



# **Illinois Standards Achievement Test**



## **Guide to the 2007**

### **Illinois State Assessment**

**Reading  
Mathematics  
Science**

**Illinois State Board of Education**



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# Introduction

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

Starting with the 2005–2006 administration, 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.

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 scaled 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 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 using 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***

Student scores are now reported on scales developed in 2006; the numerical values of the cut scores representing proficiency levels are reported on page 3 of this guide. 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 former 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. Scaled Score Ranges That Define Student Performance Levels on the 2007 ISAT Scales**

Grade	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
READING				
3	120–155	156–190	191–226	227–329
4	120–157	158–202	203–236	237–341
5	120–160	161–214	215–246	247–351
6	120–166	167–219	220–256	257–360
7	120–173	174–225	226–266	267–369
8	120–179	180–230	231–277	278–364
MATHEMATICS				
3	120–162	163–183	184–223	224–341
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	281–392
8	120–220	221–245	246–287	288–410
SCIENCE				
4	120–157	158–186	187–236	237–359
7	120–196	197–213	214–259	260–389

### ***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. These new mathematics cut scores will continue to be used as they were in the 2006 test.

# Reports for Local School Use

## ***Individual Student Report***

The first page of the “Individual Student Report” provides essential information concerning the student’s performance on the Illinois Standards Achievement Test. This page identifies the student, school, district, 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.

### **Scaled Scores**

Scaled scores represent approximately equal units on a continuous scale, using numbers that range for ISAT from 120 to 410. Scaled 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.

Scaled 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 difficulty of the test that was taken when the scaled score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was 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.

### **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.





Illinois Standards Achievement Test (ISAT)

## Individual Student Report Grade 7

Spring 2007 Results For:

MARY M. EDWARDS

School: SAMPLE MIDDLE SCHOOL A

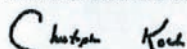
District: SAMPLE DISTRICT

School Code: 99999999011079

State ID: -----5474

Page 1

This report provides specific information about the student's performance on the Illinois Standards Achievement Test (ISAT) in reading, mathematics, and science. It also includes information for teachers and parents/guardians about how to support student learning. The ISAT is only one indication of how well students do in each subject tested; therefore, it is also important to consider how well students are doing on class work, special projects, and assessments other than the ISAT.

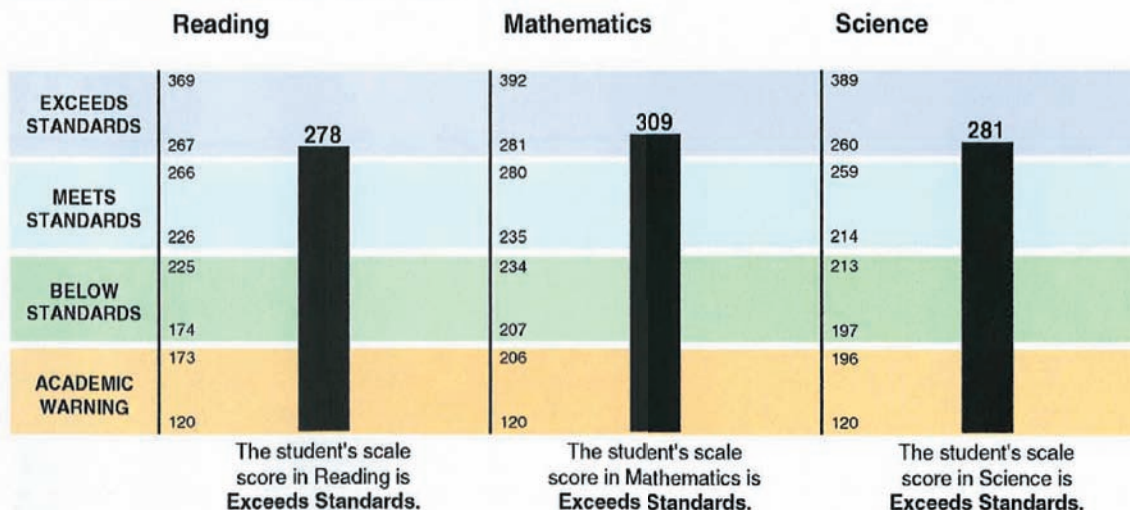
 Charles Keel

STATE SUPERINTENDENT  
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## Student's Scores and Performance Levels

This chart below shows the student's overall performance in reading, mathematics, and science. The score at the top of each bar is a scale score which is based on the total number of questions that were answered correctly. The performance level achieved indicates how the student performed in relation to the Illinois Learning Standards. Students are expected to perform at or above the "MEETS STANDARDS" performance level.



### About Performance Levels

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

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Figure 1. Page 1 of Individual Student Report

The second page of the Individual 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 Results**

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 final columns report the mean number correct for the school, district, and state.

### **Extended-Response Results**

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 selecting 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 MARY M. EDWARDS's test results in Reading

Page 2

The student scored overall at the **Exceeds 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 Standards Assessed	Number Correct	Number of Items <sup>1</sup>	Average Number Correct		
			School	District	State
1A: Vocabulary Development	3	4	3.5	3.5	3.0
1B: Reading Strategies	6	6	3.8	3.8	3.7
1C: Reading Comprehension	20	23	16.6	16.6	15.7
2A, 2B: Literature	15	16	11.2	11.2	11.0

### 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 the state.

### Reading Passage Description

This passage is about a man who performed amazing stunts on a rope stretched over the Niagara River.

Student Score	Score Range	% of Responses for Each Score <sup>2</sup>		
		School	District	State
<b>3</b>	4	3%	3%	2%
	3	16%	16%	17%
	2	63%	63%	69%
	1	18%	18%	12%
	0	0%	0%	0%

These items assess how well the student answers the prompt by discussing key ideas, making connections or drawing conclusions, and extending and balancing ideas.

## 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 Lexiles<sup>®</sup>. Use the student's Lexile measure to help choose books that will encourage reading progress.

#### 1230L The student's Lexile score

1130L - 1230L For leisure reading, the student will find most books in this range easy to understand.

1230L - 1280L Books in this range provide a manageable but stimulating challenge.

### Where can I find the right books for this student?

Visit [www.Lexile.com](http://www.Lexile.com)

1. On the homepage, click Educators.
2. Click Lexile Book Database.
3. Search for books by Lexile range, keyword, title, author, or ISBN.

You will also find a Lexile Calculator, a Lexile Analyzer, and Lexile Resource Kits on the Educator's Page.

### Take the student's Lexile scores to your local library

The librarian can help you find books within the student's Lexile 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.

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Figure 2. Page 2 of Individual Student Report

The third page of the Individual 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 Results**

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 final columns report the mean number correct for the school, district, and state.

### **Short-Response Results**

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.

### **Extended-Response Results**

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 column reports the distribution of scores of the student's school, the student's district, and the mean state percentage.



## More about MARY M. EDWARDS's test results in Mathematics

Page 3

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

### Multiple-Choice Results for Mathematics

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

Mathematics Standards Assessed	Number Correct	Number of Items <sup>1</sup>	Average Number Correct		
			School	District	State
6A, 6B, 6C, 6D: Number Sense	19	19	12.4	12.4	11.9
7A, 7B, 7C: Measurement	7	9	5.6	5.6	5.2
8A, 8B, 8C, 8D: Algebra	13	16	9.7	9.7	9.8
9A, 9B: Geometry	12	12	8.7	8.7	8.3
10A, 10B, 10C: Data Analysis, Statistics, and Probability	8	9	5.8	5.8	5.6

### Short-Response Results for Mathematics

The table below shows how the student performed on the short-response items in mathematics. Short-response items require students to write a response to a mathematics item.

