



Guide to the 2008

**Illinois State
Assessment
Reading
Mathematics
Science**

Illinois State Board of Education



Copyright © 2008 by Illinois State Board of Education

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the copyright owner.

Pearson is a trademark, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Portions of this work were previously published.

Printed in the United States of America

Printed by the authority of the state of Illinois 080108, 6500, ILGUIDE

TABLE OF CONTENTS

Introduction	1
Test Design and Reporting	1
General Scoring Information	1
Vertical Scale	2
Cut Scores	2
Reports for Local School Use	4
Individual Student Report.....	4
Scale Scores	4
Performance Levels	4
Comparing Student Performance on Standards.....	4
Multiple-Choice Results	6
Extended-Response Results.....	6
Lexile™ Scores	6
Multiple-Choice Results	8
Short-Response Results.....	8
Extended-Response Results.....	8
Multiple-Choice Results	10
National Percentile Rank (NPR).....	10
School Roster—All Subjects	12
Enrollment Status	12
Performance Level.....	12
Scale Scores	12
National Percentile Rank (NPR).....	12
Lexile™ Scores	12
School Roster	14
Enrollment Status	14
Performance Level.....	14
Scale Scores	14
National Percentile Rank (NPR).....	14
Stanine Rank	14
Multiple-Choice Results by Assessed Standards.....	14
Extended Response	15
Short Response	15
School Performance Profile/District Performance Profile	16
Grade and Subject	16
Scale Scores	16
Meeting or Exceeding Standards.....	16
Student Performance	16
Multiple-Choice Results by Standards Assessed.....	16
Percent at Rubric Score Points for Open-Ended Items	18
Performance by Student Groups	18
Percent in National Quarters	20
Stanine Scores.....	20
Norm-Referenced Results	20

District Roster by School	22
District Roster by Grade	23
Item Analysis Summary	24
Multiple-Choice Items	24
Short-Response and Extended-Response Items	24
Glossary for Student Data Disk Interpretation	27

TABLE OF TABLES

Table 1. ISAT Performance Level Descriptions.....	1
Table 2. Scale Score Ranges That Define Student Performance Levels on the 2008 ISAT Scales	3

TABLE OF FIGURES

Figure 1. Page 1 of Individual Student Report	5
Figure 2. Page 2 of Individual Student Report	7
Figure 3. Page 3 of Individual Student Report	9
Figure 4. Page 4 of Individual Student Report	11
Figure 5. School Roster—All Subjects	13
Figure 6. School Roster	15
Figure 7. Page 1 of the School Performance Profile	17
Figure 8. Page 2 of the School Performance Profile	19
Figure 9. Page 3 of the School Performance Profile	21
Figure 10. District Roster by School	22
Figure 11. District Roster by Grade	23
Figure 12. Item Analysis Summary	25
Figure 13. Item Analysis Summary	26

NOTE: The state-level summary ISAT results presented in tabular and graphic forms for 2008 and for previous years will be posted on the State Board of Education Web site at: <http://www.isbe.net/assessment/isat.htm>

Introduction

Test Design and Reporting

Starting with the 2005–2006 administration, ISAT includes a combination of items produced by Pearson-San Antonio 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 Pearson items are part of the *Stanford Achievement Test, Tenth Edition* (SAT 10) and allow reporting of nationally norm-referenced results such as national percentile ranks, stanines, and the percent of students in national 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., SAT 10 and Illinois-developed items). 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.

General Scoring Information

The mathematics test has three short-response and two extended-response items. (One short-response item and one extended-response item are used for the pilot and do not count towards a student's score). Together, the three non-pilot items count for 15% of the student's raw scores in mathematics. The reading test includes two extended-response items, one of which is a pilot item. The non-pilot extended-response item counts 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. In this 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 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 resulting cuts by grade and content area are shown in the following table. Note that the "bottom" of the Academic Warning has been set at 120 for all grades and subjects. The "top" of the Exceeds categories are determined for each year's ISAT data and hence may change from year to year.

Table 2. Scale Score Ranges That Define Student Performance Levels on the 2008 ISAT Scales

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

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.

Scale Scores

Scale scores represent approximately equal units on a continuous scale and for ISAT range from 120 to 400 or more. Scale scores are suitable for studying change in performance over time. While scale scores are equivalent across grades of the same subject (e.g., reading) they are not equivalent from one content area to another (e.g., reading to mathematics).

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 scale score, it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was obtained. This makes scale scores especially suitable for comparing scores when different grades 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.

Comparing Student Performance on Standards

The number of items correct displayed in the Multiple-Choice Results tables for reading, mathematics, and science are not adjusted for item difficulty. For example, in a given year the set of Reading Comprehension items may be somewhat more difficult than the set of Literature items. Therefore, to determine which standards a student is doing well or poorly on, do *not* make direct comparisons between standards.

For example, the hypothetical student on page 7 got 50% of the items correct in both Vocabulary Development and Reading Strategies (3 correct out of 6 possible and 2 correct out of 4 possible, respectively.) However, a comparison of the student's number correct to the state average correct in Vocabulary Development shows that he was slightly below the state average number correct (3 versus 3.1) and slightly above the state average correct in Reading Strategies (2 versus 1.8), even though he got the same percent of the items correct in each of these two standards. Comparisons of how well the school or district are doing on various standards should take the same considerations into account. The state results were used for comparison because they provide the most stable benchmark.



