

Interpretive Guide

2011

Illinois Standards Achievement Test

**Reading
Mathematics
Science**



PEARSON

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NOTE: The state-level summary ISAT results presented in tabular forms for 2011 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

Reading, mathematics, and science. Starting with the spring 2006 ISAT administration reading, mathematics, and science tests included a combination of multiple-choice items from the Stanford Achievement Test, Tenth Edition (SAT 10) and multiple-choice items written by Illinois educators. The reading and mathematics tests also contain open-ended questions that require a written response from students.

The SAT 10 items allow reporting of nationally norm-referenced results such as national percentile rank (NPR), stanines, and percent of students in national quarters. Nevertheless, overall ISAT scale scores are based on all items (SAT 10 and Illinois items). The full complement of items aligns to the Illinois Learning Standards and the Illinois Assessment Frameworks.

Writing. Not assessed in 2011.

Performance Levels

The student's overall scale score in reading, mathematics, and science are placed in one of four performance categories described in Table 1 below.

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 toward 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 scale 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 the difficulty levels of the items. Hence, the number of correct answers needed to meet or exceed the Illinois Learning Standards may vary across years.

Vertical Scales—Reading, Mathematics, and Science

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

The score ranges representing the four performance categories for reading, mathematics, and science are displayed in Table 2 below. Note that for reading, mathematics, and science the “bottom” of the Academic Warning category has been set at 120. The “top” of the Exceeds category for reading, mathematics, and science is determined based on each year’s ISAT data and hence, may change from year to year.

Table 2. Scale Score Ranges That Define Student Performance Levels

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 Use

Notes: 1. The sample pages of the ISAT reports displayed in this Guide are illustrative only, and the results contained in the samples are not representative of the actual ISAT data contained in your reports.

2. Although writing was not assessed in 2011, the writing sections remain on the ISAT reports. They are left blank.

Individual Student Reports (ISRs)—Page 1

Reading, Mathematics, and Science. At grades 3, 5, 6, and 8 there is an ISR for reading and mathematics. At grades 4 and 7 there is an ISR for reading, mathematics, and science. The first page of these ISRs displays information about the student's performance on the overall ISAT test as well as nationally norm-referenced information about National Percentile Ranks (NPRs) for reading, mathematics, and science.

The first page identifies the student, school, district, grade, and year for which the results are reported. The student's scores and overall academic performance level for the student are displayed in the chart, with the relative height of the bar indicating performance level. For reading, mathematics, and science NPRs are given in the table at the bottom of the page.

Scale Scores—Reading, Mathematics, and Science

Scale scores represent approximately equal units on a numerical scale and for ISAT range from 120 to 400 or more. The ISAT scores form a vertical scale that is shared across grades. For instance, a score of 195 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 195 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 195 in grade 3 *meets* standards while the score of 195 in grade 4 is *below* standards. In this way the vertical scale provides a convenient way to track student growth over time in a particular ISAT subject like mathematics. However, scale scores should not be compared between subject areas like reading and mathematics—i.e., the score of 195 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 195 in reading.

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale 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.

Scale Scores—Writing

Not assessed in 2011.

Performance Levels

Student performance is classified into four performance levels. The score ranges for a respective performance category vary by subject. 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.

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 percent 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.



Illinois Standards Achievement Test (ISAT)

Individual Student Report Grade 4

Spring 2011 Results For:
FIFTEEN STUDENT

School: **SAMPLE ELEMENTARY B**
District: **SAMPLE DISTRICT**
School Code: **99999999012059**
State ID: **—0415**

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.

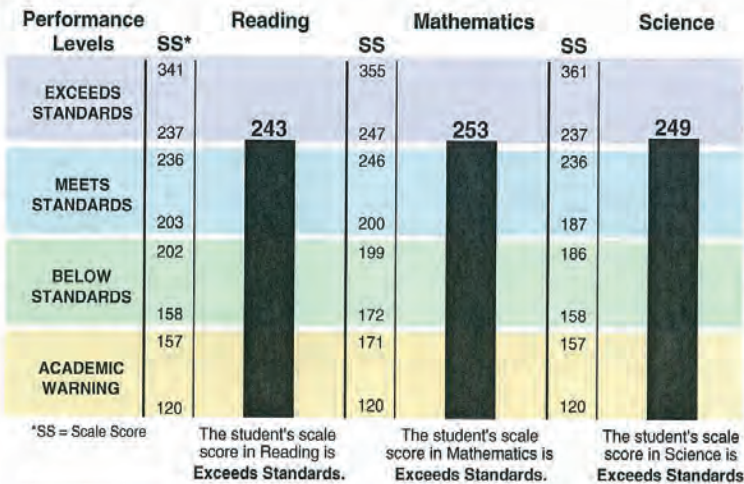


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Student's Scores and Performance Levels

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.

