Navigating the IAR

Illinois Assessment of Readiness

Grades 3-8

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Agenda

9:00 a.m. - Introduction and Overview
9:15 a.m. - Navigating the IAR (Year 1 Development)
10:30 a.m. - Break
10:45 a.m. - Navigating the IAR (Year 2 Development)
11:30 a.m. - Lunch
12:15 p.m. - Reporting and Data
1:45 p.m. - Break
2:00 p.m. - Work Session
3:00 p.m. - Dismissal

- **The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district.**
- **IAR assesses the Illinois Learning Standards and is administered in English language arts and mathematics to students in Grades 3-8.**

How much do you know about the IAR?

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True or False

Each student will be tested on all standards listed on their grade-level blueprint.

False.

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True or False

The IAR is designed to inform individual instructional plans.

False.

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True or False

IAR data should be analyzed to determine gaps in district-wide instruction.

True.

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True or False

Every operational ELA unit contains a writing component.

True.

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True or False

Only students with accommodations are able to view multi-media with closed-captions.

False.

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True or False

It takes multiple years to develop an IAR item for operational testing.

True.

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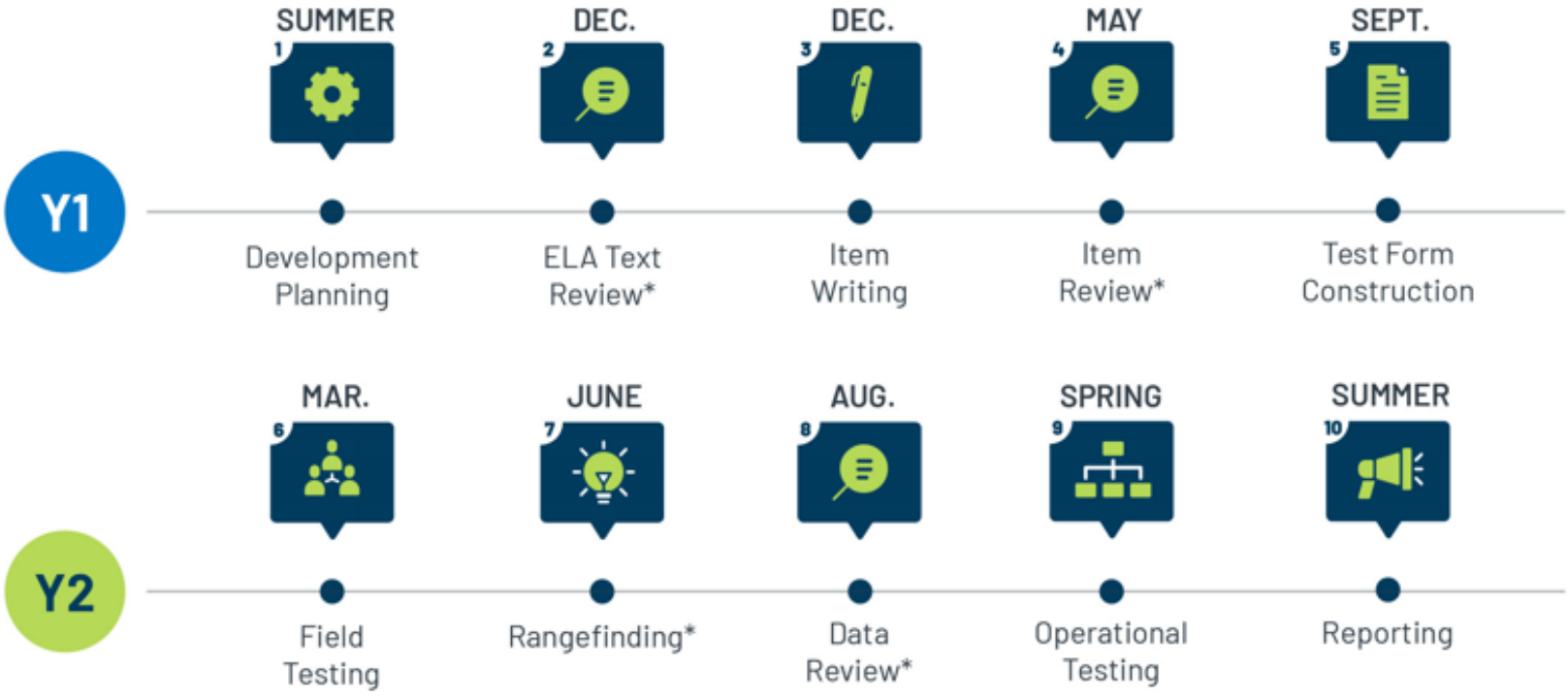
IAR Item Development Cycle



*The * indicates a stage that incorporates educator committees*

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Stage 1 [Year 1]: Development Planning

The IAR test bank is examined to determine areas of need.