Illinois Standards Achievement Test (ISAT)

Spring 2008 Results For:

DANIEL R. VASSER

School: SAMPLE MIDDLE SCHOOL A

District: SAMPLE DISTRICT

School Code: 99999999011079

State ID: 3153

Individual Student Report Grade 7

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.

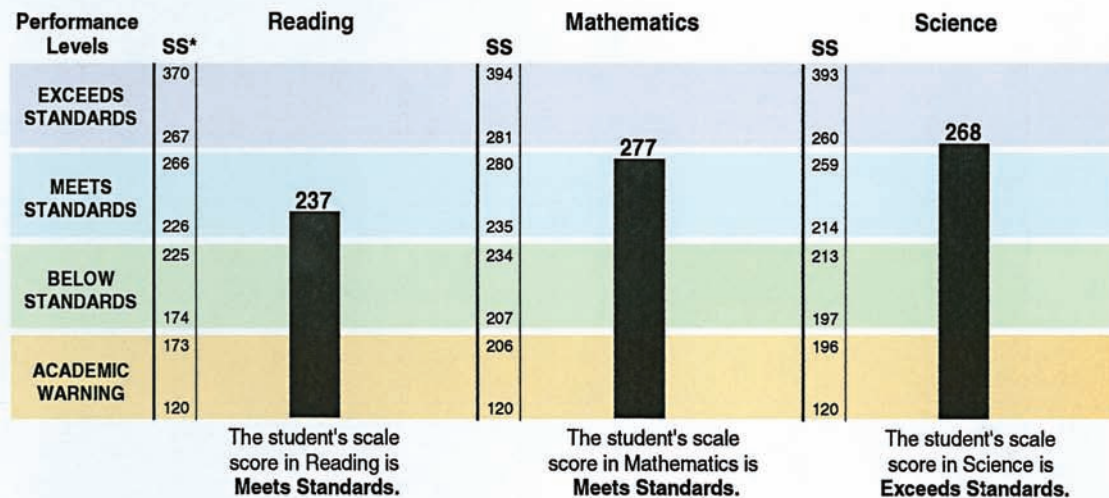
Charlotte K. Kell

STATE SUPERINTENDENT
ILLINOIS STATE BOARD OF EDUCATION

For further information, visit the Illinois State Board of Education online at www.isbe.net.

Student's Scores and Performance Levels

The 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

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. 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.

* SS = Scale Score

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use. Form of Report Copyright © 2007 Pearson Education, Inc., or its affiliate(s). All other elements © 2008 ISBE. All rights reserved. Printed by the authority of the state of Illinois, 080108, 2151031, IL00004138.

062308 DT060308-99999999011079-0000000

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 average 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 for the student’s school, the student’s district, and the state.

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 Lexile™ ranges appropriate for the student are also reported.

More about DANIEL R. VASSER's test results in Reading

Page 2

The student scored overall at the **Meets 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 ¹	Average Number Correct		
			School	District	State
1A: Vocabulary Development	3	6	3.1	3.1	3.1
1B: Reading Strategies	2	4	1.8	1.8	1.8
1C: Reading Comprehension	18	26	15.1	15.0	15.0
2A, 2B: Literature	12	14	11.7	11.7	11.7

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 deaf girl who moves to a new neighborhood and makes new friends.

Student Score	Score Range	% of Responses for Each Score ²		
		School	District	State
2	4	14.5%	14.3%	14.3%
	3	21.8%	21.4%	21.4%
	2	32.7%	33.9%	33.9%
	1	20.0%	19.6%	19.6%
	0	10.9%	10.7%	10.7%

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®. Use the student's Lexile measure to help choose books that will encourage reading progress.

1110L	The student's Lexile score
1010L - 1110L	For leisure reading, the student will find most books in this range easy to understand.
1110L - 1160L	Books in this range provide a manageable but stimulating challenge.

Where can I find the right books for this student?

Visit 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.

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use. Form of Report Copyright © 2007 Pearson Education, Inc., or its affiliate(s). All other elements © 2008 ISBE. All rights reserved. Printed by the authority of the state of Illinois, 080108, 2151031, IL00004138.

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 next column on this table reports the total number of items on the test related to the standard(s). The final columns report the average 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 (0–2). The last column reports the distribution of scores for the student’s school, the student’s district, and the state.

Extended-Response Results

The student’s score for each of the three categories of the extended-response item is displayed in large, bold print. The categories are Mathematics Knowledge, Mathematics Strategies, and Explanation. The second column illustrates the score range for each category (0–4). The final columns report the distribution of scores for the student’s school, the student’s district, and the state.