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 above are based on student performance on the entire ISAT test.

Student's National Percentile Rank.

Reading In reading, the student did as well as or better than 91% of students nationally.	91	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 In mathematics, the student did as well as or better than 86% of students nationally.	86	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 In science, the student did as well as or better than 92% of students nationally.	92	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.

NA = Not Available

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Figure 1. Page 1 of Individual Student Report with Science



Illinois Standards Achievement Test (ISAT)

Individual Student Report Grade 6

Spring 2011 Results For:
ELEVEN STUDENT

School: **SAMPLE ELEMENTARY B**
District: **SAMPLE DISTRICT**
School Code: **99999999012059**
State ID: **—0611**

Page 1

This report provides specific information about the student's performance on the Illinois Standards Achievement Test (ISAT) in reading, mathematics, and writing. 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.

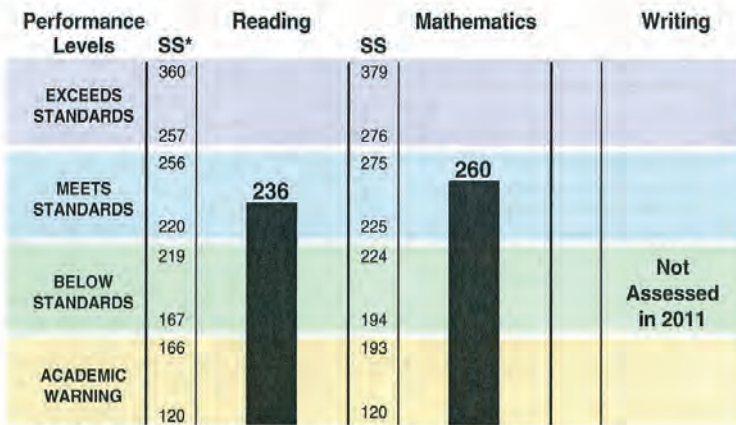
Christoph Koch
STATE SUPERINTENDENT

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Student's Scores and Performance Levels

The chart below shows the student's overall performance in reading, mathematics, and writing. 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.



*SS = Scale Score

The student's scale score in Reading is Meets Standards.

The student's scale score in Mathematics is Meets Standards.

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.

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 above are based on student performance on the entire ISAT test.

Student's National Percentile Rank.

Reading In reading, the student did as well as or better than 43% of students nationally.	43	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 In mathematics, the student did as well as or better than 73% of students nationally.	73	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.
Writing The Writing test is not nationally normed.	NA	Writing Not Assessed in 2011.

NA = Not Available

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Figure 2. Page 1 of Individual Student Report

Page 2—The second page of the ISR presents results for reading. The major sections of this page 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 (0–4). The last columns report the distribution of scores for the student's school, the student's district, and the state. The extended-response item counts for 10% of the student's overall reading scale 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 is based on the SAT 10 portion of the ISAT test. The Lexile™ ranges appropriate for the student are also reported.

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.

Rather, for students, schools, or the district, when evaluating/comparing performance on the various standards, a useful approximation is obtained by comparing the student, school, or district percent correct to the state percent correct. The standard with the highest positive difference from the state is probably the strongest standard for the student, school, or district.

More about FIFTEEN STUDENT'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 ¹	Average Number Correct		
			School	District	State
1A: Vocabulary Development	8	8	6.4	5.5	4.6
1B: Reading Strategies	3	5	3.5	3.3	2.8
1C: Reading Comprehension	23	24	20.1	16.8	14.3
2A, 2B: Literature	9	13	8.6	8.2	7.6

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 describes manatees and the dangers they face.

Student Score	Score Range	% of Responses for Each Score ²		
		School	District	State
3	4	38.9%	45.7%	48.1%
	3	38.9%	20.0%	13.5%
	2	16.7%	11.4%	11.5%
	1	5.6%	17.1%	13.5%
	0	0.0%	5.7%	13.5%

0 = answer was blank, off-topic, illegible, or written in a foreign language other than Spanish

The Lexile Framework for Reading

There are two kinds of Lexile measures.

The **Lexile reader measurement** (Lexile score) is a measure of the student's reading ability. The Lexile score is given as a number with an "L" after it.

The Lexile score scale ranges from Beginning Reader (BR) to over 2000L in 5L increments. The higher the Lexile score the greater the student's reading ability.

The **Lexile text measure** is a method to quantify the reading demand or difficulty of reading material.

995L The student's Lexile score

895L - 995L For leisure reading, the student will find most books in this range easy to understand.

995L - 1045L Books in this range provide a manageable but stimulating challenge.