Score Descriptions	Item 1 Description					Item 2 Description				
	Students are asked to draw and label one rectangle that has both a perimeter of 18 cm and an area of 18 cm <sup>2</sup> .					Students are asked to determine a rule to continue a number pattern and give the next two numbers in the pattern.				
	Student Score	Score Range	% of Responses for Each Score <sup>2</sup>			Student Score	Score Range	% of Responses for Each Score <sup>2</sup>		
2 = Completely correct response	<b>2</b>	2	50%	50%	51%	<b>2</b>	2	61%	61%	59%
1 = Partially correct response		1	18%	18%	19%		1	13%	13%	18%
0 = Incorrect or no response		0	32%	32%	30%		0	26%	26%	23%

### Extended-Response Results for Mathematics

The table to the right shows how the student performed on the extended response item in mathematics. Extended-response items require students to write a response that includes the correct answer, evidence of a strategy, and an explanation in words addressing what they did and why they took the steps they did to solve the problem.

The extended-response item is scored on a scale from 0 to 4, with 4 being the highest score in each category: Mathematical Knowledge, Strategic Knowledge, and Explanation. 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 the state.

	Item Description				
	Students are asked to determine the length of a mirror that is similar to another mirror when given needed dimensions of each mirror.				
	Student Score	Score Range	% of Responses for Each Score <sup>2</sup>		
<b>Mathematical Knowledge</b> Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	<b>3</b>	4	24%	24%	28%
		3	24%	24%	13%
		2	13%	13%	21%
		1	39%	39%	38%
		0	0%	0%	0%
<b>Strategic Knowledge</b> Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	<b>4</b>	4	34%	34%	32%
		3	13%	13%	9%
		2	18%	18%	28%
		1	34%	34%	30%
		0	0%	0%	2%
<b>Explanation</b> Written explanation and rationales that translate into words, the steps of the solution process and provide a justification for each step.	<b>4</b>	4	26%	26%	20%
		3	21%	21%	18%
		2	29%	29%	46%
		1	21%	21%	12%
		0	3%	3%	3%

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Figure 3. Page 3 of Individual Student Report

The fourth page of the Individual 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 Results**

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 final columns report the mean number correct for the school, district, and state.

### **National Percentile Rank (NPR)**

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 MARY M. EDWARDS's test results in Science

Page 4

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 <sup>1</sup>	Average Number Correct		
			School	District	State
11A, 11B: Scientific Inquiry and Technological Design	12	14	9.6	9.6	9.0
12A, 12B: Life Science and Environmental Sciences	15	16	12.8	12.8	10.6
12C, 12D: Matter, Energy, and Forces	12	14	9.7	9.7	9.1
12E, 12F: Earth and space Sciences	12	16	9.6	9.6	9.2
13A, 13B: Safety, Practices of Science, Science/Technology/Society, and Measurement	15	15	10.7	10.7	9.7

## 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.

The NPR score is based upon a portion of the test. The scale scores and performance levels are based upon the entire ISAT test.

#### Reading

Student's National Percentile Rank.	<b>95</b>
-------------------------------------	-----------

In reading, the student did as well as or better than 95% of students nationally.

#### Support Reading

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.

#### Mathematics

Student's National Percentile Rank.	<b>98</b>
-------------------------------------	-----------

In mathematics, the student did as well as or better than 98% of students nationally.

#### Support Mathematics

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.

#### Science

Student's National Percentile Rank.	<b>96</b>
-------------------------------------	-----------

In science, the student did as well as or better than 96% of students nationally.

#### Support Science

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.

<sup>1</sup> The total "Number of Items" may vary for students who used the Braille format.

<sup>2</sup> Percents may not sum to 100 due to rounding.

BR = Beginning Reader

NA = Not Available

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Figure 4. Page 4 of Individual 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 include: student name, enrollment status, performance level, scaled score, and national percentile rank. The reading results also include the Lexile™ score.

### **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.

### **Scaled Scores**

Scaled scores represent approximately equal units on a continuous scale, using numbers that range for ISAT from 120 to 410. Scaled 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.

Scaled 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 difficulty of the test that was taken when the scaled score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was 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 (NPR)**

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.

### **Lexile™ Scores**

Lexile™ scores are reported as a reference to guide students and parents in selecting 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.





# School Roster - All Subjects

Illinois Standards Achievement Test (ISAT)

Grade 5 - Spring 2007

School: **SAMPLE ELEMENTARY A**  
District: **SAMPLE DISTRICT**  
School Code: **99999999012039**

Page: 1 of 1

Student Name	Enrollment Status <sup>1</sup>	Reading				Mathematics		
		Performance Level <sup>2</sup>	Scale Score	NPR <sup>3</sup>	Lexile	Performance Level <sup>2</sup>	Scale Score	NPR <sup>3</sup>
BENJAMIN, JACK T.	S D	M	225	59	820L	M	243	62
BRATKOWSKI, ALEXANDER L.		B	213	37	710L	M	229	62
CHENEY, CHRISTY K.	S D	E	250	75	920L	M	262	95
COOLIDGE, STEFANY R.	S D	E	255	86	1000L	E	277	99
DOWLER, ZACHARY L.	S D	M	217	59	820L	M	225	57
EISENHOWER, TYLER P.	S D	M	228	65	855L	E	285	97
FORD, ANDREW W.	S D	B	190	21	600L	M	231	68
FORD, ZACHARY M.	S D	B	183	21	600L	M	243	73
GRANT, TIMOTHY D.		E	247	71	890L	M	249	82
JOHNSON, BLAINE D.	S D	E	247	86	1000L	E	296	99
JOHNSON, DOROTHY G.		M	220	71	890L	M	218	24
JONES, JAMES R.	S D	M	215	48	765L	M	249	73
MADDEN, BETTY H.	S D	E	255	86	1000L	M	246	86
MASTERS, EDGAR W.	S D	B	206	42	735L	M	231	40
NIXON, CONNOR E.	S D	E	255	81	960L	E	328	99
RAIDER, CONRAD N.	S D	E	247	91	1055L	M	264	86
STARETT, VINCENT R.	S D	E	250	98	1195L	E	277	97

- 1 A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2006.  
2 The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.  
3 National Percentile Rank  
BR Beginning Reader  
NA Not Available

Page: 1 of 1

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Figure 5. School Roster—All Subjects Report

## ***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.

### **Scaled Scores**

Scaled scores represent approximately equal units on a continuous scale, using numbers that range for ISAT from 120 to 410. Scaled 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.

Scaled 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 difficulty of the test that was taken when the scaled score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was 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 (NPR)**

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 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

The student's score for the extended-response item is displayed. The first row provides the total score possible in that category. The other rows provide the scores attained by individual students.

## Short Response

The student's scores for short-response items are displayed. The first row provides the total score possible in that category. The other rows provide the scores attained by individual students.