More about DANIEL R. VASSER's test results in Mathematics

Page 3

The student scored overall at the **Meets 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 ¹	Average Number Correct		
			School	District	State
6A, 6B, 6C, 6D: Number Sense	11	14	10.4	10.4	10.4
7A, 7B, 7C: Measurement	8	10	5.2	5.1	5.1
8A, 8B, 8C, 8D: Algebra	14	17	8.2	8.0	8.0
9A, 9B: Geometry	9	13	4.4	4.4	4.4
10A, 10B, 10C: Data Analysis, Statistics, and Probability	9	10	5.7	5.7	5.7

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 determine which package of soap costs less per bar of soap, given the number of bars in each package and the cost for each package, and to show work.					Students are asked to sketch a 45° angle and a 135° angle, given a picture of a right angle.				
Score Descriptions	Student Score	Score Range	% of Responses for Each Score ²			Student Score	Score Range	% of Responses for Each Score ²		
2 = Completely correct response	0	2	39.6%	40.7%	40.7%	1	2	39.6%	40.7%	40.7%
1 = Partially correct response		1	32.1%	31.5%	31.5%		1	32.1%	31.5%	31.5%
0 = Incorrect response		0	28.3%	27.8%	27.8%		0	28.3%	27.8%	27.8%

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 how much profit will be made from selling bracelets, given information about bracelet supplies and their costs and the selling price of each bracelet.

	Student Score	Score Range	% of Responses for Each Score ²		
			School	District	State
Mathematical Knowledge Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	3	4	7.5%	9.3%	9.3%
		3	34.0%	33.3%	33.3%
		2	34.0%	33.3%	33.3%
		1	18.9%	18.5%	18.5%
		0	5.7%	5.6%	5.6%
Strategic Knowledge Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	3	4	7.5%	9.3%	9.3%
		3	34.0%	33.3%	33.3%
		2	34.0%	33.3%	33.3%
		1	18.9%	18.5%	18.5%
		0	5.7%	5.6%	5.6%
Explanation Written explanation and rationales that translate into words, the steps of the solution process and provide a justification for each step.	3	4	7.5%	9.3%	9.3%
		3	34.0%	33.3%	33.3%
		2	34.0%	33.3%	33.3%
		1	18.9%	18.5%	18.5%
		0	5.7%	5.6%	5.6%

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use.
Form of Report Copyright © 2007 Pearson Education, Inc., or its affiliate(s). All other elements © 2008 ISBE. All rights reserved.
Printed by the authority of the state of Illinois, 080108, 2151031, IL00004138.

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 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 next column on this table reports the total number of items on the test related to the standard(s). The final columns report the average 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, the SAT 10. 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 DANIEL R. VASSER'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 ¹	Average Number Correct		
			School	District	State
11A, 11B: Scientific Inquiry and Technological Design	12	15	7.0	6.9	6.9
12A, 12B: Life Science and Environmental Sciences	15	15	8.0	7.9	7.9
12C, 12D: Matter, Energy, and Forces	13	15	9.4	9.3	9.3
12E, 12F: Earth and Space Sciences	12	16	8.4	8.3	8.3
13A, 13B: Safety, Practices of Science, Science/Technology/Society, and Measurement	9	14	3.8	3.7	3.7

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 on student performance of the first 30 items in session 1 in each content area. These items represent an abbreviated version of the *Stanford 10 (SAT 10)*. The SAT 10 is a nationally norm-referenced assessment produced by our test contractor. The overall ISAT scale scores and performance levels for each content area (reported on page 1) are based on student performance on the entire ISAT test.

Reading

Student's National Percentile Rank.	86
-------------------------------------	-----------

In reading, the student did as well as or better than 86% 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.	99
-------------------------------------	-----------

In mathematics, the student did as well as or better than 99% 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.	99
-------------------------------------	-----------

In science, the student did as well as or better than 99% 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.

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

² Percents may not total to 100 due to rounding.

BR = Beginning Reader

NA = Not Available

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use. Form of Report Copyright © 2007 Pearson Education, Inc., or its affiliate(s). All other elements © 2008 ISBE. All rights reserved. Printed by the authority of the state of Illinois, 080108, 2151031, IL00004138.

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, scale 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 that 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.

Scale Scores

Scale scores represent approximately equal units on a continuous scale and for ISAT range from 120 to 400 or more. Scale scores are suitable for studying change in performance over time. While scale scores are equivalent across grades of the same subject (e.g., reading) , they are not equivalent from one content area to another (e.g., reading to mathematics).

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 scale score, it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was obtained. This makes scale scores especially suitable for comparing scores when different grades 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 Lexile™ ranges appropriate for the student are also reported.



School Roster - All Subjects

Illinois Standards Achievement Test (ISAT)

School: SAMPLE MIDDLE SCHOOL A
District: SAMPLE DISTRICT
School Code: 99999999011079

