

Guide to the 2006

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.

Grade	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
		READING		
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
		MATHEMATICS		
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
		SCIENCE		
4	120–157	158–186	187–236	237-362
7	120–196	197–213	214–259	260-392

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

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.

[]	e1						
The student scored overall at the Below	Standards level in	n Readi	ng.				
Multiple-Choice Results for Reading							
The table below shows how the student performed (n	umber correct) on the m	ultiple-c	hoiceite	ms for s	tandards a:	ssessedinre	ading.
The total number of items and the average number co	rrectfor the school, dist	rict, and	state ar	e also di	played.		
Rea dingStandards & ssessed	N	umber	Num	ber	Av erage School	Number Cor District	state
1A: Vocabulary Development		5	9		7.4	8.6	7.2
18: Reading Strategies		8	12		7.2	6.2	6.9
1C: Reading Comprehension		4	7		5.4	4.6	4.1
2A, 2B: Literature		5	9		4.4	4.5	4.2
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.		In an	ading Pa thispass other pla	assage D age, peop netatan	escription LefromEart unusual 200.	h vi sit creatur	es from
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		Sto Sc	udent ore	Score Range	% of Re School	sponses for District	Each Scor State
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and state.	ideas, making connection	15	1	2	52%	52%	52%
	or drawing conclusions, and extending and balan- ideas.	cing	•	0	1%	1%	1%
Use the student's Lexile*	score to fin	d bo	oks				
How do I know what books are right for the student?	his Wh	ereca	n I find	the rig	g ht book	s for this	st ud en t
The skill level of both readers and texts is measured v Use the student's Lexile measure to help choose boo encourage reading progress.	rith Lex iles*. 1 0 ksthatwill 2 0 3 S	on the ho lick Lexil learch fo	mepage e Book rbooks	, click Ec Databas by Lexile	lucators. e. range, key	word, title, a	uthor
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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.

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64, 68, 6C, 6D: NumberS-	+05+					10		9.4	9.6	9.2
7A, 78, 7C: Hessurement					\$2	17			15.4	14.7
8A,88,8C,80: Alg+bra					15	21	1	18.4	16.2	17.5
94.98: Geometry					17	21		+	20.4	19.8
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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.

The student scored overall at the Exceeds Stand are	ds level in Sci	ence.			
Multiple- Choice Results for Science					
The table below shows how the student performed (number correct)) on the multiple-	choiceitems	forstandar	ds assessed in	nscience.
Ine total number of items and the average number correct for the sc	noot district and	istate are al	io displayed		
S clence Standards A ssessed	Number Correct	ofitems	Avera	ge Number C District	state
11A, 11B: Scientific Inquiry and Technological Design	13	14	12.2	12.1	11.5
12A, 12B: Life Science and Environmental Sciences	10	11	8.4	8.1	7.1
12C, 12D: Matter, Energy, and Forces	18	18	14.4	14.1	12.8
12E, 12F: Earth and Space Sciences	18	21	17.4	17.5	16.4
13A, 13B: Safety, Practices of Science, Science/Technology/Societ	ty. 11	13	9.4	9.6	8.7
National How did the student perform compared to other students? The tudent is advance generative indicates how the student's advance generative indicates how the	Compa	rison	5		
National How did the student perform compared to other students? The tolder's rolenda percentile radii indicates how the tolder's performance compared in the target of the student's rolendary and the student student's rolendary and the student student students in the analysis	Compa	rison	S		
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National Bow did the student perform compared to other students? The student perform compared to students? The student performance compared to the still students? Bow did the student students in the action. Students in the action. Students	Compa SupportRe Readingathem of the student's within their Lar choosing texts. Support Ma Help students's activities on the Allow than too encourage them and exploring put Support Sci	ading ading helpstudi Lexile score lerange. Co thematile entify and es study of mat ris develop j itterms.	nts improve and encour insider the st splore mathi- roblem solu	ein school. Be rage them to tudent's inter ematics in ev com es mean rohrem easur rohrem easur rohrem easur	raware Find books estsw ben ingful, menet, and questions