BR = Beginning Reader NA = Not Available

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 3. Page 2 of Individual Student Report

Page 3—The third page of the ISR presents the results for mathematics. The major sections of this page include: multiple-choice results, short-response results, and extended-response results.

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. The two short-response items count for 5% of the student's overall scale score.

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. The extended-response item counts for 10% of the student's overall scale score.

More about ELEVEN STUDENT's test results in Mathematics

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	10	17	10.4	11.4	11.1
7A, 7B, 7C: Measurement	8	10	8.4	7.6	7.3
8A, 8B, 8C, 8D: Algebra	13	16	12.9	12.0	11.5
9A, 9B: Geometry	11	13	10.9	9.1	8.7
10A, 10B, 10C: Data Analysis, Statistics, and Probability	6	9	7.4	6.9	6.6

Short-Response Results for Mathematics The table below shows how the student performed on the short-response items. These require students to write a response to mathematics items.

Score Descriptions	Item 1 Description					Item 2 Description					
	Student Score	Score Range	% of Responses for Each Score ²			Student Score	Score Range	% of Responses for Each Score ²			
			School	District	State			School	District	State	
2 = Completely correct response	1	2	44.4%	38.1%	37.5%	2	2	77.8%	66.7%	66.7%	
1 = Partially correct response			50.0%	54.8%	54.2%			1	16.7%	26.2%	25.0%
0 = Incorrect response			5.6%	7.1%	8.3%			0	5.6%	7.1%	8.3%

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					
	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.	2	4	16.7%	7.1%	6.3%	
			3	44.4%	33.3%	33.3%
			2	33.3%	33.3%	33.3%
			1	5.6%	21.4%	20.8%
			0	0.0%	4.8%	6.3%
Strategic Knowledge Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	2	4	22.2%	9.5%	8.3%	
			3	27.8%	26.2%	27.1%
			2	38.9%	35.7%	35.4%
			1	11.1%	23.8%	22.9%
			0	0.0%	4.8%	6.3%
Explanation Written explanation and rationales that translate into words, the steps of the solution process and provide a justification for each step.	3	4	22.2%	9.5%	8.3%	
			3	50.0%	35.7%	35.4%
			2	16.7%	26.2%	27.1%
			1	11.1%	23.8%	22.9%
			0	0.0%	4.8%	6.3%

0 = answer was blank, off-topic, illegible, written in a foreign language other than Spanish, or was completely unsatisfactory

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Figure 4. Page 3 of Individual Student Report

Page 4—Science. For grades 4 and 7 the fourth page of the ISR displays the multiple-choice results for the science standards assessed.

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.

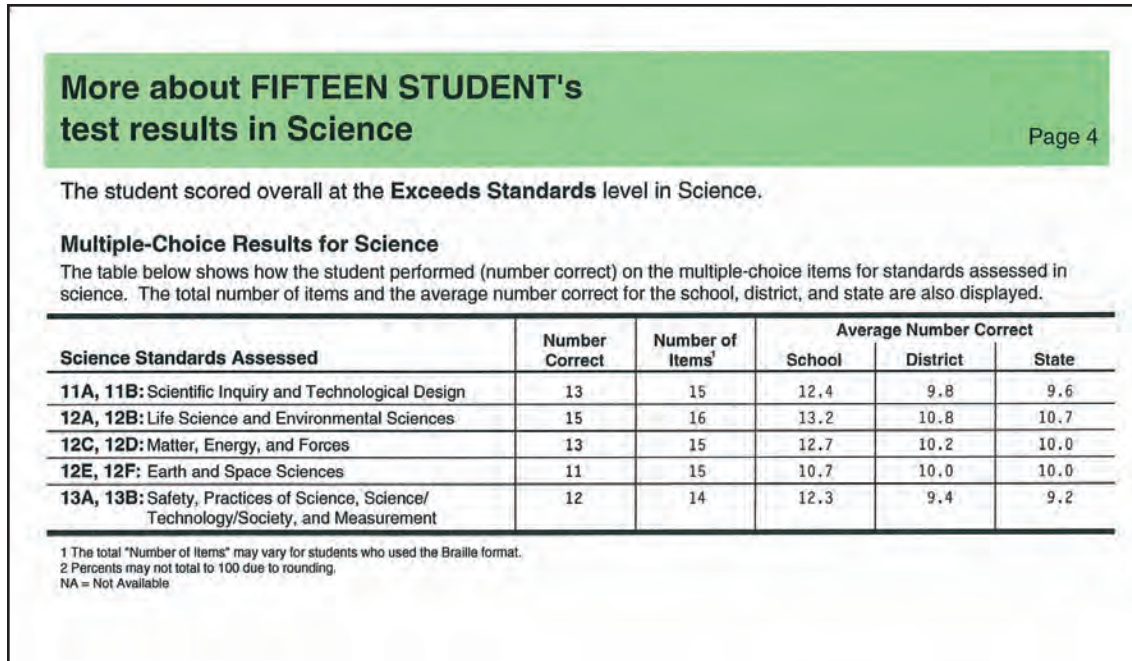


Figure 5. Page 4 of Individual Student Report with Science

Page 4—Writing. Not assessed in 2011. Page 4 for grades 3, 5, 6, and 8 contains no results.