Grade 6 - Spring 2008

Page: 1 of 3

Student Name	Enrollment Status ¹	Reading				Mathematics		
		Performance Level ²	Scale Score	NPR ³	Lexile ⁴	Performance Level ²	Scale Score	NPR ³
ANDREWS, MARK D.	S D	B	203	6	515L	B	213	45
BEALE, OLIVIA	S D	B	176	2	410L	M	228	71
BROWN, SARAH	S D	M	246	99	1350L	NA	NA	NA
CHAMBERS, TERRY M.	S D	M	226	78	1005L	M	231	67
CHANDLER, KYLE M.		B	212	44	815L	M	247	95
COOPER, MARINA R.	S D	M	249	99	1350L	M	254	95
DAWSON, MONICA	S D	B	170	1	375L	M	243	91
DOLENZ, KEVIN	S D	M	229	64	920L	M	238	87
DOWLER, ZACHARY L.	S D	B	176	4	485L	B	213	29
FLANIGAN, TRISTAN M.	S D	B	181	4	485L	E	280	99
GRAY, YVONNE S.	S D	B	212	28	725L	NA	NA	NA
HARPER, JULIE M.	S D	M	231	78	1005L	M	257	99
Havera, JAMIE L.	S D	B	212	57	885L	B	218	45
HOPPER, DRAKE	S D	B	184	10	575L	B	224	79
LEWIS, BRIANNA L.	S D	B	216	50	850L	M	252	99
LONG, MIRANDA M.	S D	B	212	28	725L	M	229	67
LOWE, NANCY S.	S D	B	210	32	750L	M	246	91
MILLER, KARLA	S D	M	246	99	1350L	NA	NA	NA
MONROE, ERIC D.	S D	M	237	84	1060L	B	213	34
MONROE, LINDSAY R.	S D	B	210	50	850L	M	234	71
NAKAMURA, ERIN	S D	M	221	50	850L	NA	NA	NA
OLEARY, ROBERT A.	S D	E	266	96	1215L	M	234	75
PARSONS, MEGAN L.	S D	B	212	28	725L	B	210	14
PORTER, JUAN R.	S D	M	229	64	920L	B	217	39
ROBERTS, SALLY J.		B	219	44	815L	M	268	99
RUMMERS, SILO J.	S D	M	229	64	920L	B	206	29
RUSHER, SCOTT D.	S D	NA	NA	NA	NA	M	229	71
RYAN, PAUL A.	S D	NA	NA	NA	NA	B	217	39
SANCHEZ, GIA C.	S D	M	234	84	1060L	M	241	87
SANDFORD, MICHAEL R.	S D	NA	NA	NA	NA	E	283	99
SIEVERS, KYLE D.	S D	B	210	32	750L	M	275	99

¹ A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2007.
² The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.
³ National Percentile Rank
⁴ BR: Beginning Reader
 NA: Not Available
 The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use.
 Printed by the authority of the state of Illinois, 080108, 257444, MDP0421063.

Page: 1 of 3

062308 DT060308-99999999011079-0000000

Figure 5. School Roster—All Subjects

School Roster

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 that 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.

Scale Scores

Scale scores represent approximately equal units on a continuous scale and for ISAT range from 120 to 400 or more. Scale scores are suitable for studying change in performance over time. While scale scores are equivalent across grades of the same subject (e.g., reading), they are not equivalent from one content area to another (e.g., reading to mathematics).

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 scale score, it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was obtained. This makes scale scores especially suitable for comparing scores when different grades 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 (Total Possible) provides the number of items for each category of standards, which is the highest 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 MIDDLE SCHOOL A District: SAMPLE DISTRICT School Code: 99999999011079										Page: 1 of 3			
Grade 6 Mathematics - Spring 2008															
Student Name	Enrollment Status ¹	Perform. Level ²	Scale Score	NPR ³	Stanine	Multiple-Choice Results by Assessed Standards					Extended Response			Short Response	
						Number of Items					Rubric Score			Short Response 1	Short Response 2
						Total Possible	Number Sense	Measurement	Algebra	Geometry	Data, Statistics, and Probability	Mathematical Knowledge	Strategic Knowledge	Explanation	
ANDREWS, MARK D.	S D	B	213	45	5	11	3	7	3	0	0	0	0	1	2
BEALE, OLIVIA	S D	M	228	71	6	11	4	8	3	5	2	2	2	1	0
BROWN, SARAH	S D	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CHAMBERS, TERRY M.	S D	M	231	67	6	11	4	8	3	4	3	3	3	0	2
CHANDLER, KYLE M.		M	247	95	8	12	6	10	7	8	2	2	2	2	0
COOPER, MARINA R.	S D	M	254	95	8	12	6	10	7	8	4	4	4	1	2
DAWSON, MONICA	S D	M	243	91	8	12	4	10	7	7	2	2	2	2	0
DOLENZ, KEVIN	S D	M	238	87	7	12	4	9	6	7	1	1	1	2	1
DOWLER, ZACHARY L.	S D	B	213	29	4	10	2	5	1	0	3	3	3	2	1
FLANIGAN, TRISTAN M.	S D	E	280	99	9	15	11	17	11	9	0	0	0	2	1
GRAY, YVONNE S.	S D	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
HARPER, JULIE M.	S D	M	257	99	9	13	9	10	7	8	3	3	3	2	NA
Havera, JAMIE L.	S D	B	218	45	5	11	3	7	3	0	2	2	2	NA	2
HOPPER, DRAKE	S D	B	224	79	7	11	4	8	4	7	NA	NA	NA	NA	NA
LEWIS, BRIANNA L.	S D	M	252	99	9	13	9	10	7	8	2	2	2	0	1
LONG, MIRANDA M.	S D	M	229	67	6	11	3	8	3	4	2	2	2	2	2
LOWE, NANCY S.	S D	M	246	91	8	12	4	9	7	7	4	4	4	0	1
MILLER, KARLA	S D	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
MONROE, ERIC D.	S D	B	213	34	4	11	2	5	2	0	2	2	2	1	2
MONROE, LINDSAY R.	S D	M	234	71	6	11	4	8	4	5	2	2	2	2	2
NAKAMURA, ERIN	S D	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
OLEARY, ROBERT A.	S D	M	234	75	6	11	4	8	4	6	3	3	3	1	0
PARSONS, MEGAN L.	S D	B	210	14	3	8	2	3	1	0	4	4	4	2	2
PORTER, JUAN R.	S D	B	217	39	4	11	3	6	2	0	3	3	3	0	1
ROBERTS, SALLY J.		M	268	99	9	14	11	14	7	9	1	1	1	2	2
RUMMERS, SILO J.	S D	B	206	29	4	10	2	5	2	0	1	1	1	1	1

1 A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2007.

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

3 National Percentile Rank

NA Not Available

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use.

