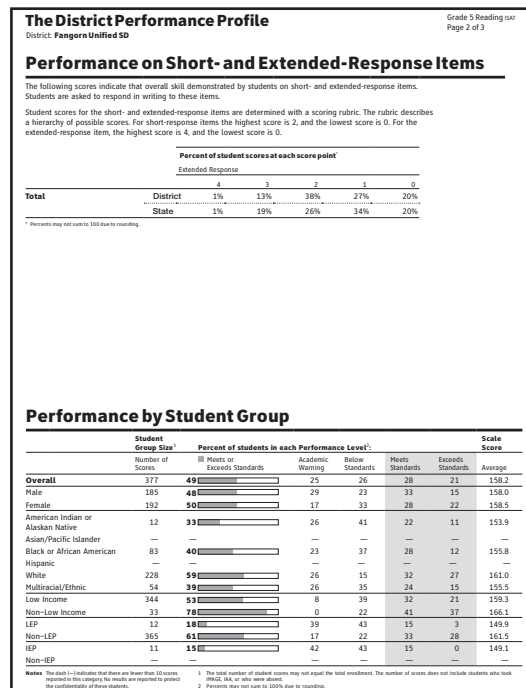


Figure 11. Page 2 of the District Performance Profile

The third page of the report provides a comparison of the district performance to the performance of students across the nation. This comparison is not used by the state for accountability and is provided for reference purposes only.

## Percent in Quarter

The performance of the district is compared to the proportion of students in national quartiles. This manner of reporting data provides for comparison to previous years' performances.

## Stanine Scores

Report of stanine rankings of students within the district, state, and nation. Stanines are further described in the glossary of this document.

## Norm-Referenced Results

ISAT provides a variety of norm-referenced data reporting elements to districts in either paper reports or on data disks. Additional descriptive terms are listed in the glossary.

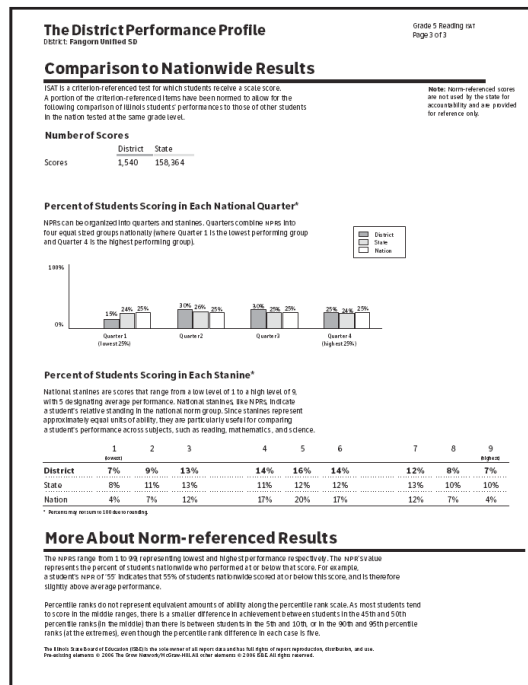


Figure 12. Page 3 of the District Performance Profile

## District Roster—School

The district roster reports the results for each subject assessed by grade tested in the school. The reported data elements include school name, grade assessed, number of scores, performance-level percentages, scale score averages, and percent in each national quarter.

## District Roster—Grade

Rosters of student performance within the school district are reported by grade and school. The reported data elements include school name, grade assessed, state results, performance-level percentages, scale score averages, and percent in each national quarter.