School Roster—All Subjects

For each student this roster lists the results for each subject tested in a grade at the school. The rosters for grades 4 and 7 contain student results for reading, mathematics, and science. The rosters for grades 3, 5, 6, and 8 contain student results for reading and mathematics. The roster includes student name, enrollment status in the school and district, performance levels, scale scores, NPRs for reading, mathematics, and science, and Lexile™ scores for reading.

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 scores are classified in one of four levels: Academic Warning (W), Below Standards (B), Meets Standards (M), and Exceeds Standards (E).

Scale Scores—Reading, Mathematics, and Science

Scale scores represent approximately equal units on a numerical scale and for ISAT range from 120 to 400 or more. The ISAT scores form a vertical scale that is shared across grades. For instance, a score of 195 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 195 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 195 in grade 3 *meets* standards while the score of 195 in grade 4 is *below* standards. In this way the vertical scale provides a convenient way to track student growth over time in a particular ISAT subject like mathematics. However, scale scores should not be compared between subject areas like reading and mathematics—i.e., the score of 195 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 195 in reading.

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale 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)—Reading, Mathematics, and Science

NPRs 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. NPRs 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

The Lexile™ score is a measure of the student’s reading ability and is given as a number with an “L” after it. The Lexile™ score scale ranges from Beginning Reader (BR) to over 2000L, in 5L increments. The higher the Lexile™ score the greater the student’s reading ability.



School Roster - All Subjects

School: **SAMPLE ELEMENTARY B**
 District: **SAMPLE DISTRICT**
 School Code: **99999999012059**

Illinois Standards Achievement Test (ISAT)

Grade 3 - Spring 2011

Page: 1 of 1

Student Name	Enrollment Status ¹	Reading			Mathematics			Writing	
		Perform. Level ²	Scale Score	NPR ³	Lexile ⁴	Perform. Level ²	Scale Score	NPR ³	Not Assessed in 2011.
STUDENT, EIGHT	S D	B	187	50	655L	M	204	27	
STUDENT, EIGHTEEN	S D	E	275	97	1095L	E	267	95	
STUDENT, ELEVEN	S D	M	216	80	855L	E	226	63	
STUDENT, FIFTEEN	S D	NA	NA	NA	NA	E	237	75	
STUDENT, FIVE	S D	M	211	50	655L	M	210	NA	
STUDENT, FOUR	S D	E	248	92	965L	NA	NA	NA	
STUDENT, FOURTEEN	S D	M	197	60	710L	M	199	23	
STUDENT, NINE	S D	E	264	97	1095L	E	261	90	
STUDENT, NINETEEN	S D	M	224	88	920L	M	222	63	
STUDENT, ONE	S D	E	243	95	1025L	E	245	85	
STUDENT, SEVEN	S D	M	224	85	890L	E	230	63	
STUDENT, SEVENTEEN	S D	E	227	88	920L	E	232	69	
STUDENT, SIX	S D	M	221	76	820L	E	226	52	
STUDENT, SIXTEEN	S D	M	191	46	635L	M	198	16	
STUDENT, TEN		E	329	99	1540L	E	341	99	
STUDENT, THIRTEEN	S D	B	160	26	510L	B	165	3	
STUDENT, THREE	S D	E	234	92	965L	E	234	75	
STUDENT, TWELVE	S D	M	221	85	890L	E	228	63	
STUDENT, TWENTY	S D	NA	NA	NA	NA	B	176	3	
STUDENT, TWO	S D	E	238	92	965L	E	245	85	

1 A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2010.
 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

Page: 1 of 1

Figure 6. 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 (W), Below Standards (B), Meets Standards (M), and Exceeds Standards (E).

Scale Scores—Reading, Mathematics, and Science

Scale scores represent approximately equal units on a numerical scale and for ISAT range from 120 to 400 or more. The ISAT scores form a vertical scale that is shared across grades. For instance, a score of 195 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 195 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 195 in grade 3 *meets* standards while the score of 195 in grade 4 is *below* standards. In this way the vertical scale provides a convenient way to track student growth over time in a particular ISAT subject like mathematics. However, scale scores should not be compared between subject areas like reading and mathematics—i.e., the score of 195 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 195 in reading.