# School Roster

Illinois Standards Achievement Test (ISAT)

School: **SAMPLE ELEMENTARY A**  
District: **SAMPLE DISTRICT**  
School Code: **99999999012039**

Grade 5 Mathematics - Spring 2007

Page: 1 of 1

						Multiple-Choice Results by Assessed Standards					Extended Response	Short Response				
						Number of Items					Rubric Score					
						Number Sense	Measurement	Algebra	Geometry	Data, Statistics, and Probability	Mathematical Knowledge	Strategic Knowledge	Explanation	Short Response 1	Short Response 2	
Student Name	Enrollment Status <sup>1</sup>	Perform. Level <sup>2</sup>	Scale Score	NPR <sup>3</sup>	Stanine	Total Possible	19	11	13	13	9	4	4	4	2	2
BENJAMIN, JACK T.	S D	M	243	62	6	11	5	7	13	7	4	4	3	2	2	
BRATKOWSKI, ALEXANDER L.		M	229	62	6	10	7	8	8	7	1	2	1	2	2	
CHENEY, CHRISTY K.	S D	M	262	95	8	19	6	12	12	7	2	2	3	2	1	
COOLIDGE, STEFANY R.	S D	E	277	99	9	19	10	11	11	8	4	4	4	0	2	
DOWLER, ZACHARY L.	S D	M	225	57	5	9	6	10	9	5	1	2	2	0	1	
EISENHOWER, TYLER P.	S D	E	285	97	9	17	9	13	13	7	4	4	4	2	2	
FORD, ANDREW W.	S D	M	231	68	6	12	4	7	11	6	2	3	2	1	2	
FORD, ZACHARY M.	S D	M	243	73	6	14	7	8	10	6	4	3	2	2	1	
GRANT, TIMOTHY D.		M	249	82	7	15	9	10	10	6	3	3	1	2	1	
JOHNSON, BLAINE D.	S D	E	296	99	9	17	11	12	12	9	4	4	3	2	2	
JOHNSON, DOROTHY G.		M	218	24	4	9	5	7	8	4	2	2	2	0	2	
JONES, JAMES R.	S D	M	249	73	6	12	7	10	10	7	4	4	4	2	2	
MADDEN, BETTY H.	S D	M	246	86	7	14	5	9	11	8	2	3	3	2	2	
MASTERS, EDGAR W.	S D	M	231	40	5	8	7	8	9	6	3	3	3	2	1	
NIXON, CONNOR E.	S D	E	328	99	9	19	11	13	12	9	4	4	3	2	2	
RAIDER, CONRAD N.	S D	M	264	86	7	15	8	13	9	8	4	4	3	2	2	
STARETT, VINCENT R.	S D	E	277	97	9	16	10	12	13	8	3	3	3	2	2	

<sup>1</sup> A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2006.

<sup>2</sup> The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.

<sup>3</sup> National Percentile Rank.

NA = Not Available

Page: 1 of 1

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Figure 6. School Roster—Subject Report

## ***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.

### **Scaled Scores**

Scaled scores represent approximately equal units on a continuous scale, using numbers that range for ISAT from 120 to 410. Scaled 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.

Scaled 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 difficulty of the test that was taken when the scaled score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was 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.

### **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.

### **Student Performance**

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

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

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.



# The School Performance Profile

Illinois Standards Achievement Test (ISAT)

## Grade 5 Mathematics - Spring 2007

School: SAMPLE ELEMENTARY B  
District: SAMPLE DISTRICT  
School Code: 999999999012059

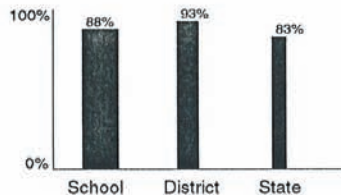
Page 1 of 3

ISAT measures individual achievement relative to the Illinois Learning Standards. This report provides summary results for the school for this particular grade and subject. There are results reported by standards and student groups, as well as results on multiple-choice items and short- and extended-response items.

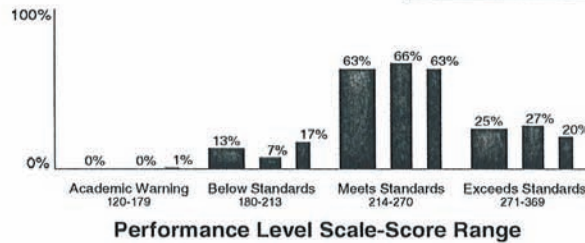
### Overall Results

	Number of Scores	Average Scale Scores**
School	24	248.5
District	41	251.7
State	142,074	242.5

#### Percent of Student Scores Meeting or Exceeding Standards



#### Percent of Student Scores in Performance Levels\*



\* Percents may not sum to 100 due to rounding.

\*\* These average scale scores do not determine a school's or district's performance for accountability purposes.

### Multiple-Choice Results by Standards Assessed

Standards Assessed		Number of Items	Average Number Correct		
			School	District	State
6A, 6B, 6C, 6D	Number Sense	19	13.8	13.8	13.3
7A, 7B, 7C	Measurement	11	7.0	7.2	6.8
8A, 8B, 8C, 8D	Algebra	13	9.8	9.9	8.6
9A, 9B	Geometry	13	9.0	9.7	8.8
10A, 10B, 10C	Data Analysis, Statistics, and Probability	9	6.7	6.8	5.9

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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.

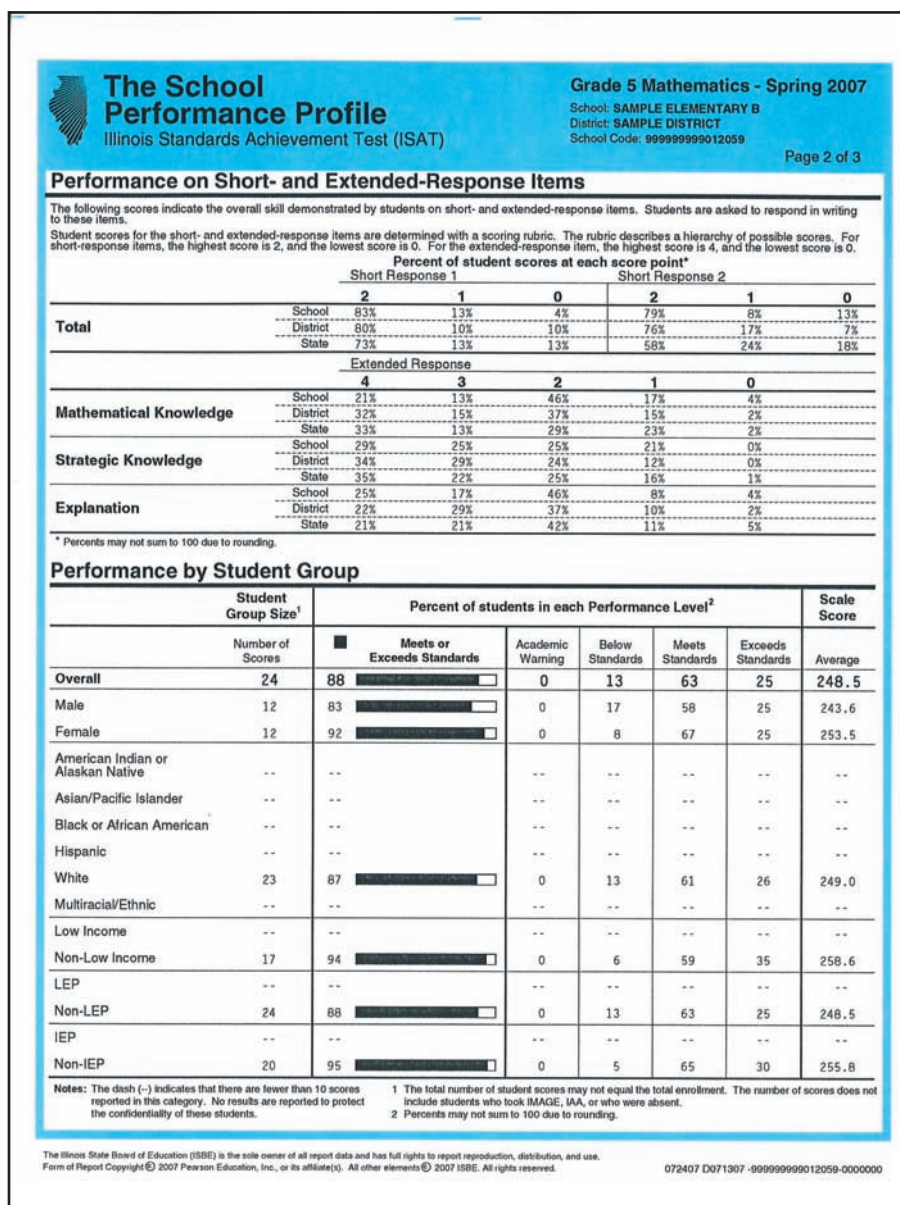


Figure 8. Page 2 of the School Performance Profile

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.