District Roster—By School		District: Hazel-rah Unified SD District Code: 1212312343200000									
Illinois Standards Achievement Test (SAT) Reading—Spring 2006											
Group Size	Percent in Each Performance Level*					Scale Score Average	Percent in Each National Quarter*				
	Number of Scores	Academic Warning	Below Standards	Meets Standards	Exceeds Standards		Q1	Q2	Q3	Q4	
<b>Harcro Elementary</b> 0017070436374											
Grade 3	570	36	19	24	21	45	145.1	36	19	24	21
Grade 4	645	42	13	23	22	45	144.8	42	13	23	22
<b>Nihero High School</b> 0017080191330											
Grade 3	651	26	18	35	21	56	150.8	26	18	35	21
Grade 4	662	43	16	27	14	41	141.8	43	16	27	14
Grade 5	618	51	23	24	2	27	133.6	51	23	24	02
<b>Pipkin Elementary School</b> 0017012237890											
Grade 3	455	36	25	19	30	39	142.4	36	25	19	20
Grade 4	533	47	13	18	21	40	141.6	47	13	18	21
<b>R. J. Flyer Academy</b> 0017044031842											
Grade 3	495	43	9	40	8	48	144.1	43	9	40	08
Grade 4	568	75	3	19	11	21	128.4	75	03	19	11
<b>Sher of Buck School</b> 0017051649230											
Grade 3	553	47	11	34	8	42	141.1	47	11	34	08
Grade 4	582	43	12	38	7	40	142.3	43	12	38	07
Grade 5	622	22	11	58	9	67	154.0	22	11	58	09
Grade 6	404	13	19	47	21	67	156.8	13	19	47	21
<b>Thayli Owens Comprehensive School</b> 00170438819538											
Grade 3	534	52	11	33	5	37	138.1	52	11	33	05
Grade 4	597	56	22	19	3	22	131.3	56	22	19	03
Grade 5	664	30	20	31	19	50	147.8	30	20	31	19
Grade 6	656	47	2	36	15	51	145.2	47	02	36	15
Grade 7	392	49	22	8	20	29	136.0	49	22	08	20
Grade 8	1,198	61	8	19	13	32	135.7	61	08	19	13
<b>Blackstar Jr./Sr High</b> 0017013037108											
Grade 6	643	73	2	5	21	25	132.7	73	02	05	21
Grade 7	802	53	21	14	11	25	133.0	53	21	14	11
Grade 8	699	40	24	22	13	36	139.8	40	24	22	13

Figure 13. District Roster—By School Report

District Roster—By Grade		District: Hazel-rah Unified SD District Code: 1212312343200000										
Illinois Standards Achievement Test (SAT) Reading—Spring 2006												
Group Size	Percent in Each Performance Level*					Scale Score Average	Percent in Each National Quarter*					
	Number of Scores	Academic Warning	Below Standards	Meets Standards	Exceeds Standards		Q1	Q2	Q3	Q4		
<b>Grade 3</b>												
Harcro Elementary	0017070436374	570	36	19	24	21	45	145.1	36	19	24	21
Nihero High School	0017080191330	651	26	18	35	21	56	150.8	26	18	35	21
Pipkin Elementary School	0017012237890	455	36	25	19	30	39	142.4	36	25	19	20
R. J. Flyer Academy	0017044031842	495	43	9	40	8	48	144.1	43	09	40	08
Thayli Owens Comprehensive Sch	00170438819538	534	52	11	33	5	37	138.1	52	11	33	05
District Results		570	36	19	24	21	45	145.1	36	19	24	21
State Results		570	36	19	24	21	45	145.1	36	19	24	21
<b>Grade 4</b>												
Harcro Elementary	0017070436374	645	42	13	23	22	45	144.8	42	13	23	22
Nihero High School	0017080191330	662	43	16	27	14	41	141.8	43	16	27	14
Pipkin Elementary School	0017012237890	533	47	13	18	21	40	141.6	47	13	18	21
R. J. Flyer Academy	0017044031842	568	75	3	19	11	21	128.4	75	03	19	11
Thayli Owens Comprehensive Sch	00170438819538	597	56	22	19	3	22	131.3	56	22	19	03
District Results		570	36	19	24	21	45	145.1	36	19	24	21
State Results		570	36	19	24	21	45	145.1	36	19	24	21
<b>Grade 5</b>												
Bigwig Middle School	0017030461200	570	36	19	24	21	45	145.1	36	19	24	21
Blackberry School for the Sciences	0017037243482	570	36	19	24	21	45	145.1	36	19	24	21
Nihero High School	0017080191330	618	51	23	24	2	27	133.6	51	23	24	02
Thayli Owens Comprehensive Sch	00170438819538	654	30	20	31	19	50	147.9	30	20	31	19
District Results		570	36	19	24	21	45	145.1	36	19	24	21
State Results		570	36	19	24	21	45	145.1	36	19	24	21
<b>Grade 6</b>												
Bigwig Middle School	0017030461200	570	36	19	24	21	45	145.1	36	19	24	21
Blackstar Jr./Sr High	0017013037108	643	73	2	5	21	25	132.7	73	02	05	21
Blackberry School for the Sciences	0017037243482	755	23	53	22	2	24	136.0	23	53	22	02
Thayli Owens Comprehensive Sch	00170438819538	656	47	2	36	15	51	145.3	47	02	36	15
District Results		570	36	19	24	21	45	145.1	36	19	24	21
State Results		570	36	19	24	21	45	145.1	36	19	24	21

Figure 14. District Roster—By Grade Report

## Item Analysis Summary

ISAT provides an item analysis report for each grade and subject. The analysis classifies the test questions by learning standard(s). The number of items on the test for each category is reported. The number of items for each assessment objective included in the assessment framework is identified. The response analysis reports the percent of correct responses for the school, the district, and the state.