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.

nn Status ¹	Reading Performance Level ² 8 8 8 8 8 8 8 8 8 8 8 8 4 8 8 8 8 8 8	Scale Score 161 140 143 154 166 196 164 149	NPR ³ 5.8 13 19 40 69 94	Hathematics Performance Levels ² H H H B S	Scale Score 1.85 1.80 1.75 1.55	NPR ³ 69 56 46
on Status ¹	Reading Performance Level ² 8 8 8 8 8 8 8 8 4 8 8 8 8 8 8 8 8 8 8	Scale Score 161 140 143 154 166 196 164 149	NPR ³ 5.8 13 19 40 69 94	Hathematics Performance Level ² H H B B c	Scale Score 186 180 175 155	NPR ³ 69 56 46
nt Status ⁴	Performance Level ² 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	Scale Score 161 140 143 154 166 196 164 149	NPR ³ 58 13 19 40 69 94	Performance Lev el ² H H B E	Scale Score 186 180 175 155	NPR ³ 69 56 46
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	8 8 8 M E M 8 8 8 8 8	140 143 154 166 196 164 149	13 19 40 69 94	M H B	190 175 155	56 46
	8 B M E H 8 8 M	143 154 166 196 164 149	19 40 69 94	M B	175 155	46
	B M E H B B M	154 166 196 164 149	40 69 94	B	155	
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	E M B B M	196 164 149	94		197	94
	M 8 8 M	164 149		F	195	90
	B B M	149	63	M	173	38
	B M		35	8	149	15
	- M	155	46	н	169	31
		164	63		192	83
	w	132	4	w	121	1
	B	147	31	M	173	38
	8	145	27	н	175	46
	F	187	90	F	195	90
	R	144	25	R	153	19
	M	176	81		1.80	56
	в	1.47	31	M	179	52
	E	198	98	E	191	81
	8	140	13	8	139	8
	B	158	54	B	157	23
	E	194	92	E	199	98
	н	165	67	E	188	73
	w	136	10	В	160	25
	M	163	60	E	190	79
	E	199	1	E	187	71
	н	172	73	E	188	73
	м	183	83	E	194	85
	W	120	0	8	142	13
	В	1.43	19	M	182	63
	В	155	46	M	173	38
	W	132	04	w	135	04
	н	184	85	E	188	73
	NA	NA	NA	NA	NA	NA
	w	121	2	W	135	4
	м	173	75	E	198	96
	м	168	71	м	166	27
	В	159	56	M	172	35
	В	152	38	M	173	3.0
		H B C S	Η 176 Θ 147 Ε 180 Θ 120 Ε 184 Η 160 Ψ 189 Η 160 Φ 189 Η 160 Φ 120 Η 120 Φ 120 Φ 120 Η 120	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	M 170 01 M 0 147 3.1 M 6 140 0.3 0 0 140 3.3 0 0 150 3.4 0 6 159 9.2 0 6 159 9.2 0 6 159 9.2 0 9 150 0.7 0 9 150 0.7 0 6 159 0.8 0 0 6 150 0.7 0 0 6 150 0 0 0 0 9 120 0 0 0 0 9 120 0.4 0 0 0 9 120 0.4 0 0 0 9 120 0.4 0 0 0 9 120 0.4 0 0 0	H 170 0.1 H 180 0 147 31 H 173 E 180 96 5 193 0 140 13 0 137 0 159 54 0 157 0 159 54 0 157 0 159 10 0 100 H 150 0 10 0 100 K 159 10 0 100 10 100 K 109 0 0 100 10 100

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.



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.