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale 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)—Reading, Mathematics, and Science

NPRs 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. NPRs 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—Reading, Mathematics, and Science

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—Reading, Mathematics, and Science

School results are reported by standards assessed on ISAT tests. The first row (Total Possible) provides the total number of items included in each category of standards, which is obviously the highest number of items a student can get correct in a standard. The subsequent rows provide for individual students the scores and number of items correct in the various standards.

Extended Response—Reading and Mathematics

The student's score for the extended-response item is displayed. The first row provides the total score possible in that category (4). The other rows provide the scores of individual students. The extended-response items count for 10% of the overall scale score.

Short Response—Mathematics

The student's scores for short-response items are displayed. The first row provides the total score possible in that category (2). The other rows provide the scores attained by individual students. The two short-response items count for 5% of the overall scale scores.



School Roster

Illinois Standards Achievement Test (ISAT)

Grade 4 Science - Spring 2011

School: **SAMPLE ELEMENTARY B**
 District: **SAMPLE DISTRICT**
 School Code: **99999999012059**

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Multiple-Choice Results by Assessed Standards

Student Name	Enrollment Status ¹	Perform. Level ²	Scale Score	NPR ³	Stanine	Number of Items				
						Total Possible	Scientific Inquiry and Technological Design	Life Science and Environmental Sciences	Matter, Energy, and Forces	Earth and Space Sciences
STUDENT, EIGHT	S D	NA	NA	NA	NA	15	15	15	15	15
STUDENT, EIGHTEEN	S D	E	273	97	9	14	15	14	13	14
STUDENT, ELEVEN	S D	M	225	75	6	13	11	10	13	10
STUDENT, FIFTEEN	S D	E	249	92	8	15	11	13	13	13
STUDENT, FIVE	S D	M	197	33	4	11	9	8	8	8
STUDENT, FOUR	S D	E	237	84	7	14	12	13	11	11
STUDENT, FOURTEEN	S D	M	199	39	4	12	9	6	9	9
STUDENT, NINE	S D	E	257	94	8	15	14	13	13	12
STUDENT, NINETEEN	S D	E	237	84	7	12	14	11	12	12
STUDENT, ONE	S D	E	257	NA	NA	14	13	12	14	14
STUDENT, SEVEN	S D	E	237	84	7	14	9	12	13	13
STUDENT, SEVENTEEN	S D	NA	NA	NA	NA	NA	NA	NA	NA	NA
STUDENT, SIX	S D	M	220	68	6	12	11	9	11	12
STUDENT, SIXTEEN	S D	M	190	45	5	9	7	7	8	9
STUDENT, TEN	S D	E	361	99	9	15	15	15	15	15
STUDENT, THIRTEEN		B	173	4	2	8	6	3	7	7
STUDENT, THREE	S D	E	242	89	8	15	12	12	11	13
STUDENT, TWELVE	S D	E	242	89	8	15	12	10	14	12
STUDENT, TWENTY	S D	M	188	24	4	7	7	8	7	10
STUDENT, TWO	S D	E	249	92	8	14	13	12	13	13

¹ A designation of 'S' or 'D' indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2010.
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

Page: 1 of 1

Figure 7. School Roster

School Performance Profile/District Performance Profile

The School Performance Profile and District Performance Profile for reading, mathematics, and science are each three pages long. These reports present a variety of summary ISAT results for the school and district. 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.

Number of Scores and Average Scale Scores

These are reported at the school, district, and state levels.

Scale Scores—Reading, Mathematics, and Science

Scale scores represent approximately equal units on a numerical scale and for ISAT range from 120 to 400 or more. The ISAT scores form a vertical scale that is shared across grades. For instance, a score of 195 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 195 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 195 in grade 3 *meets* standards while the score of 195 in grade 4 is *below* standards. In this way the vertical scale provides a convenient way to track student growth over time in a particular ISAT subject like mathematics. However, scale scores should not be compared between subject areas like reading and mathematics—i.e., the score of 195 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 195 in reading.

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale 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 graph on the left presents the percent of students in the school, district, and the state at or above the “Meets Standards” performance level. The graph on the right shows the percent of students in the school, district, and the state in each of the four performance levels.

Multiple-Choice Results by Standards Assessed—Reading, Mathematics, and Science

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.



School Performance Profile

Illinois Standards Achievement Test (ISAT)

Grade 4 Reading - Spring 2011

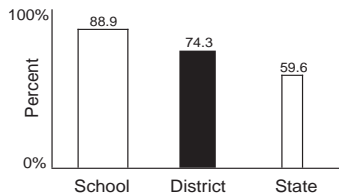
School: **SAMPLE ELEMENTARY B**
 District: **SAMPLE DISTRICT**
 School Code: **99999999012059**

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 the extended-response item.