### Results from Multiple-Choice Items

The state goals and Illinois Learning Standards assessed provide the major categories for analysis of student performance by items.

### Number of Items

The total number of items on the test related to each goal and learning standard category is printed in bold. The number of items on the test corresponding to a particular assessment objective is printed in normal script.

### Response Analysis

The percent of correct student responses is indicated in these columns: school, district, and state.

### Assessment Objective

The assessment objective listed corresponds to the assessment objectives for the respective content area. The Illinois Assessment Frameworks and objectives are located on the Internet at [www.isbe.net/assessment/IAFIndex.htm](http://www.isbe.net/assessment/IAFIndex.htm).

MATHEMATICS		RESPONSE ANALYSIS (% CORRECT)			
		SCHOOL	DISTRICT	STATE	
<b>Results from Multiple-Choice Items</b>		<b># of Items</b>	<b>Assessment Objective</b>		
<b>State Goal 6: Number Sense</b>		<b>21</b>		<b>88</b>	<b>88</b>
Standard 6A: Representations and Ordering		7		72	72
	1	6.S.01	100	100	100
	1	6.S.03	78	78	78
	1	6.S.04	55	55	55
	1	6.S.06	80	80	80
	1	6.S.10	0	0	0
	2	6.S.11	95	95	95
Standards 6B, 6C: Computation, Operations, Estimation, and Properties		11		98	98
	4	6.E.12	78	78	78
	3	6.E.13	55	55	55
	1	6.E.14	40	40	40
	1	6.E.15	80	80	80
	2	6.S.16	90	90	90
Standard 6D: Ratios, Proportions, and Percents		3		97	97
	2	6.E.18	97	97	97
	1	6.E.19	88	88	88
<b>State Goal 7: Measurement</b>		<b>11</b>		<b>79</b>	<b>79</b>
Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications		11		42	42
	1	7.E.01	67	67	67
	2	7.E.02	70	70	70
	2	7.E.03	50	50	50
	3	7.E.04	100	100	100
	1	7.E.05	77	77	77
	1	7.E.06	88	88	88
	1	7.E.07	69	69	69
<b>State Goal 8: Algebra</b>		<b>10</b>		<b>88</b>	<b>88</b>
Standard 8A: Representations, Patterns, and Expressions		5		75	75
	1	8.E.01	88	88	88
	1	8.E.02	33	33	33
	2	8.E.03	88	88	88
	1	8.E.04	74	74	74
Standard 8B: Connections Using Tables, Graphs, and Symbols		2		100	100
	2	8.E.05	100	100	100
Standards 8C, 8D: Writing, Interpreting, and Solving Equations		3		77	77
	1	8.E.07	100	100	100
	1	8.E.08	89	89	89
	1	8.E.09	38	38	38

Figure 15. Item Analysis Summary

## Tables of ISAT Performance Levels

**Table 3. Percent of Student Scores Falling into Each ISAT Performance Level**

READING					
	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
Grade 3					
2000	6	32	41	21	62
2001	7	31	43	19	62
2002	7	31	44	19	63
2003	8	30	40	22	62
2004	7	28	42	23	65
2005	7	27	45	22	67
2006	6	24	47	23	70
Grade 4					
2006	2	26	47	26	73
Grade 5					
2000	0	41	39	20	59
2001	1	40	34	25	59
2002	1	39	37	22	59
2003	1	39	37	23	60
2004	2	37	36	25	61
2005	2	38	40	19	59
2006	1	30	46	22	68
Grade 6					
2006	0	27	53	19	72
Grade 7					
2006	1	28	60	12	72
Grade 8					
2000	0	28	56	16	72
2001	1	34	56	10	66
2002	1	31	58	10	68
2003	1	36	54	10	64
2004	2	31	57	10	67
2005	1	27	61	12	73
2006	0	21	70	9	79