Printed by the authority of the state of Illinois, 080108, 257444, MDP0421063.

Page: 1 of 3
 062308 DT060308-99999999011079-0000000

Figure 6. School Roster

School Performance Profile/District Performance Profile

The School Performance Profile and District Performance Profile are each three-page reports presenting a variety of summary results for the school and district on the ISAT tests. There is a separate Performance Profile for each subject and grade tested. The School Performance Profile reports results at the school, district, and state levels. The District Performance Profile reports results at the district and state levels. Otherwise, these two reports are identical and the various elements of the reports will be described using the School Performance Profile as the example.

Grade and Subject

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

Scale Scores

Scale scores represent approximately equal units on a continuous scale and for ISAT range from 120 to 400 or more. Scale scores are suitable for studying change in performance over time. While scale scores are equivalent across grades of the same subject (e.g., reading), they are not equivalent from one content area to another (e.g., reading to mathematics).

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 scale score, it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score, percentile rank, stanine, or normal curve equivalent (NCE) for that score was obtained. This makes scale scores especially suitable for comparing scores when different grades 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 items possible for each standard is presented. The average number of items correct is reported for the school, the district, and the state.



The School Performance Profile

Illinois Standards Achievement Test (ISAT)

Grade 6 Mathematics - Spring 2008

School: SAMPLE MIDDLE SCHOOL A

District: SAMPLE DISTRICT

School Code: 999999999011079

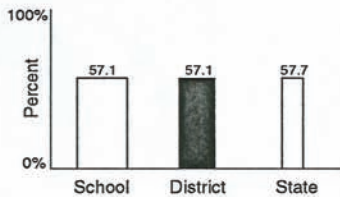
Page 1 of 3

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.

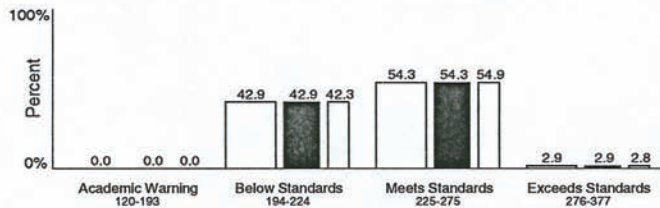
Overall Results

	Number of Scores	Average Scale Scores**
School	70	232.7
District	70	232.7
State	154,271	232.8

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	15	11.4	11.4	11.4
7A, 7B, 7C	Measurement	11	4.6	4.6	4.6
8A, 8B, 8C, 8D	Algebra	17	8.4	8.4	8.4
9A, 9B	Geometry	12	4.2	4.2	4.2
10A, 10B, 10C	Data Analysis, Statistics, and Probability	10	4.2	4.2	4.2

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use. Form of Report Copyright © 2007 Pearson Education, Inc., or its affiliate(s). All other elements © 2008 ISBE. All rights reserved. Printed by the authority of the state of Illinois, 080108, 200000, IL00004139.

062308 DT060308-999999999011079-0000000

Figure 7. Page 1 of the School Performance Profile

The second page of the report provides two sets of results: performance on extended-response items in reading or performance on extended-response and short-response items in mathematics, and performance of various demographic groups (e.g., male/female) for the school or district.

Percent at Rubric Score Points for Open-Ended Items

This table shows the percent of students who scored at the rubric score points. The extended-response rubric scores in reading and mathematics range from 0 to 4. The short-response rubric scores in mathematics range from 0 to 2.

Performance by Student Groups

This table shows the percent of students in the four performance categories (e.g., Meets) for all students (Overall) as well as for various demographic categories (e.g., Low Income/Non-Low Income). These results are reported at the school level on the School Performance Profile and at the district level on the District Performance Profile.



The School Performance Profile

Illinois Standards Achievement Test (ISAT)

Grade 6 Mathematics - Spring 2008

School: SAMPLE MIDDLE SCHOOL A
District: SAMPLE DISTRICT
School Code: 99999999011079

Page 2 of 3

Performance on Short- and Extended-Response Items

The following scores indicate the overall skill demonstrated by students on short- and extended-response items. Students are asked to respond in writing to these items.

Student scores for the short- and extended-response items are determined with a scoring rubric. The rubric describes a hierarchy of possible scores. For short-response items, the highest score is 2, and the lowest score is 0. For the extended-response item, the highest score is 4, and the lowest score is 0.