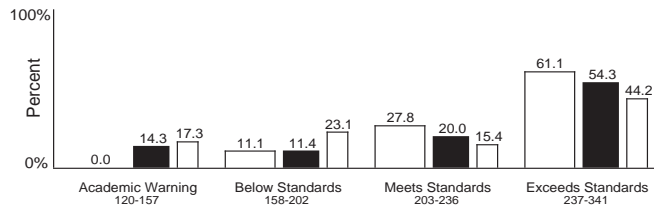
Overall Results

	Number of Scores	Average Scale Scores**
School	18	237.9
District	35	230.9
State	52	218.6

Percent of Student Scores Meeting or Exceeding Standards



Percent of Student Scores in Performance Levels*



Performance Level Scale-Score Range

* 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
1A Vocabulary Development	8	6.4	5.5	4.6
1B Reading Strategies	5	3.5	3.3	2.8
1C Reading Comprehension	24	20.1	16.8	14.3
2A, 2B Literature	13	8.6	8.2	7.6

Figure 8. Page 1 of the School Performance Profile

Page 2. The second page of the report provides for reading and mathematics respectively: performance on the extended-response item in reading, performance on the extended-response and short-response items in mathematics. The second page of the report also provides for each subject the performance of the various demographic groups (e.g., male/female) for the school and district.

Percent at Rubric Score Points for Short- and Extended-Response Items

This table displays the percent of students at the school, district, and state who scored at the various rubric score points. Extended-response scores for reading and mathematics range from 0–4. Short-response scores for mathematics range from 0–2.

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.



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	52.6	36.8	10.5	63.2	15.8	21.1
	District	37.0	54.3	8.7	58.7	28.3	13.0
	State	37.3	54.9	7.8	60.8	27.5	11.8
	Extended Response						
		4	3	2	1	0	
Mathematical Knowledge	School	15.8	36.8	31.6	5.3	10.5	
	District	8.7	32.6	26.1	23.9	8.7	
	State	7.8	33.3	27.5	23.5	7.8	
Strategic Knowledge	School	10.5	26.3	42.1	10.5	10.5	
	District	6.5	28.3	30.4	26.1	8.7	
	State	5.9	29.4	31.4	25.5	7.8	
Explanation	School	21.1	26.3	26.3	10.5	15.8	
	District	10.9	28.3	23.9	26.1	10.9	
	State	9.8	29.4	25.5	25.5	9.8	

* Percents may not sum to 100 due to rounding.

Performance by Student Group

This report is intended for school/district use. If you choose to release any of these data to the public, please be sure you do so in compliance with FERPA requirements.

	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	19	78.9	10.5	10.5	10.5	68.4	289.0
Male	--	--	--	--	--	--	--
Female	13	76.9	7.7	15.4	7.7	69.2	293.3
Hispanic or Latino	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Low Income	--	--	--	--	--	--	--
Non-Low Income	13	84.6	7.7	7.7	7.7	76.9	299.5
LEP	--	--	--	--	--	--	--
Non-LEP	18	77.8	11.1	11.1	11.1	66.7	287.7
IEP	--	--	--	--	--	--	--
Non-IEP	16	81.3	6.3	12.5	12.5	68.8	293.8
Migrant	--	--	--	--	--	--	--
Non-Migrant	19	78.9	10.5	10.5	10.5	68.4	289.0

Notes: Dashes (-) indicate there are from 1 to 9 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.
Blanks indicate there are no scores in this demographic group. 2 Percents may not sum to 100 due to rounding.

Figure 9. Page 2 of the School Performance Profile

Page 3. The third page of the report for reading, mathematics, and science 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

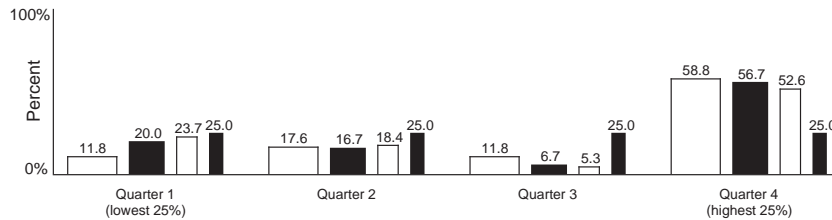
The percent of students in each national quarter is based on student performance of the first 30 items in session 1. These items represent an abbreviated version of the *Stanford 10 (SAT 10)*. The *SAT 10* is a nationally norm-referenced assessment produced by our test contractor. The overall ISAT scale 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	18
District	35
State	51

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%	5.9%	0.0%	17.6%	5.9%	11.8%	17.6%	29.4%	11.8%
District	13.3%	3.3%	0.0%	16.7%	3.3%	6.7%	10.0%	16.7%	30.0%
State	15.8%	5.3%	0.0%	18.4%	2.6%	5.3%	7.9%	13.2%	31.6%
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 10. Page 3 of the School Performance Profile

District Roster by School

There is a separate roster for reading, mathematics, and science. For each tested school in the district these rosters report the results for every grade in which that subject is tested. Each roster includes the following: school name(s), grade(s) assessed in each school, number of student scores, percent of student scores in performance levels, scale score averages for each grade in the school(s), and for reading, mathematics, and science the percent of student score in each national quarter.