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**MATHEMATICS**

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	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
Grade 3					
2000	10	21	46	23	69
2001	8	18	46	28	74
2002	7	19	44	30	74
2003	7	17	45	31	76
2004	7	14	46	33	79
2005	5	15	45	34	79
2006	4	11	47	38	85
Grade 4					
2006	2	14	59	26	85
Grade 5					
2000	6	37	52	5	57
2001	4	34	55	6	61
2002	5	32	55	8	63
2003	4	28	59	10	69
2004	3	25	60	12	72
2005	3	24	61	12	73
2006	1	21	64	15	79
Grade 6					
2006	1	20	63	16	79
Grade 7					
2006	3	21	55	21	76
Grade 8					
2000	8	46	35	12	47
2001	7	42	37	13	50
2002	7	40	37	15	52
2003	6	41	38	16	54
2004	6	40	38	17	55
2005	6	40	37	17	54
2006	2	20	53	26	79

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**SCIENCE**

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Grade 4	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
2000	1	35	51	13	64
2001	8	26	54	11	65
2002	8	25	53	14	67
2003	7	27	52	14	66
2004	6	26	55	13	68
2005	5	24	55	16	71
2006	3	17	64	15	79
Grade 7					
2000	12	16	54	18	72
2001	11	17	52	20	72
2002	10	17	56	17	73
2003	10	17	56	18	74
2004	10	15	58	17	75
2005	10	15	54	20	74
2006	6	13	62	19	81

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# Bar Graphs—Student Performance