Performance Profi Illinois Standards Achievement Test (sar)	le	Schoo Distric Schoo	: Treebeard Com 1: Fangorn Unifi 1 Code: 1212312:	prehensive Scho d SD 14121234
ISAT measures individual student achievement relative to Standards, This report provides summary for the school for and subject. There are results reported by standards and results on multiple-choice items and short- and extended Overall Desults	the Illinois Learning or this particular grade student groups as well response items.	85		
overall Results				
Numberof Scores				
School District State				
Percent of Student Scores Meeting or Exceeding Standards	Percent of Stude in Performance L	nt Scores evels*		School District State
2006 596 596 406 406 596 596 596 596 596 596 596 596 596 59	2005 0% 11% 22% 23% Academic# arriv 20~137 120-137 120-137	40% 35% 30 ng Delow Stander 138-161	5 28% 29% 29% 18 MeetsStandards 182-184	21% 13% 5% 5% 5% 135~200
Average Scale Scores**				
School District State				
155.3 159.5 143.0				
Multiple-Choice Results b	y Assessed	Stand	ards	art
Standards Assessed	Number of Items	School	District	State
6A, 6B, 6C, 6D Number Sense	30	13.2	12.9	2.3
74 70 7C Measurement	5	4.7	3.3	2.2
IA, ID, IL Measurement	45	10.9	10.9	
8A, 8B, 8C, 8D Algebra	15			9.1
A, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10	13	8.2	8.2	9.1

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.

Performanc	e on S	hort-ar	nd Ext	ende	d-Res	ponse	ltem	s
The following scores indicate Students are asked to respon	that overall ski in writing to	E demonstrated to these items.	y students on	short- and	extended-respo	nse Herns.		
Student scores for the short- For short-response items the and the Lowest score is 0.	and extended-in highest score i	esonse items are s 2, and the lowes	determined w st score is 0. I	vith a scorin For the exter	ig rurbic. The ru nded-response i	bric describes tem, the high	a hierarchy est score is 4	of possible scores. I,
	-	Percent of studen	t score sate a	chscorepoi	int"			
	-	Short Response 1		s	ihort Response 2			
		2	1	0	2	1	0	
Total	School	5%	58%	3 7%	8%	48%	44%	
	State	10%	49%	41%	8%	53%	39%	
		Extended Response						
	-	4	3	2	1	0		
Mathematical Know ledge	School	3%	8%	40%	31%	19%		
	State	3%	8%	40%	31%	19%		
Strategic Knowledge	School	3%	8%	40%	31%	19%		
	State	3%	8%	40%	31%	19%		
Explanation	School	2%	23%	3.0%	27%	17%		
			1.000	260	279	3.04		
" For cares may not sum to 180 dues o room	state	1%	43%	20%	2179	370		
Performanc	e by Si	tudent	Group)	2170	370		
Performanc	e by Si student Group Size ³	tudent (Group) Ich Perform	ance Lov ol ² :	370		Scale Score
Professional and a section of the se	e by Si student oroup Stze ¹ Number of Scores	International States	Group	ich Perform Academic Warning	2199 Hance Leviel ² : : Delow Standards	3 % Heets Standards	Doceeds Standards	Scale Score Ave age
Performanc	e by Si student Group Streat Number of Scores 377	The tudent (Percent of a Percent of a Prevents or Discords 50 49	4 37% Group tu dents in ea arda da	Academic Warning 25	ance Level ² : : Below Standards 26	Heets Standards 28	Boceeds Standards 21	Scale Score Ave age 158.2
Performanc	state eby Si student Group Stars Number of Scores 377 185	1% tudent (Percent of s Excerts 55 49	4 37%	20%	ance Lev el ² : befow Standards 26 23	Heets Standards 28 33	Doceeds Stardards 21 15	Scale Score Avongo 158.2 158.0
Performanc	e by Si tudent Group Size ³ Namber of Scores 377 185 192 12	Percent of a Nets or Baconds 50 49 40 50	43% Group tu dents in ea	2016 Ich Perform Academic Waning 25 29 17 26	ance Lev el ² : : Below Standards 26 23 33 41	3 % Standards 28 28 22	Doceeds Standards 21 15 22 11	Scale Score Avo nge 158.2 158.0 158.5 153.9
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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.