Percent of student scores at each score point*						
	Short Response 1			Short Response 2		
	2	1	0	2	1	0
Total						
School	40.0	32.9	27.1	38.6	30.0	31.4
District	40.0	32.9	27.1	38.6	30.0	31.4
State	39.4	32.4	28.2	38.0	31.0	31.0
Extended Response						
	4	3	2	1	0	
Mathematical Knowledge						
School	7.1	28.6	40.0	17.1	7.1	
District	7.1	28.6	40.0	17.1	7.1	
State	7.0	29.6	39.4	16.9	7.0	
Strategic Knowledge						
School	7.1	28.6	40.0	17.1	7.1	
District	7.1	28.6	40.0	17.1	7.1	
State	7.0	29.6	39.4	16.9	7.0	
Explanation						
School	7.1	28.6	40.0	17.1	7.1	
District	7.1	28.6	40.0	17.1	7.1	
State	7.0	29.6	39.4	16.9	7.0	

* Percents may not sum to 100 due to rounding.

Performance by Student Group

	Student Group Size ¹	Percent of students in each Performance Level ²					Scale Score
		Meets or Exceeds Standards	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	
Overall	70	57.1	0.0	42.9	54.3	2.9	232.7
Male	29	62.1	0.0	37.9	58.6	3.4	235.6
Female	40	55.0	0.0	45.0	52.5	2.5	231.3
American Indian or Alaskan Native	--	--	--	--	--	--	--
Asian/Pacific Islander	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
Hispanic	--	--	--	--	--	--	--
White	54	55.6	0.0	44.4	53.7	1.9	233.0
Multiracial/Ethnic	--	--	--	--	--	--	--
Low Income	16	31.3	0.0	68.8	31.3	0.0	224.8
Non-Low Income	54	64.8	0.0	35.2	61.1	3.7	235.0
LEP							
Non-LEP	70	57.1	0.0	42.9	54.3	2.9	232.7
IEP	--	--	--	--	--	--	--
Non-IEP	63	60.3	0.0	39.7	57.1	3.2	234.3
Migrant							
Non-Migrant	70	57.1	0.0	42.9	54.3	2.9	232.7

Notes: Dashes (-) indicate there are from 1 to 9 scores in this demographic group.
Blanks indicate there are no scores in this demographic group.

1 The total number of student scores may not equal the total enrollment. The number of scores does not include students who took IAA, or who were absent.
2 Percents may not sum to 100 due to rounding.

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use.
Form of Report Copyright © 2007 Pearson Education, Inc., or its affiliate(s). All other elements © 2008 ISBE. All rights reserved.
Printed by the authority of the state of Illinois, 080108, 200000, IL00004139.

062308 DT060308-99999999011079-0000000

Figure 8. Page 2 of the School Performance Profile

The third page of the report provides information about how Illinois students (at the school or district levels) compare to students from across the nation. National norm-referenced results are not used for accountability purposes and are provided for comparison purposes only.

Percent in National Quarters

The performance of the school (or district) is compared to the proportion of students in national quarters. By definition, 25% of the national sample of students occurs in each of the four national quarters.

Stanine Scores

This table shows the percent of students at each of the nine stanine scores for the school, district, state, and nation. Stanines are described in more detail in the glossary of this document.

Norm-Referenced Results

ISAT provides a variety of norm-referenced data elements to schools on the Student Data Disks. Descriptions of these data elements are listed in the glossary of this document.



Comparison to Nationwide Results

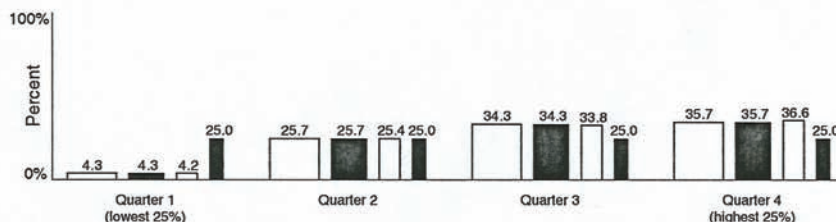
The percent of students in each national quarter is based on student performance of the first 30 items in session 1. These items represent an abbreviated version of the *Stanford 10 (SAT 10)*. The *SAT 10* is a nationally norm-referenced assessment produced by our test contractor. The overall ISAT scale scores and performance levels for the content area (reported on page 1) are based on student performance on the entire ISAT test.

Note: Norm-referenced scores are not used by the state for accountability and are provided for reference only.

	Number of Scores
School	70
District	70
State	154,271

Percent of Students Scoring in Each National Quarter*

National Percentile Ranks (NPRs) can be organized into national quarters. Quarters combine NPRs into four national groups of equal size, each group (or quarter) containing 25% of the national sample. Quarter 1 is the lowest performing group, and Quarter 4 is the highest performing group.



Percent of Students Scoring in Each Stanine*

National stanines are scores that range from a low of 1 to a high level of 9 with 5 designating average student performance. National stanines, like NPRs, indicate a student's relative standing in the national norm group. Since stanines represent approximately equal units of ability, they are particularly useful for comparing a student's performance across subjects, such as reading, mathematics, and science.

	1 (lowest)	2	3	4	5	6	7	8	9 (highest)
School	0.0%	0.0%	4.3%	17.1%	14.3%	28.6%	8.6%	7.1%	20.0%
District	0.0%	0.0%	4.3%	17.1%	14.3%	28.6%	8.6%	7.1%	20.0%
State	0.0%	0.0%	4.2%	16.9%	14.1%	28.2%	9.9%	7.0%	19.7%
Nation	4.0%	7.0%	12.0%	17.0%	20.0%	17.0%	12.0%	7.0%	4.0%

* Percents may not sum to 100 due to rounding.