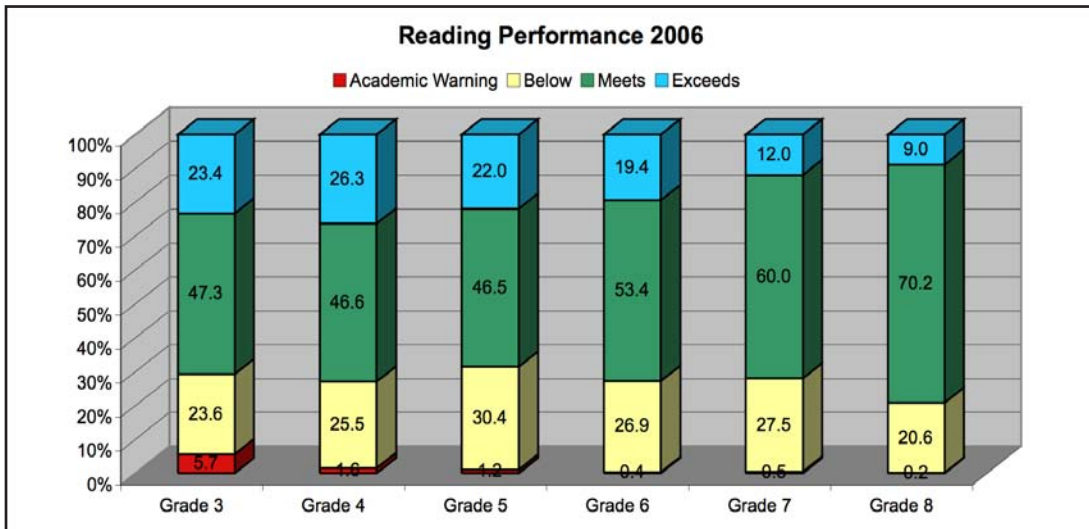


Figure 16. Reading Performance

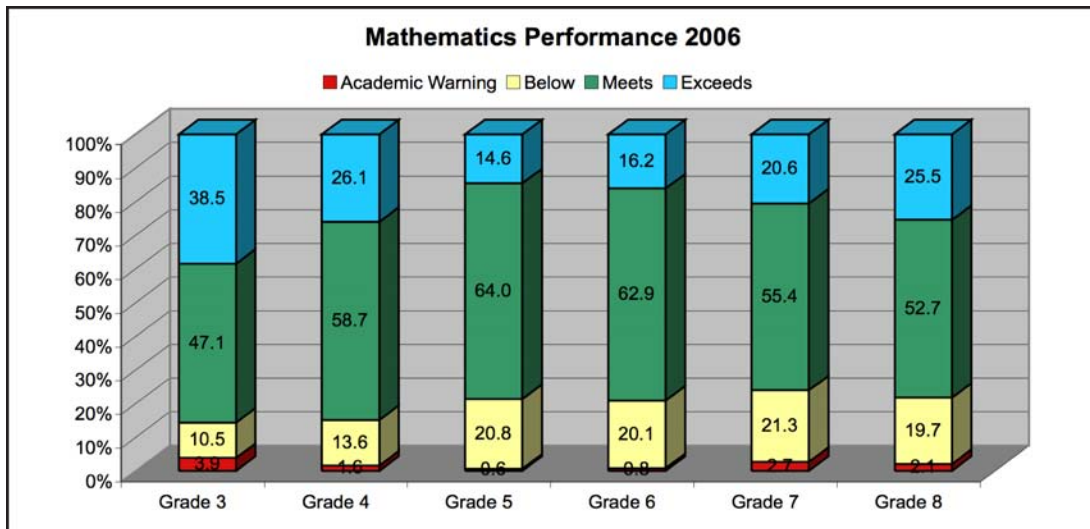


Figure 17. Mathematics Performance

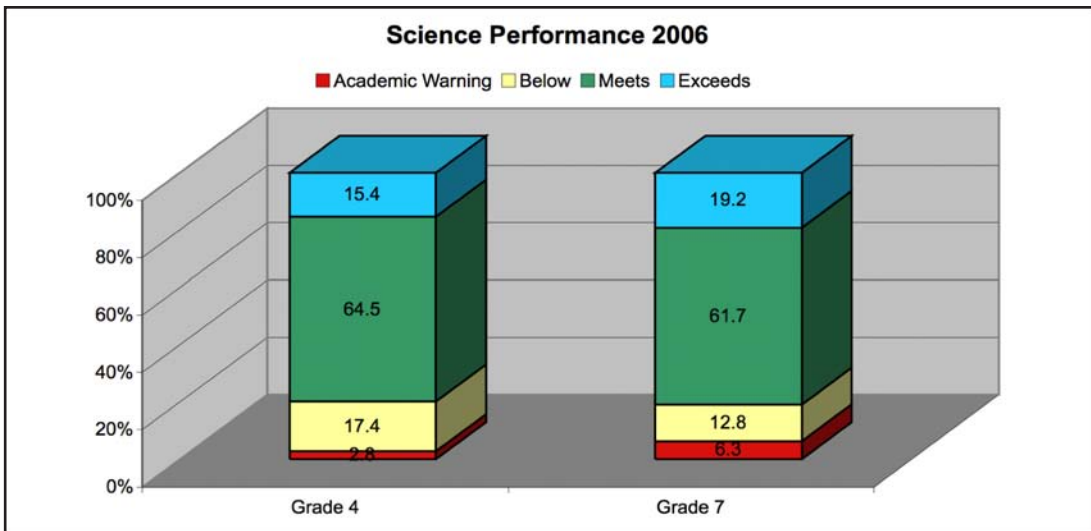


Figure 18. Science Performance

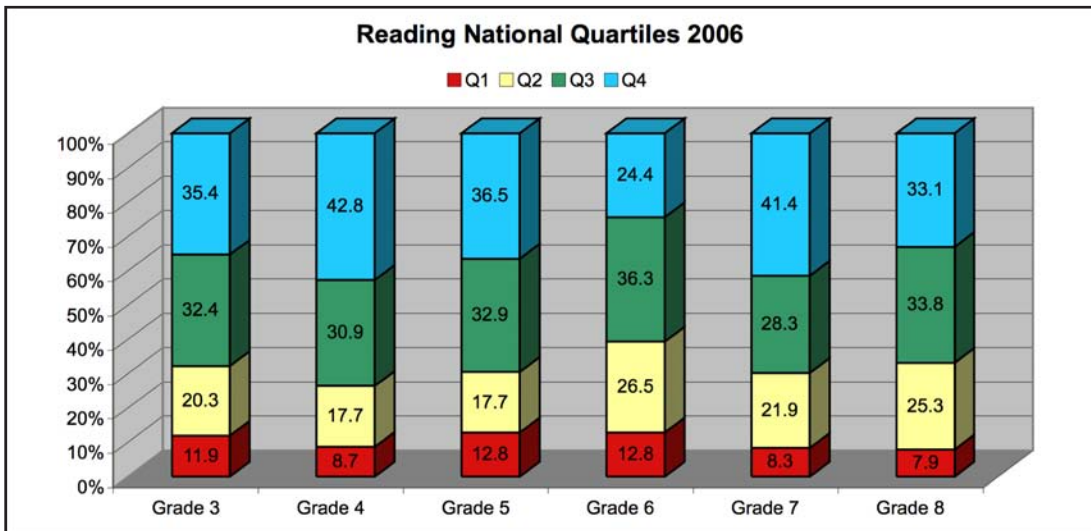


Figure 19. Reading National Quartiles

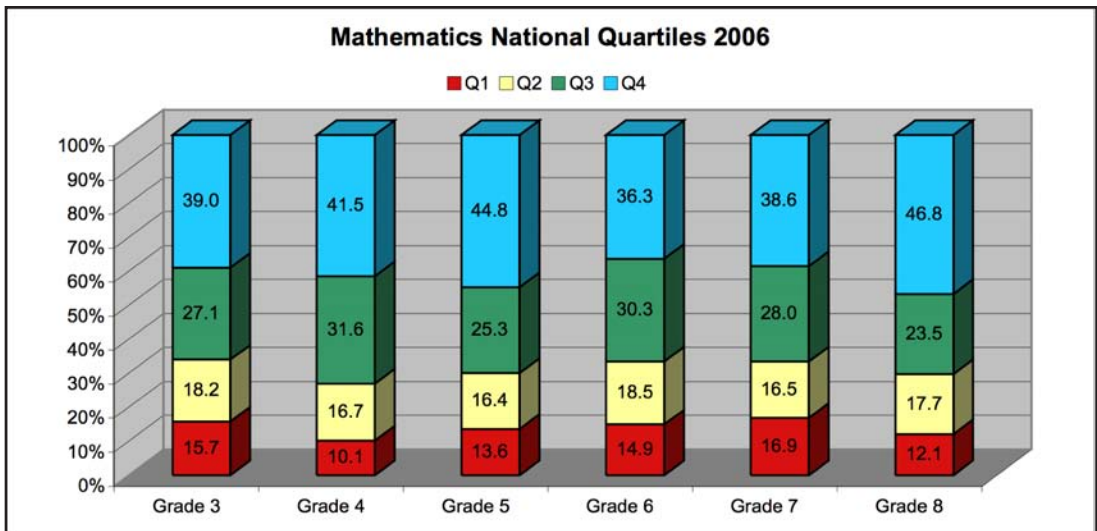


Figure 20. Mathematics National Quartiles