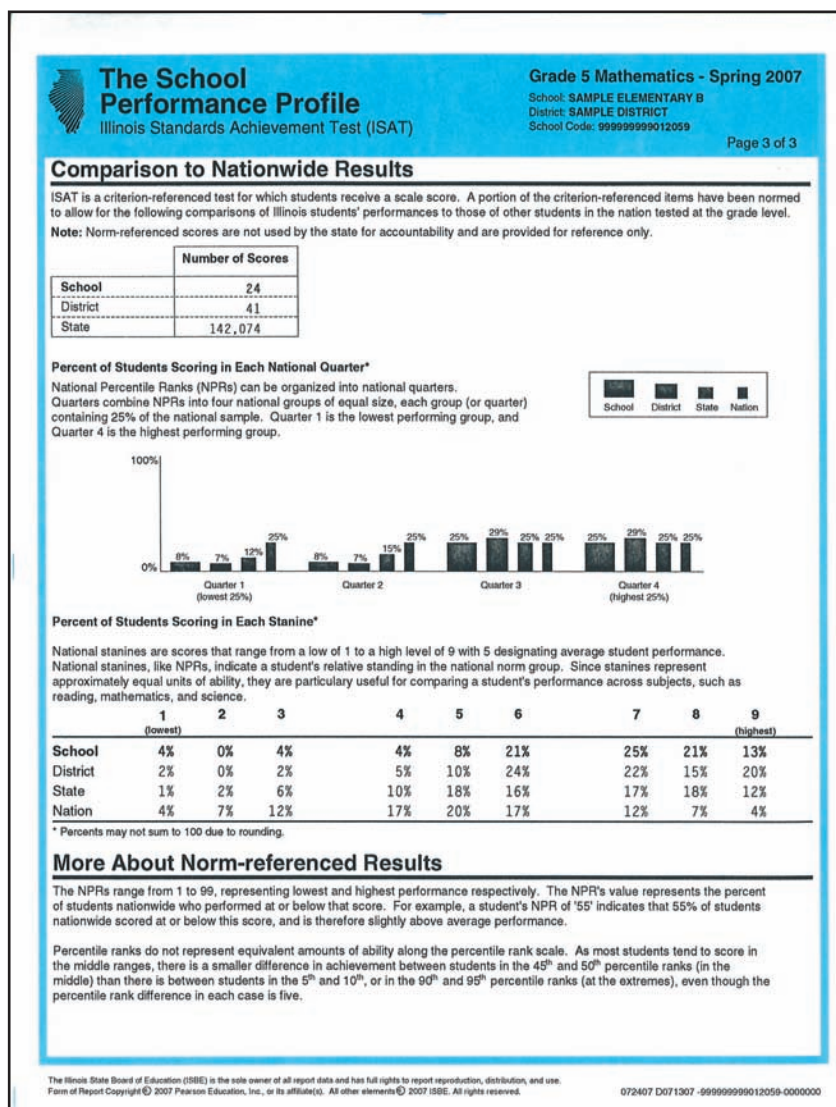


Figure 9. Page 3 of the School Performance Profile

## ***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.

### **Scaled Scores**

Scaled scores represent approximately equal units on a continuous scale, using numbers that range for ISAT from 120 to 410. Scaled 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.

Scaled 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 difficulty of the test that was taken when the scaled score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was 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.

### **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.

### **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.





# The District Performance Profile

Illinois Standards Achievement Test (ISAT)

Grade 5 Reading - Spring 2007

District: SAMPLE DISTRICT  
District Code: 99999999901

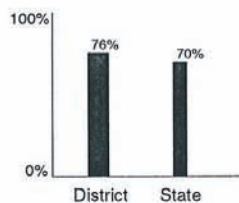
Page 1 of 3

ISAT measures individual achievement relative to the Illinois Learning Standards. This report provides summary results for the district for this particular grade and subject. There are results reported by standards and student groups, as well as results on multiple-choice items and the extended-response item.

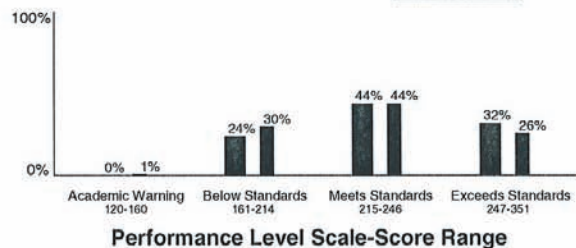
## Overall Results

	Number of Scores	Average Scale Scores**
District	41	229.8
State	142,105	226.7

### Percent of Student Scores Meeting or Exceeding Standards



### Percent of Student Scores in Performance Levels\*



\* Percents may not sum to 100 due to rounding.

\*\* These average scale scores do not determine a school's or district's performance for accountability purposes.

## Multiple-Choice Results by Standards Assessed

Standards Assessed		Number of Items	Average Number Correct	
			District	State
1A	Vocabulary Development	3	1.6	1.5
1B	Reading Strategies	5	3.2	3.1
1C	Reading Comprehension	28	21.2	20.2
2A, 2B	Literature	14	9.7	9.4

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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 format. 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.