		District: SAMPLE DISTRICT District Code: 9999999901						Page 1				
		District Roster by School										
		Illinois Standards Achievement Test (ISAT)										
		Science - Spring 2011										
		Percent in Each Performance Level*						Percent in Each National Quarter*				
		Group Size	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	Scale-Score Average	Q1	Q2	Q3	Q4
		Number of Scores										
SAMPLE ELEMENTARY A 99999999012039												
Grade 4	13	46.2	0.0	0.0	53.8	53.8	246.7	30.8	15.4	0.0	53.8	
SAMPLE ELEMENTARY B 99999999012059												
Grade 4	18	0.0	5.6	33.3	61.1	94.4	235.2	11.8	17.6	11.8	58.8	
Grade 7	19	0.0	5.3	15.8	78.9	94.7	277.4	11.1	0.0	11.1	77.8	
SAMPLE ELEMENTARY SCHOOL C 99999999012009												
Grade 4	4	25.0	0.0	25.0	50.0	75.0	243.5	0.0	0.0	0.0	0.0	
SAMPLE MIDDLE SCHOOL A 99999999011079												
Grade 7	21	33.3	0.0	38.1	28.6	66.7	228.0	27.3	0.0	45.5	27.3	
* Percents may not sum to 100 due to rounding.												

Figure 11. District Roster by School

District Roster by Grade

There is a separate roster for reading, mathematics, and science. For each tested grade in a district these rosters report the results for every school in which that subject is tested. Each roster includes the following: grade(s) assessed, school name in each grade, number of student scores, percent of student scores in performance levels, scale score averages for each grade in the school, and for reading, mathematics, and science the percent of student score in each national quarter. District and state results are also included for comparison purposes.

Group Size	Number of Scores	Percent in Each Performance Level*					Scale - Score Average	Percent in Each National Quarter*					
		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards		Q1	Q2	Q3	Q4		
Grade 3													
School Name		RCPTS											
ISBE SCHOOL		9999999999999999	71	12.7	12.7	29.6	45.1	74.6	216.8	19.7	4.2	2.8	73.2
District Results			71	12.7	12.7	29.6	45.1	74.6	216.8	19.7	4.2	2.8	73.2
State Results			129	20.2	11.6	27.1	41.1	68.2	212.6	24.8	6.2	3.1	65.9
Grade 4													
School Name		RCPTS											
ISBE SCHOOL		9999999999999999	17	23.5	47.1	5.9	23.5	29.4	193.3	64.7	0.0	0.0	35.3
District Results			17	23.5	47.1	5.9	23.5	29.4	193.3	64.7	0.0	0.0	35.3
State Results			52	17.3	23.1	15.4	44.2	59.6	218.6	36.5	3.8	5.8	53.8
Grade 5													
School Name		RCPTS											
ISBE SCHOOL		9999999999999999	12	33.3	25.0	25.0	16.7	41.7	192.7	41.7	16.7	8.3	33.3
District Results			12	33.3	25.0	25.0	16.7	41.7	192.7	41.7	16.7	8.3	33.3
State Results			55	14.5	23.6	29.1	32.7	61.8	221.1	29.1	9.1	14.5	47.3
Grade 6													
School Name		RCPTS											
ISBE SCHOOL		9999999999999999	5	0.0	60.0	40.0	0.0	40.0	219.0	20.0	20.0	0.0	60.0
District Results			5	0.0	60.0	40.0	0.0	40.0	219.0	20.0	20.0	0.0	60.0
State Results			48	10.4	18.8	41.7	29.2	70.8	237.9	18.8	12.5	8.3	60.4
Grade 7													
School Name		RCPTS											
ISBE SCHOOL		9999999999999999	3	0.0	33.3	0.0	66.7	66.7	266.7	0.0	0.0	0.0	100.0
District Results			3	0.0	33.3	0.0	66.7	66.7	266.7	0.0	0.0	0.0	100.0
State Results			42	9.5	14.3	14.3	61.9	76.2	262.6	14.3	7.1	4.8	73.8
Grade 8													
School Name		RCPTS											
ISBE SCHOOL		9999999999999999	5	0.0	60.0	40.0	0.0	40.0	224.2	60.0	20.0	20.0	0.0
District Results			5	0.0	60.0	40.0	0.0	40.0	224.2	60.0	20.0	20.0	0.0
State Results			51	13.7	37.3	39.2	9.8	49.0	228.1	45.1	13.7	13.7	27.5

* Percents may not sum to 100 due to rounding.