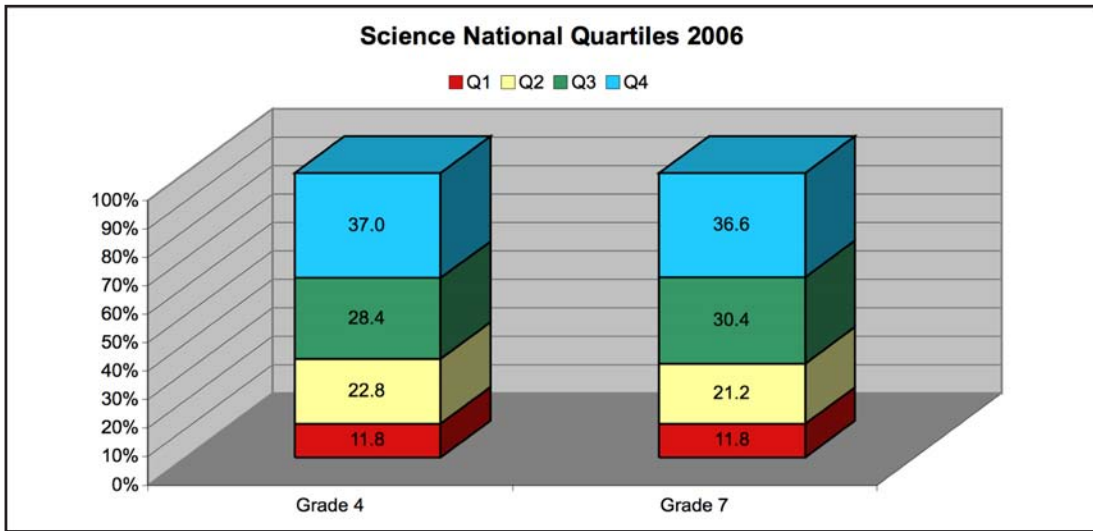


Figure 21. Science National Quartiles

## Glossary for Data Disk Interpretation

In addition to the ISAT information reported to schools on printed reports, ISBE also provides districts with a data file in electronic format. This glossary defines terms used in the electronic files that are not fully explained elsewhere in this document.