More About Norm-referenced Results

The NPRs range from 1 to 99, representing lowest and highest performance respectively. The NPR's value represents the percent of students nationwide who performed at or below that score. For example, a student's NPR of '55' indicates that 55% of students nationwide scored at or below this score, and is therefore slightly above average performance.

Percentile ranks do not represent equivalent amounts of ability along the percentile rank scale. As most students tend to score in the middle ranges, there is a smaller difference in achievement between students in the 45th and 50th percentile ranks (in the middle) than there is between students in the 5th and 10th, or in the 90th and 95th percentile ranks (at the extremes), even though the percentile rank difference in each case is five.

Figure 9. Page 3 of the School Performance Profile

District Roster by School

The district roster reports the results for a subject for every grade in which it is tested in a school. There is a separate roster for reading, mathematics, and science. Included in each report are: school name, grade(s) assessed, number of students tested, percent of student scores in performance levels, scale score averages, and percent of student scores in each national quarter.

District Roster by School

Illinois Standards Achievement Test (ISAT)

Science - Spring 2008

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

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
SAMPLE ELEMENTARY B											
99999999012059											
Grade 4	61	16.4	36.1	44.3	3.3	47.5	189.9	11.5	21.3	19.7	47.5
SAMPLE ELEMENTARY SCHOOL C											
99999999012009											
Grade 7	1	100.0	0.0	0.0	0.0	0.0	170.0	100.0	0.0	0.0	0.0
SAMPLE MIDDLE SCHOOL A											
99999999011079											
Grade 7	54	27.8	20.4	40.7	11.1	51.9	220.0	5.6	25.9	13.0	55.6

* Percents may not sum to 100 due to rounding.

Page 1

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use.
Printed by the authority of the state of Illinois, 080108, 257444, MDP0421063.

062308 DT060308-99999999010000-0000000

Figure 10. District Roster by School

District Roster by Grade

This district roster reports the results for a subject by grade for every school containing that grade. There is a separate roster for reading, mathematics, and science. Included in each report are: grade(s) assessed, school name, number of students tested, percent of student scores in performance levels, scale score averages, and percent of student scores in each national quarter. District and state results are also included for comparison purposes.

District Roster by Grade

Illinois Standards Achievement Test (ISAT)

Science - Spring 2008

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

Page 1

		Group Size Number of Scores	Percent in Each Performance Level*					Percent in Each National Quarter*					
			Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	Scale - Score Average	Q1	Q2	Q3	Q4	
Grade 4													
School Name		RCDTS											
SAMPLE ELEMENTARY B	99999999012059	61	16.4	36.1	44.3	3.3	47.5	189.9	11.5	21.3	19.7	47.5	
District Results		61	16.4	36.1	44.3	3.3	47.5	189.9	11.5	21.3	19.7	47.5	
State Results		150,340	16.4	36.1	44.3	3.3	47.5	189.9	11.5	21.3	19.7	47.5	
Grade 7													
School Name		RCDTS											
SAMPLE ELEMENTARY SCHOOL C	99999999012009	1	100.0	0.0	0.0	0.0	0.0	170.0	100.0	0.0	0.0	0.0	
SAMPLE MIDDLE SCHOOL A	99999999011079	54	27.8	20.4	40.7	11.1	51.9	220.0	5.6	25.9	13.0	55.6	
District Results		55	29.1	20.0	40.0	10.9	50.9	219.1	7.3	25.5	12.7	54.5	
State Results		150,340	29.1	20.0	40.0	10.9	50.9	219.1	7.3	25.5	12.7	54.5	

* Percents may not sum to 100 due to rounding.

Page 1

The Illinois State Board of Education (ISBE) is the sole owner of all report data and has full rights to report reproduction, distribution, and use.
Printed by the authority of the state of Illinois, 080108, 257444, MDP0421063.

062308 DT060308-99999999010000-0000000

Figure 11. District Roster by Grade

Item Analysis Summary

NOTE: These reports are sent separately and later than the ISAT reports you received in this shipment.

The item analysis summary (IAS) reports provide information on student performance on multiple-choice, extended-response, and short-response items. Results are reported at the state goal, standard, and assessment objective levels. There is a separate report for each grade and subject tested. Results are reported for the school, district, and state.

Multiple-Choice Items (See Figure 12)

The first column lists the state goals and standards that were assessed. The second column lists the total number of items tested at each state goal, standard, and assessment objective. The third column lists the assessment objectives tested. For example, for grade 5 reading there were 35 items tested at state goal 1 and six items tested at standard 1A (Vocabulary Development). Of these six 1A items, one was tested at assessment objective 1.5.01, four at assessment objective 1.5.02, and one at assessment objective 1.5.03.

The last three columns (RESPONSE ANALYSIS--% CORRECT) show the percent of these items that the students answered correctly in the school, district, and the state.

NOTE: The descriptions of the assessment objectives are available online at:
<http://www.isbe.net/assessment/IAFindex.htm>

Short-Response and Extended-Response Items (See Figure 13)

The first column lists the state goals and standards that were assessed. The second column lists the score range for each type of item. Scores for short-response items in mathematics can range from 0–2. Scores for extended-response items in reading and mathematics can range from 0–4. The third column lists the assessment objective assessed by the item.