Figure 12. District Roster by Grade

Item Analysis Summary

The item analysis summary reports provide information on student performance on multiple-choice, extended-response, and short-response items. Results are reported at the following levels: state goal, standard, and assessment objective. Results are reported for the school, district, and state. For reading, mathematics, and science there is a separate report for each grade and subject tested.

Multiple-Choice Items (See Figure 13)

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.

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 14)

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.



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 03
 TEST DATE: 03/11

PAGE 1

READING		RESPONSE ANALYSIS (% CORRECT)				
Results from Multiple-Choice Items	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE	
State Goal 1: Reading	36		88	88	88	
Standard 1A: Vocabulary Development	7		78	78	78	
	1	1.3.01	27	27	27	
	1	1.3.06	12	12	12	
	2	1.3.07	20	20	20	
	2	1.3.08	100	100	100	
	1	1.3.09	27	27	27	
Standards 1B/C: Reading Strategies	7		58	58	58	
	1	1.3.12	75	75	75	
	3	1.3.13	98	98	98	
	2	1.3.14	9	9	9	
	1	1.3.18	86	86	86	
Standard 1C: Reading Comprehension	22		92	92	92	
	10	1.3.20	78	78	78	
	1	1.3.21	44	44	44	
	1	1.3.22	88	88	88	
	3	1.3.23	67	67	67	
	2	1.3.24	68	68	68	
	2	1.3.25	92	92	92	
	1	1.3.27	46	46	46	
	2	1.3.28	85	85	85	
State Goal 2: Literature	14		72	72	72	
Standards 2A, 2B: Literary Elements and Techniques and Variety of Literary Works	14		72	72	72	
	1	2.3.02	27	27	27	
	1	2.3.03	22	22	22	
	1	2.3.04	0	0	0	
	1	2.3.05	75	75	75	
	3	2.3.07	19	19	19	
	3	2.3.08	93	93	93	
	4	2.3.10	89	89	89	

continued on next page

*Assessment Objective descriptions are online at <http://www.isbe.net/assessment/AFIndex.htm> COPY 01

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Figure 13. Item Analysis Summary—Reading



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
RCDTS CODE: 123456789012345

GRADE: 03
TEST DATE: 03/11

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MATHEMATICS		RESPONSE ANALYSIS (% AT EACH SCORE POINT)			
	Score Range	Assessment Objective*	SCHOOL	DISTRICT	STATE
Results from Short-Response Items 2 = Completely correct response 1 = Partially correct response 0 = Incorrect or no response					
Item 1 State Goal 10: Data Analysis, Statistics, and Probability Standard 10C: Probability Students are asked to use probability to write colors of balls that will be pulled out of a bag.	2 1 0	10.3.04	10 79 11	10 79 11	10 79 11
Item 2 State Goal 8: Algebra Standards 8C, 8D: Writing, Interpreting, and Solving Equations Students are asked to determine the number of soccer games each child played and to show work.	2 1 0	8.3.05	10 79 11	10 79 11	10 79 11
Results from Extended-Response Item 4 = Highest Score; 0 = Lowest Score					
State Goal 6: Number Sense Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to solve a problem to determine the number of miles ridden to earn a certain amount of money.	4 3 2 1 0	6.3.10	4 21 52 20 3	4 21 52 20 3	4 21 52 20 3
Mathematical Knowledge 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
Strategic Knowledge 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
Explanation 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 14. Item Analysis Summary—Mathematics

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.

NOTE: Any reference to SAT10 results or norm-referenced results applies only to reading, mathematics, and science.

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 aligned with the Illinois Learning Standards and Assessment Frameworks.

SAT10/Abb-Lexile™ Score—The Lexile™ score is a measure of the student's reading ability and is given as a number with an "L" after it. The Lexile™ score scale ranges from Beginning Reader (BR) to over 2000L, in 5L increments. The higher the Lexile™ score the greater the student's reading ability.

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. NCEs on the Student Data Disk are reported in three digits, and should be divided by 10. A 788 on the Disk would be an NCE of 78.8.

SAT10/Abb—Stanine (S)—This is a standard score derived from the percentile rank. National stanines are scores that range from a low of 1 to a high 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. Stanine

scores of 1, 2, and 3 are usually considered to reflect below-average performance; stanines of 4, 5, and 6 are usually considered to reflect average performance; and stanines of 7, 8, and 9 are considered above average.

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.

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.