**Domain Core Item Number Attempted**—“Core item” refers to test items that are scored, and “number attempted” refers to the total number of items responded to by a student.

**Norm Year**—The year in which the national norm was established.

**Reliability**—The reliability of a test reflects the degree to which test scores are free from errors of measurement that arise from various sources. Test reliability indicates the extent to which differences in test scores reflect real differences in the construct being measured across some variation in one or more factors such as time or specific test items used. Different coefficients can be distinguished accordingly. For example, test-retest reliability measures the extent to which scores remain constant over time. A low test-retest reliability coefficient means that a student’s scores are likely to shift unpredictably from one time to another.

**SAT10/Abb**—*Stanford Achievement Test*, Tenth Edition (Stanford 10 or SAT 10), Abbreviated Form is Harcourt’s standard, norm-referenced assessment comprising 30 items that are also consistent with Illinois State Frameworks.

**SAT10/Abb Level**—Harcourt internal coding indicates different levels of tests. Although the coding system is different from standard grade designation, it is correlated to grade level.

**SAT 10/Abb–National Percentile Rank (N-PR)**—An indicator of the relative standing of a student in comparison to the same-grade students in the national norm (reference) group. For example, an N-PR of 75 for a particular subtest means that the student performed as well as or better than 75% of the students in the reference group. Percentile ranks do not represent equal units along a scale. For example, the difference in achievement between percentile ranks 5 and 10 is not the same as the difference between percentile ranks 50 and 55.

**SAT10/Abb–Normal Curve Equivalent (NCE)**—Normalized standard scores with a mean of 50 and a standard deviation of 21.06. The standard deviation of 21.06 was chosen so that NCEs of 1 and 99 are equivalent to percentiles of 1 and 99. There are approximately 11 NCEs to each stanine. In contrast to percentile ranks, NCE provides an equal-interval scale.

**SAT10/Abb–Stanine (S)**—A standard score derived from the percentile rank that ranges from 1 to 9, with a center of 5. Like percentile ranks, stanines indicate a student’s relative standing with respect to a national reference group. In contrast to percentile rank, stanines represent approximately equal units of achievement.

**Scaled Score**—A standard vertical score derived from the number correct (raw score) that indicates performance on all forms and levels of a given subject along a single, comparable scale. The scaled score facilitates conversions to other score types and the study of changes in performance from grade to grade.

**Domain Scaled Score (SS)**—A standard score derived from the weighted domain total raw score. This score is on a vertical scale that spans across grades 3 through 8 and makes it possible to measure student growth over years. For the ISAT, scaled scores range from 120 through 288+.

**SAT10/Abb–Scaled Score (SS)**—A standard score derived from the number of correct SAT10/Abb items. This score is used to derive the N-PR, NCE, and stanine scores. For SAT10/Abb, scaled scores range from approximately 400 through 850.

**Standard Error of Measurement (SEM)**—The amount an observed score is expected to fluctuate around the true score. The SEM is frequently used to obtain an idea of the consistency of a person's score, which is usually expressed as a band around a score. For example, under the normal distribution assumption, the true score will fall into a band of plus or minus one SEM approximately two-thirds of the time. The conditional SEM is used to calculate the SEM band (i.e., it is conditional upon the specific scale score level).

**SEM/High**—The upper boundary of one SEM range around the domain scale score.

**SEM/Low**—The lower boundary of one SEM range around the domain scale score.

**Stanine**—See SAT 10/Abb–Stanine (S).

**Strand Points Achieved (Raw Scores)**—Strand refers to the reporting category. The Strand Points Achieved (Raw Scores) is the score earned within each reporting category. All strand scores are unweighted. Strands 18, 19, and 20 are SAT10/Abb scores.

**Unweighted Domain Total Raw Score (RS)**—The number of questions answered correctly for a reporting category or total test. Raw scores are used to convert to the various derived scores.

**Validity**—Test validity refers to the degree that a test measures what it is intended to measure. Evidence that supports a test's validity is gathered for different aspects and through different methods. The three most recognized types of validity include content validity, construct validity, and criterion-related validity.

**Weighted Domain Total Raw Score (WRS)**—The proportion of the total raw score for ISAT open-ended items has been set at 15% for mathematics and 10% for reading. Different weights are applied to different types of items to achieve these proportions. The weighted scores of all item types for a subject are added together to obtain the weighted domain total raw score.