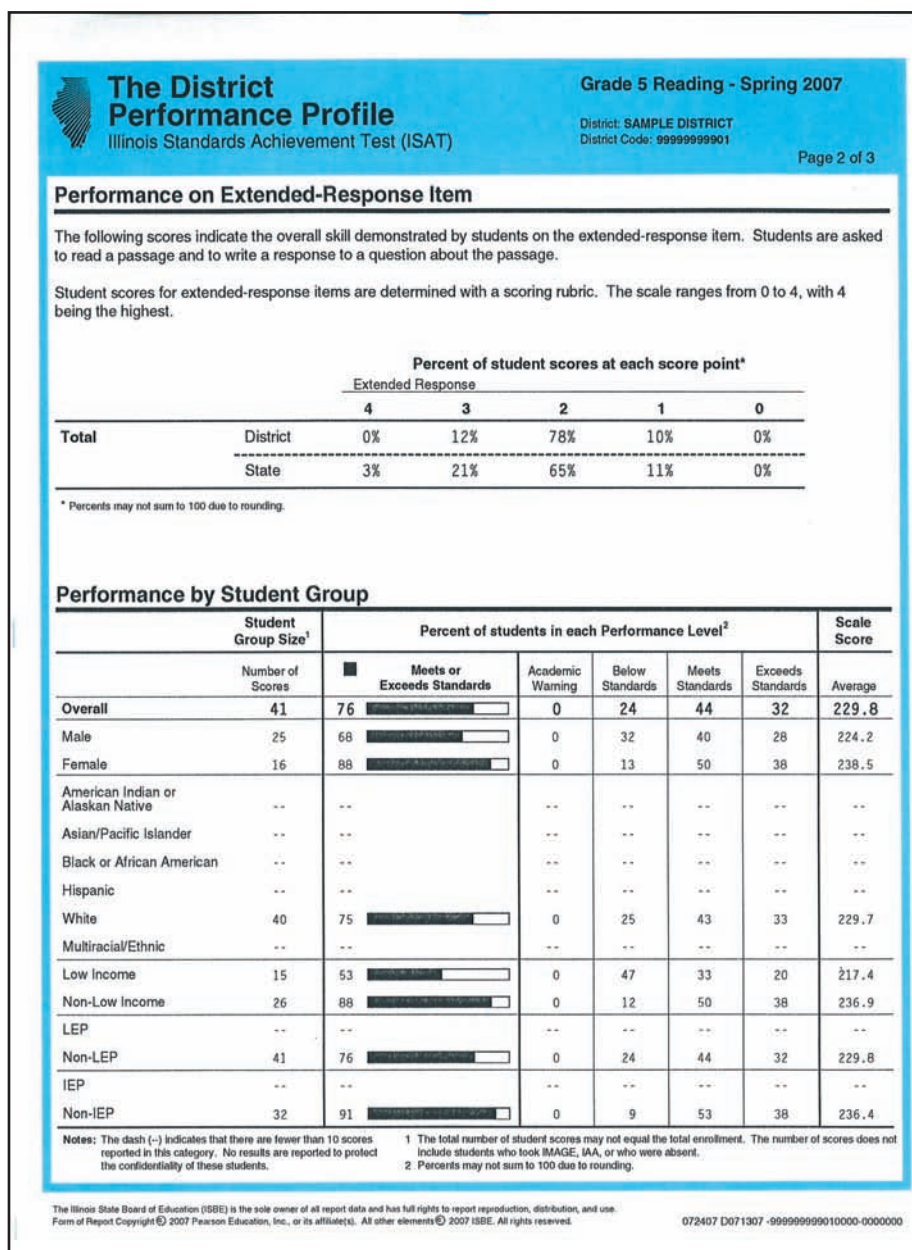


Figure 11. Page 2 of the District Performance Profile

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.

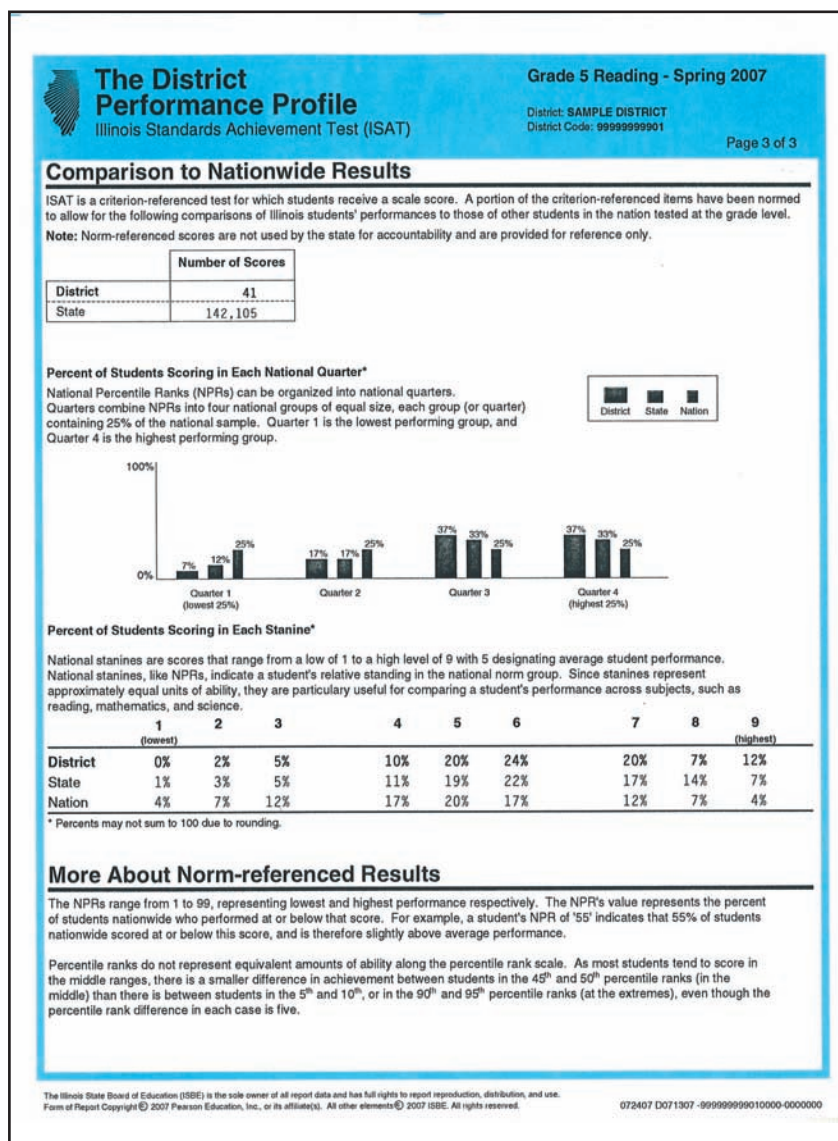


Figure 12. Page 3 of the District Performance Profile

## 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 students tested, performance-level percentages, scaled score averages, and percent in each national quarter.

# District Roster by School

Illinois Standards Achievement Test (ISAT)

Reading - Spring 2007

District: **SAMPLE DISTRICT**  
District Code: **9999999901**

Page 1

		Percent in Each Performance Level*						Percent in Each National Quarter*															
Group Size		Number of Scores	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	Scale - Score Average	Q1	Q2	Q3	Q4											
<b>SAMPLE ELEMENTARY A</b> 99999999012039																							
Grade 3	20	5	30	45	20	65	204.3	20	15	30	35												
Grade 4	15	0	0	73	27	100	222.6	0	13	53	33												
Grade 5	17	0	24	29	47	76	229.6	12	18	35	35												
<b>SAMPLE ELEMENTARY B</b> 99999999012059																							
Grade 3	13	0	15	8	77	85	236.4	0	15	8	77												
Grade 4	21	0	14	57	29	86	224.3	10	10	29	52												
Grade 5	24	0	25	54	21	75	229.9	4	17	38	42												
<b>SAMPLE MIDDLE SCHOOL A</b> 99999999011079																							
Grade 6	32	0	19	56	25	81	241.9	6	13	44	38												
Grade 7	38	0	18	63	18	82	244.4	8	18	32	42												
Grade 8	42	0	10	76	14	90	254.7	7	21	33	43												

\* Percents may not sum to 100 due to rounding.

Page 1

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Figure 13. District Roster—By School Report



## 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, scaled score averages, and percent in each national quarter.

# District Roster by Grade

Illinois Standards Achievement Test (ISAT)

District: **SAMPLE DISTRICT**  
District Code: **9999999901**

Reading - Spring 2007

Page 1

		Group Size	Percent in Each Performance Level*					Percent in Each National Quarter*				
		Number of Scores	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	Scale - Score Average	Q1	Q2	Q3	Q4
<b>Grade 3</b>												
<b>School Name</b>		<b>RCDTS</b>										
SAMPLE ELEMENTARY A	99999999012039	20	5	30	45	20	65	204.3	20	15	30	35
SAMPLE ELEMENTARY B	99999999012039	13	0	15	8	77	85	236.4	0	15	8	77
<b>District Results</b>		33	3	24	30	42	73	216.9	12	15	21	52
<b>State Results</b>		135,980	5	22	49	24	73	205.5	12	21	33	35
<b>Grade 4</b>												
<b>School Name</b>		<b>RCDTS</b>										
SAMPLE ELEMENTARY A	99999999012039	15	0	0	73	27	100	222.6	0	13	53	33
SAMPLE ELEMENTARY B	99999999012039	21	0	14	57	29	86	224.3	10	10	29	52
<b>District Results</b>		36	0	8	64	28	92	223.6	6	11	39	44
<b>State Results</b>		136,459	1	25	48	25	74	217.8	9	17	31	43
<b>Grade 5</b>												
<b>School Name</b>		<b>RCDTS</b>										
SAMPLE ELEMENTARY A	99999999012039	17	0	24	29	47	76	229.6	12	18	35	35
SAMPLE ELEMENTARY B	99999999012039	24	0	25	54	21	75	229.9	4	17	38	42
<b>District Results</b>		41	0	24	44	32	76	229.8	7	17	37	39
<b>State Results</b>		142,105	1	30	44	26	70	226.7	12	17	33	38
<b>Grade 6</b>												
<b>School Name</b>		<b>RCDTS</b>										
SAMPLE MIDDLE SCHOOL A	99999999011079	32	0	19	56	25	81	241.9	6	13	44	38
<b>District Results</b>		32	0	19	56	25	81	241.9	6	13	44	38
<b>State Results</b>		153,374	0	26	54	19	73	234.1	13	26	37	25
<b>Grade 7</b>												
<b>School Name</b>		<b>RCDTS</b>										
SAMPLE MIDDLE SCHOOL A	99999999011079	38	0	18	63	18	82	244.4	8	18	32	42
<b>District Results</b>		38	0	18	63	18	82	244.4	8	18	32	42
<b>State Results</b>		155,319	1	26	58	15	73	239.7	9	22	28	41

\* Percents may not sum to 100 due to rounding.