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	Sch	ool Dis	trict State						
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0%	Quarter 1 (Lowe st 25%)		Quarter2	Quarter3		Quarter4 (highest 25%)			
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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.

ISAT measures individue Standards, This report as well as results on m OVer and Lange Number of Score Number of Score Scores <u>1</u> , Percent of Stude Meeting or Exceeding of <u>5</u> over Date Number of Score B Date Scores <u>1</u> , Scores <u>1</u> , Number of Score B Date Scores <u>1</u> , Scores <u>1</u> , Sco	at student achievement rela intervordes summa yreidult o titigine-ohor times and the sultas sultas sultas suitasuitas suitas suitas sui	erre to the Illinois Learning The reboot for this particular entended response items. Percent of Studiest Seco in Performance Levels ⁴ 107 0	705 115 100 100 100	District Sector
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Multiple-C	n dars in scanding. di noci tenernine a schauls ce distit d'a per	ts by Assessed Sta	ndards	nber Correct
Standards Assessed		Number of Items	District	State
1A Vocat	ulary Development	30	12.9	2.3
18 Readi	ng Strategies	5	3.3	2.2
1C Readi	ng Comprehension	15	10.9	9.1
2A, 2B Litera	ture	20	12.8	12.0
-	-		-	-

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.

osarce i angori onnied si	D	ince Prot	ile				Page 2 o	of 3
Performanc	e on Sh	nort-and	d Ext	ende	d-Res	ponse	ltem	s
Students are asked to respor	nd in writing to t	hese items.						
Student scores for the short- a hierarchy of possible score extended-response item, the	and extended-re s. For short-resp highest score is	esponse items are o onse items the high 4, and the lowest s	letermined test score i score is 0.	with a scoring is 2, and the lo	g rubric. The r owest score is	ubric describe 0. For the	is	
		ercent of student s	coresatea	ch score poin	ť			
	E	xtended Response						
	-	4	3	2	1	0		
otal	District	1%	13%	38%	27%	20%		
	State	1%	19%	26%	34%	20%		
Performanc	student	udent G	roup)	nee level?			Scale
Performanc	ce by St Student Group Size ¹	eudent G	roup	Academic	nce Level ² :	Heets	Exceeds	Scale Score
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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.

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

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	Unified SD			rofile			Page 3	of3	
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District	7%	9%	13%	14%	16%	14%	12%	8%	7%
State	8%	11%	13%	11%	12%	12%	13%	10%	10%
Nation	4%	7%	12%	17%	20%	17%	12%	7%	4%
More A The NPRS range 1 represents the pe a student's NPR o	bout	Nor represen dents nati	m-refei ting towest and h onwide who perfi 5% of students na	Ighe st performance ormed at or below tionwide scored at	Resu e respectiv that score. tor below t	Its by. The NPR Svatu For example, his score, and is the	20 esefore		
Percentile ranks of to score in the mi	erage perfor do not repre ddle ranges in the middi	rmance. Isent equir , there is a le) than th	valent amounts of I smaller differeni ere is between st	ability along the p ce in achievement udents in the 5th a	ercentile r between st nd 10th, or	ink scale. As most idents in the 45th In the 90th and 95	students tend and 50th th percentile		
ranks (at the extre	emes), even	though th	e percentile rank	difference in each	case is five				

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.