The last three columns (RESPONSE ANALYSIS—% AT EACH SCORE POINT) show the percent of students who scored at each score point at the school, district, and the state.

For example, for Item 1 (state goal 10, standards 10A and 10B, assessment objective 10.5.03), 10% of the students in the school scored at score point 2, 79% at score point 1, and 11% at score point 0.

		Item Analysis Summary - NEWTOWN ELEMENTARY			GRADE: 05 TEST DATE: 03/08 PAGE 1	
DISTRICT: NEWTOWN RCDTS CODE: 123456789012345						
READING		RESPONSE ANALYSIS (% CORRECT)				
Results from Multiple-Choice Items	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE	
State Goal 1: Reading Standard 1A: Vocabulary Development Standards 1B/C: Reading Strategies Standard 1C: Reading Comprehension	35		88	88	88	
	6		78	78	78	
	1	1.5.01	55	55	55	
	4	1.5.02	12	12	12	
	1	1.5.03	8	8	8	
	4		58	58	58	
	1	1.5.07	75	75	75	
	1	1.5.11	22	22	22	
	2	1.5.13	98	98	98	
	25		92	92	92	
	6	1.5.16	78	78	78	
	3	1.5.17	15	15	15	
	1	1.5.18	44	44	44	
	1	1.5.19	30	30	30	
	3	1.5.20	88	88	88	
State Goal 2: Literature Standards 2A, 2B: Literary Elements and Techniques and Variety of Literary Works	2	1.5.21	67	67	67	
	4	1.5.22	68	68	68	
	2	1.5.23	92	92	92	
	3	1.5.27	85	85	85	
	15		72	72	72	
	15		72	72	72	
	3	2.5.02	60	60	60	
	1	2.5.03	0	0	0	
	2	2.5.08	19	19	19	
	2	2.5.09	93	93	93	
	1	2.5.10	89	89	89	
	1	2.5.12	66	66	66	
	1	2.5.13	79	79	79	
	3	2.5.14	90	90	90	
	1	2.5.15	12	12	12	
continued on next page		*Assessment Objective descriptions are online at http://www.isbe.net/assessment/IAIndex.htm COPY 01				
		Scores based on normative data copyright © 2003 by Harcourt Assessment, Inc. All rights reserved. PROCESS NO. 90000000-000000-ILLR518-0000-00-8				

Figure 12. Item Analysis Summary



Item Analysis Summary - NEWTOWN ELEMENTARY

DISTRICT: NEWTOWN
RCDTS CODE: 123456789012345

GRADE: 05
TEST DATE: 03/08

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	
Item 1 State Goal 10: Data Analysis, Statistics, and Probability Standards 10A, 10B: Data Analysis and Statistics Students are asked to determine the mode and range of Presidents' ages given in a table and to show work.	2	10.5.03	10	10	10	
	1		79	79	79	
	0		11	11	11	
Item 2 State Goal 9: Geometry Standard 9A: Properties of Single Figures and Coordinate Geometry Students are asked to sketch an obtuse angle and an acute angle.	2	9.5.09	10	10	10	
	1		79	79	79	
	0		11	11	11	
Results from Extended-Response Item 4 = Highest Score; 0 = Lowest Score	Score Range	Assessment Objective*	SCHOOL	DISTRICT	STATE	
State Goal 6: Number Sense Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to determine which extra items a boy can put in his backpack to make it weigh exactly 5.50 pounds, given the present weight of the backpack, along with a table that lists the extra items and their weights.	4	6.5.13	4	4	4	
	3		21	21	21	
	2		52	52	52	
	1		20	20	20	
	0		3	3	3	
Mathematical Knowledge Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	4		4	4	4	
	3		21	21	21	
	2		52	52	52	
	1		20	20	20	
	0		3	3	3	
Strategic Knowledge Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	4		4	4	4	
	3		21	21	21	
	2		52	52	52	
	1		20	20	20	
	0		3	3	3	
Explanation Written explanation and rationales that translate into words the steps of the solution process and provide a justification for each step.	4		4	4	4	
	3		21	21	21	
	2		52	52	52	
	1		20	20	20	
	0		3	3	3	

*Assessment Objective descriptions are online at <http://www.isbe.net/assessment/IA/index.htm> COPY 01
Scores based on normative data copyright © 2003 by Harcourt Assessment, Inc. All rights reserved. PROCESS NO. 90000000-000000-ILLM538-0000-07080-8

Figure 13. Item Analysis Summary

Glossary for Student 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 items" 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 Pearson's standard, norm-referenced assessment comprising 30 items that are also consistent with Illinois State Frameworks.

SAT10/Abb Level—Pearson 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.

Scale 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 scale score facilitates conversions to other score types and the study of changes in performance from grade to grade.

Domain Scale Score (SS)—A standard score derived from the weighted domain total raw score. This score includes SAT 10 items and Illinois-developed items. This score is on a vertical scale that spans grades 3 through 8 and makes it possible to measure student growth over years. For ISAT, scale scores range from 120 to over 400.

SAT10/Abb–Scale 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, scale scores range from approximately 400 through 850.

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

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

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

Stanine—See SAT 10/Abb–Stanine (S).

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

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

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

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