Page 1

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Figure 14. District Roster—By Grade Report

## ***Item Analysis Summary***

ISAT provides an item analysis report for each grade and subject. This 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, district, and 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).



## Item Analysis Summary - NEWTOWN ELEMENTARY

DISTRICT: NEWTOWN  
RCTDS CODE: 123456789012345

GRADE: 04  
TEST DATE: 03/07

PAGE 3

MATHEMATICS			RESPONSE ANALYSIS (% AT EACH SCORE POINT)		
Results from Short-Response Items 2 = Completely correct response 1 = Partially correct response 0 = Incorrect or no response	Score Range	Assessment Objective	SCHOOL	DISTRICT	STATE
<b>Item 1</b> <b>State Goal 6: Number Sense</b> Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to determine how many slices of pizza one friend ate and show their work. The total number of pizza slices, the number of slices the other friend ate, and the number of slices left over is given.	2 1 0	6.4.13	10 79 11	10 79 11	10 79 11
<b>Item 2</b> <b>State Goal 10: Data Analysis, Statistics, and Probability</b> Standard 10C: Probability Students are asked to answer two questions pertaining to the probability of choosing a gumball, given a picture of different colored gumballs.	2 1 0	10.4.05	10 79 11	10 79 11	10 79 11
Results from Extended-Response Item 4 = Highest Score; 0 = Lowest Score	Score Range	Assessment Objective	SCHOOL	DISTRICT	STATE
<b>State Goal 6: Number Sense</b> Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to determine one combination of sports cards a person can buy using exactly \$20.		6.4.11			
<b>Mathematical Knowledge</b> Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	4 3 2 1 0		4 21 52 20 3	4 21 52 20 3	4 21 52 20 3
<b>Strategic Knowledge</b> Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	4 3 2 1 0		4 21 52 20 3	4 21 52 20 3	4 21 52 20 3
<b>Explanation</b> Written explanation and rationales that translate into words the steps of the solution process and provide a justification for each step.	4 3 2 1 0		4 21 52 20 3	4 21 52 20 3	4 21 52 20 3

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Figure 15. Item Analysis Summary

## Tables of ISAT Performance Levels

**Table 3. Percentages of Students by Subject and Grade Falling into Each Performance Level: 1999–2007**

READING					
Grade	Year	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3	1999	8	31	44	17
	2000	6	32	41	21
	2001	7	31	43	19
	2002	7	31	44	19
	2003	8	30	40	22
	2004	7	28	42	23
	2005	7	27	45	22
	2006	6	24	47	23
	2007	5	22	49	24
4	2006	2	26	47	26
	2007	1	25	48	25
5	1999	1	38	37	24
	2000	0	41	39	20
	2001	1	40	34	25
	2002	1	39	37	22
	2003	1	39	37	23
	2004	2	37	36	25
	2005	2	38	40	19
	2006	1	30	46	22
	2007	1	30	44	26
6	2006	0	27	53	19
	2007	0	26	54	19
7	2006	1	28	60	12
	2007	1	26	58	15
8	1999	1	27	54	18
	2000	0	28	56	16
	2001	1	34	56	10
	2002	1	31	58	10
	2003	1	36	54	10
	2004	2	31	57	10
	2005	1	27	61	12
	2006	0	21	70	9
	2007	1	18	70	12



MATHEMATICS					
Grade	Year	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3	1999	12	20	47	21
	2000	10	21	46	23
	2001	8	18	46	28
	2002	7	19	44	30
	2003	7	17	45	31
	2004	7	14	46	33
	2005	5	15	45	34
	2006	4	11	47	38
	2007	4	10	45	42
4	2006	2	14	59	26
	2007	1	12	57	29
5	1999	6	39	53	3
	2000	6	37	52	5
	2001	4	34	55	6
	2002	5	32	55	8
	2003	4	28	59	10
	2004	3	25	60	12
	2005	3	24	61	12
	2006	1	21	64	15
	2007	1	17	63	20
6	2006	1	20	63	16
	2007	1	18	62	19
7	2006	3	21	55	21
	2007	2	18	54	25
8	1999	5	52	36	7
	2000	8	46	35	12
	2001	7	42	37	13
	2002	7	40	37	15
	2003	6	41	38	16
	2004	6	40	38	17
	2005	6	40	37	17
	2006	2	20	53	26
	2007	1	18	52	29

SCIENCE					
Grade	Year	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
4	2000	1	35	51	13
	2001	8	26	54	11
	2002	8	25	53	14
	2003	7	27	52	14
	2004	6	26	55	13
	2005	5	24	55	16
	2006	3	17	64	15
	2007	4	17	62	18
7	2000	12	16	54	18
	2001	11	17	52	20
	2002	10	17	56	17
	2003	10	17	56	18
	2004	10	15	58	17
	2005	10	15	54	20
	2006	6	13	62	19
	2007	7	14	55	24

**Table 4. Percentages of Students Falling into Each National Quartile: 1999–2007**

READING					
Grade	Year	Q1	Q2	Q3	Q4
3	1999	22	22	25	32
	2000	21	21	25	33
	2001	21	22	25	32
	2002	21	21	26	33
	2003	22	20	25	33
	2004	19	20	26	35
	2005	18	21	23	37
	2006	12	20	32	35
	2007	12	21	33	35
4	2006	9	18	31	43
	2007	9	17	31	43
5	1999	21	23	27	28
	2000	21	26	28	25
	2001	25	21	24	30
	2002	23	23	26	28
	2003	23	22	27	28
	2004	22	23	27	28
	2005	21	22	33	24
	2006	13	18	33	37
	2007	12	17	33	38
6	2006	13	26	36	24
	2007	13	26	37	25
7	2006	8	22	28	41
	2007	9	22	28	41
8	1999	15	22	30	33
	2000	13	24	33	30
	2001	17	26	33	24
	2002	17	23	34	25
	2003	19	27	31	24
	2004	16	24	35	25
	2005	12	25	35	28
	2006	8	25	34	33
	2007	8	26	33	32

MATHEMATICS					
Grade	Year	Q1	Q2	Q3	Q4
3	1999	19	21	28	32
	2000	18	21	26	36
	2001	14	19	25	42
	2002	13	19	25	43
	2003	12	18	25	44
	2004	10	17	28	46
	2005	9	18	27	47
	2006	16	18	27	39
	2007	16	19	27	38
4	2006	10	17	32	42
	2007	10	16	31	43
5	1999	20	22	24	33
	2000	19	22	21	38
	2001	17	19	21	42
	2002	16	19	22	43
	2003	13	17	21	49
	2004	10	16	24	49
	2005	11	15	22	53
	2006	14	16	25	45
	2007	12	15	25	48
6	2006	15	18	30	36
	2007	14	18	30	38
7	2006	17	17	28	39
	2007	16	16	28	40
8	1999	15	25	25	35
	2000	18	20	21	41
	2001	17	19	18	45
	2002	16	19	20	46
	2003	16	17	18	48
	2004	14	18	18	50
	2005	15	18	19	48
	2006	12	18	24	47
	2007	11	17	24	48