	Group Size	Group Size Percent in Each Performance Level									r
	Number of Scores	Academic Warning	B elow Standards	Meets Standards	Diceeds Standards	Meets or Exceeds Standards	Scale Score Average	Q1	Q2	Q3	Q.4
Hiaroo Elementary 601782074194374											
Grade 3	570	36	19	24	21	45	145.1	36	19	24	21
Grade 4	645	42	13	23	22	45	144.6	42	13	23	22
Nildro Hain School 601782687819199											
Grade 3	651	26	18	35	21	56	150.8	26	18	35	21
Grade 4	662	43	16	27	14	41	141.9	43	16	27	14
Grade 5	618	51	23	24	2	27	133.6	51	23	24	02
Pipkin Elementary School 601763122378359											
Grade 3	455	36	25	19	20	39	142.4	36	25	19	20
Grade 4	533	47	13	18	21	40	141.6	47	13	18	21
R J. Flver Academy 601763446631842											
Grade 3	495	43	9	40	8	48	144.1	43	09	40	08
Grade 4	586	75	3	10	11	21	129.4	75	03	10	11
Silver Buck School 601765616452395											
Grade 3	553	47	11	34	8	42	141.1	47	11	34	08
Grade 4	582	43	12	38	7	45	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	156.9	13	19	47	21
Thlayli Owlsa Comprehensive School 601784288192589											
Grade 3	53.4	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	65.4	30	20	31	19	50	147.9	30	20	31	19
Grade 6	656	47	2	36	15	51	145.3	47	02	36	15
Grade 7	392	49	22	8	20	29	13 6.9	49	22	08	20
Grade 8	1,198	61	8	19	13	32	135.7	61	08	19	13
Blackavar Jr/Sr High 001785138957769											
Grade 6	643	73	2	5	21	25	132.7	73	02	05	21
Grade 7	802	53	21	14	11	25	133.9	53	21	14	11
Grade B	699	40	24	22	13	36	139.9	40	24	22	13

Figure 13. District Roster—By School Report

Illinois Star Reading—S	ICLROS IndardsAchieve Spring 2006	ment Test (i	SAT)	raue	2		District Cod	e: 12123	1234	1200	1000		
		Group Size Percent in Each Performance Level*							Percent in Each National Quarte				
		Number of Scones	Academic Warring	Below Standards	Meerts Sitandards	Exceeds Standards	Heets or Exceeds Standards	Scale Score Average	Q1	Q2	Q3	0	
Grade 3													
Hiaroo Elementary	601792074194974	570	36	19	24	21	45	145.1	36	19	24	- 2	
Nildro Hain School	601792687919139	651	26	18	35	21	56	150.8	26	18	35		
Pipidin Elementary School	601783 12237 8959	455	36	25	19	20	39	142,4	36	25	19	2	
R. J. Fiver Academy	60170344063 1042	495	43	9	40	8	48	144.1	43	09	40	0	
Thlayli Owisa Comprehensive Sch	601784288192599	534	52	11	33	5	37	138.1	52	11	33	0	
District Results		570	36	19	24	21	45	145.1	36	19	24	2	
State Results		570	36	19	24	21	45	145.1	36	19	24	2	
Grade 4													
Hiaroo Elementary	601782074194374	645	42	13	23	22	45	144.6	42	13	23	-	
Nildro Hain School	601782687819139	652	43	16	27	14	41	141.9	43	16	27	1	
Pipidin Elementary School	601793122378359	533	47	13	18	21	40	141.6	47	13	18	2	
R. J. Fiver Academy	601783448531842	585	75	3	10	11	21	129.4	75	03	10	1	
ThLayti Owlsa Comprehensive Sch	60179 429919 2599	597	56	22	19	3	22	131.3	56	22	19	0	
District Results		570	36	19	24	21	45	145.1	36	19	24	1	
State Results		570	36	19	24	21	45	145.1	36	19	24	2	
Grade 5													
Bigwig Middle School	601783635452399	570	36	19	24	21	45	145.1	36	19	24	2	
Blackberry School for the Sciences	601785727434982	570	36	19	24	21	45	145.1	36	19	24	2	
Nildro Hain School	601782567819139	618	51	23	24	2	27	133.6	51	23	24	0	
ThLayti Owlsa Comprehensive Sch	601784288192589	654	30	20	31	19	50	147.9	30	20	31	1	
District Results		570	36	19	24	21	45	145.1	36	19	24	. 2	
State Results		570	36	19	24	21	45	145.1	36	19	24	2	
Grade 6								_					
Bigwig Middle School	601793616452393	570	36	19	24	21	45	145.1	36	19	24	. 2	
Blackavar Jr/Sr High	601795139957769	643	73	2	5	21	25	132.7	73	02	05	2	
Blackberry School for the Sciences	601705727434982	755	23	53	22	2	24	136.0	23	53	22	0	
Thiayti Owisa Comprehensive Sch	601704200192509	656	47	2	36	15	51	145.3	47	02	36	1	
District Results		570	36	19	24	21	45	145.1	36	19	24	2	
fame a fame and a		E76	20	40					Terr				

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/lAFIndex.htm.

Illinois Standards Item Analysi Achievement	s Summ	ary - Ni	EWTOWN ELEMENT	ARY			
Test DISTRICT: NEWTOWN RCDTS CODE: 12346671	89012345		GRAD	DE: 05 DATE: 03/06	PAGE 1		
MATHEMATICS RESPONSE ANALYSIS (% CORRECT)							
Results from Multiple-Choice Items	# of Items	Assessment Objective	SCHOOL	DISTRICT	STATE		
State Goal & Number Sense Standard & Representations and Ordering	21 7 1 1 1 1 1 2	0.5.01 0.5.03 0.5.04 0.5.09 0.5.10 0.5.11	88 72 100 78 55 80 0 95	88 72 100 78 55 80 0 85	88 72 100 78 55 80 0 95		
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	11 4 3 1 1 2	0.5.12 0.5.13 0.5.14 0.5.15 0.5.16	98 78 55 40 80 90	98 78 55 40 80 90	98 78 55 40 80 90		
Standard 6D: Ratios, Proportions, and Percents	3 2 1	6.5.18 6.5.19	97 97 88	97 97 88	97 97 88		
State Goal 7: Measurement Slandards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	11 11 2 2 3 1 1 1	7.5.01 7.5.02 7.5.03 7.5.04 7.5.05 7.5.05 7.5.06 7.5.07	70 42 67 70 50 100 77 88 89	70 42 67 70 50 100 77 88 89	70 42 67 70 50 100 77 88 89		
State Goal 8: Algebra Standard 8A: Representations, Patterns, and Expressions	10 5 1 1 2 1	8.5.01 8.5.02 8.5.03 8.5.04	68 75 88 33 88 74	68 75 88 33 88 74	68 75 88 33 88 74		
Standard 88: Connections Using Tables, Graphs, and Symbols	22	8.5.05	100 100	100 100	100 100		
Standards 8C, 8D: Writing, Interpreting, and Solving Equations	3 1 1	8.5.07 8.5.08 8.5.09	77 100 89 36	77 100 89 36	77 100 89 36		
continued on next page	Scores based on normality	e data capylight © 2003	ty Renzult Assessment, Inc. All rights reserved.	COPY 01 PROCESS	* NO. 9000000-000000-LLMSP1-0000-09210		

Figure 15. Item Analysis Summary

Tables of ISAT Performance Levels

		REA	DING		
	Academic	Below	Meets	Exceeds	Meets +
Grade 3	Warning	Standards	Standards	Standards	Exceeds
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
Out to 1					
Grade 4	0	00	47	00	70
2006	2	26	47	26	73
Grade 5					
2000	0	41	39	20	59
2000	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
One de O					
Grade 8	0	20	50	10	70
2000	0	28	56	16	12
2001	1	34	50	10	00
2002	1	31	00 E 4	10	64
2003	I O	30 21	54	10	04 67
2004	∠ 1	31 27	57 61	10	707
2005	0	∠1 21	70	0	70
2000	0	<u>ک</u> ا	70	9	19

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

MATHEMATICS									
	Academic	Below	Meets	Exceeds	Meets +				
Grade 3	Warning	Standards	Standards	Standards	Exceeds				
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				

SCIENCE											
	Academic	Below	Meets	Exceeds	Meets +						
Grade 4	Warning	Standards	Standards	Standards	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						

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 openended 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.