SCIENCE					
Grade	Year	Q1	Q2	Q3	Q4
4	2000	18	26	25	31
	2001	19	23	27	30
	2002	18	24	27	30
	2003	18	25	25	32
	2004	16	26	26	32
	2005	13	25	25	37
	2006	12	23	28	37
	2007	11	22	29	39
7	2000	14	24	22	41
	2001	12	25	20	43
	2002	12	25	23	41
	2003	11	23	24	42
	2004	12	23	23	42
	2005	12	23	20	45
	2006	12	21	30	37
	2007	12	21	30	37

# Bar Graphs—Student Performance

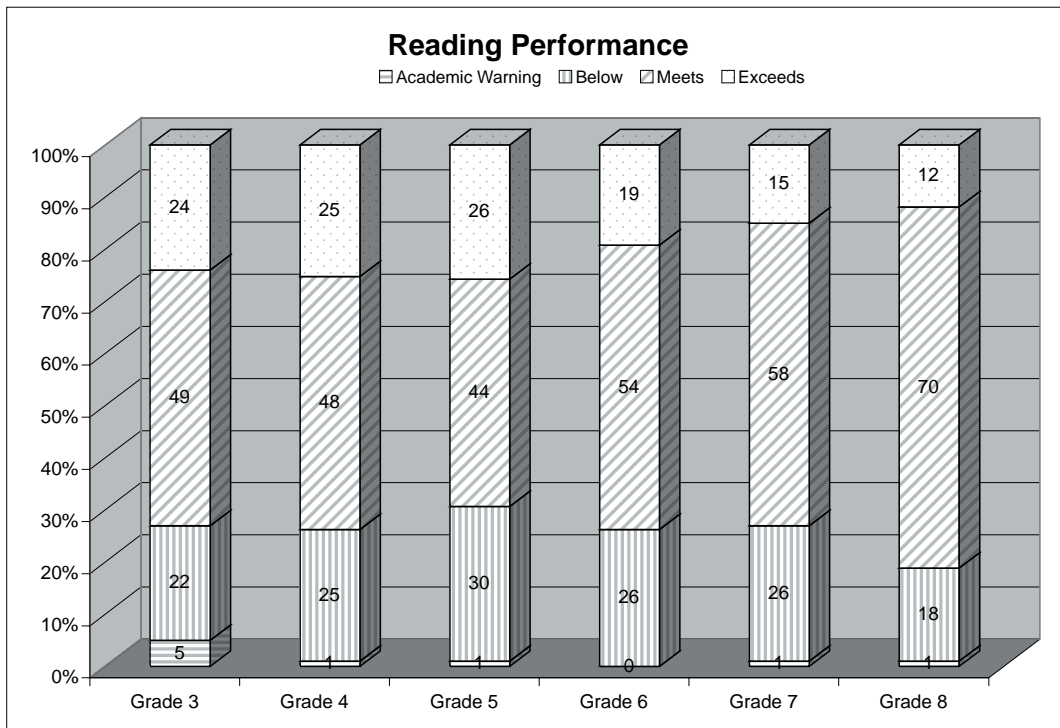


Figure 16. Reading Performance

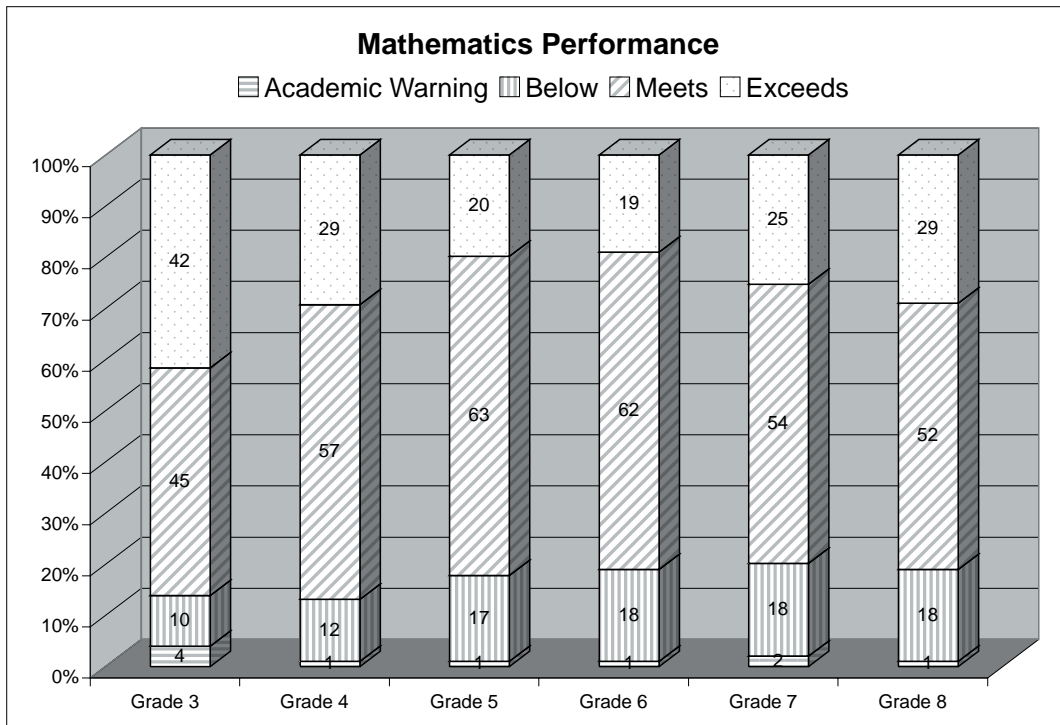
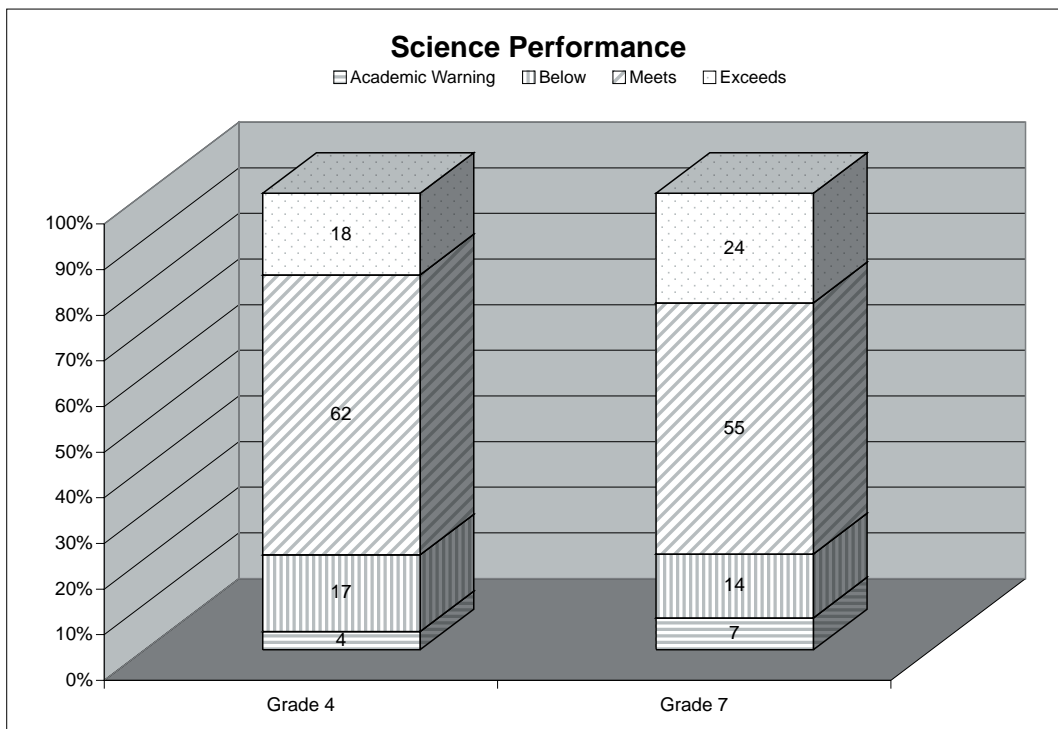
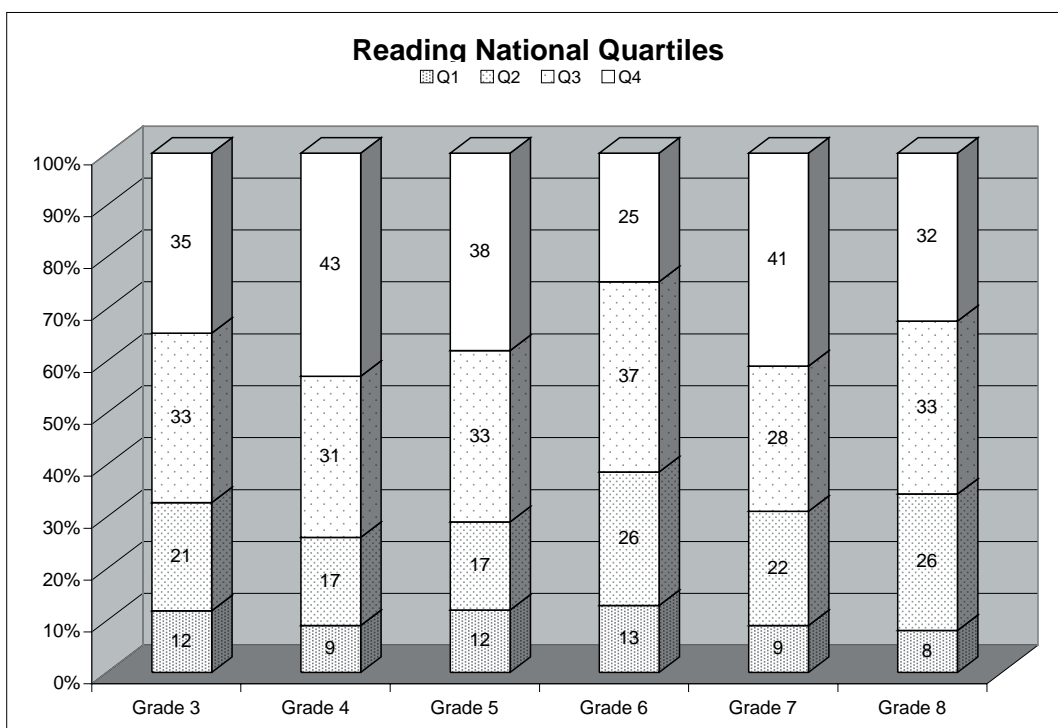


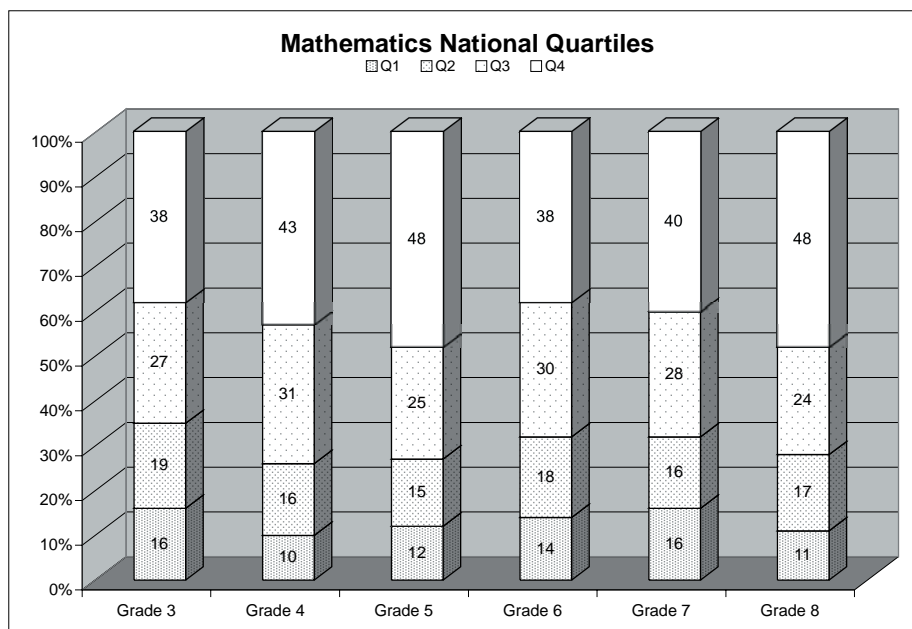
Figure 17. Mathematics Performance



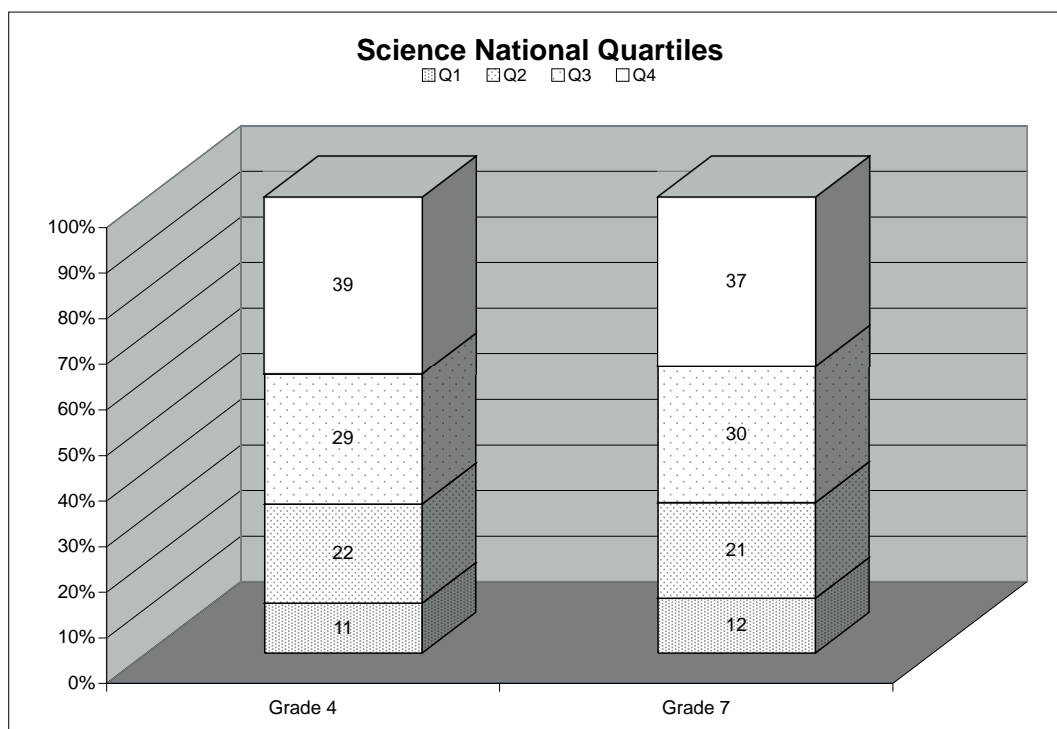
**Figure 18. Science Performance**



**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 as well as common assessment terms.

**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 (NPR)**—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 NPR 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 ISAT, scaled scores range from 120 through 410.

**SAT10/Abb-Scaled Score (SS)**—A standard score derived from the number of correct SAT10/Abb items. This score is used to derive the NPR, 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 scaled score level).

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

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