The goal is to have items with a variety of complexity levels for each Evidence Statement to meet blueprint specifications for each grade-level.

Test Design Information

IAR Evidence Statements

Evidence Tables and Evidence Statements describe the knowledge and skills that an assessment items or task elicits from students. These are aligned directly to the Illinois Learning Standards.

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Stage 1 [Year 1]:
Sample Math Development Plan

Grade 3 Asset Development Plan		
Task Type	Number of Items	Total
1.1	96	112
1.2	16	
2.3	2	4
2.4	2	
3.3	3	4
3.6	1	
		120

Grade 4 Asset Development Plan		
Task Type	Number of Items	Total
1.1	94	106
1.2	12	
2.3	2	4
2.4	2	
3.3	3	4
3.6	1	
		114

Grade 5 Asset Development Plan		
Task Type	Number of Items	Total
1.1	92	106
1.2	14	
2.3	2	4
2.4	2	
3.3	3	4
3.6	1	
		114

Grade 6 Asset Development Plan		
Task Type	Number of Items	Total
1.1	86	98
1.2	12	
2.3	2	4
2.4	2	
3.3	3	4
3.6	1	
		106

Grade 7 Asset Development Plan		
Task Type	Number of Items	Total
1.1	88	106
1.2	18	
2.3	2	4
2.4	2	
3.3	3	4
3.6	1	
		114

Grade 8 Asset Development Plan		
Task Type	Number of Items	Total
1.1	74	98
1.2	24	
2.3	2	4
2.4	2	
3.3	3	4
3.6	1	
		106

Grand Total:	674

Key	
Task Type I	Blue
Task Type II	Green
Task Type III	Orange

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ELA Text Finding

Potential texts, including multi-media, are selected and sent to ISBE for approval.

Educator committees evaluate and approve texts.

- Some texts may be edited per committee request.

ELA items are written to accompany approved texts.

- All ELA items are text-dependent.

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ELA Task Types

LAT – Literary Analysis [Unit 1, Form A]

- 2 texts

S-M - Short to Medium Literary [Unit 1, Form A]

- 1 text, accompanies LAT

NWT - Narrative Writing Task [Unit 1, Form B]

- 1 text

M-E - Medium to Extended Literary [Unit 1, Form B]

- 1-2 texts, accompanies NWT

RST - Research Simulation Task [Unit 2, Forms A and B]

- Grade 3: 2 texts
- Grades 4-8: 3 texts

*All students receive a Research-Simulation Task (RST) and either a Literary Analysis Task (LAT) or a Narrative Writing Task (NWT)

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Stage 2 [Year 1]: Content Text Review

Texts are evaluated for **content** by an educator committee.

ELA Text Content Committees consider:

- Is the text engaging and grade-level appropriate?
  - Difficulty: Readily Accessible, Moderately Complex, or Very Complex?
- Does the text lend itself to the task model and items aligned to a variety of evidence statements?
- Does the text fit well within the set?

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Stage 2 continued [Year 1]:

Bias and Sensitivity Text Review

Texts are evaluated by educator committees for **bias and sensitivity**.

ELA Bias Committees Consider:

- Does the text disadvantage any population for non-educationally relevant reasons (e.g., gender, race, ethnicity, language, religion, socioeconomic status, disability or geographic region)?
- Does the text contain controversial or emotionally charged subject matter that is **not** supported by the Illinois Learning Standards?
- Is the text potentially offensive, demeaning, insensitive, or negative toward any population?
- Does the text depict any population in a stereotypical manner?

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Stage 3 [Year 1]: Item Writing

Item writers create items addressing Evidence Statements to the specifications set forth by ISBE.

A content team reviews and edits items for quality assurance.

ISBE content specialists review each item, making edit suggestions to adhere to ISBE's style guide, item specifications, rubric formats, interaction models, and writing guidelines.

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Stage 3 [Year 1]: Math Claims Structure

Master Claim: On-Track for college and career readiness. The student solves grade-level problems in mathematics according to the Illinois Learning Standards and the Standards for Mathematical Practice.

- **Sub-Claim A: Major Content**
- **Sub-Claim B: Additional & Supporting Content**
- **Sub-Claim C: Mathematical Reasoning** - constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements. (MP.3,6)
- **Sub-Claim D: Mathematical Modeling** - applying knowledge and skills articulated in the standards for the current
- grade/course (MP.1,2,4,5,7,8).

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Stage 3 [Year 1]: Math Evidence Statement Example

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	6.NS.6b-1	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.	i) Tasks have "thin context" or no context. ii) Students need not recognize or use traditional notation for quadrants (such as I, II, III, IV). iii) Coordinates are not limited to integers.	MP.5	No
A	6.NS.6b-2	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes	i) Tasks have "thin context" or no context. ii) Students need not recognize or use traditional notation for quadrants (such as I, II, III, IV). iii) Coordinates are not limited to integers.	MP.5 MP.8	No

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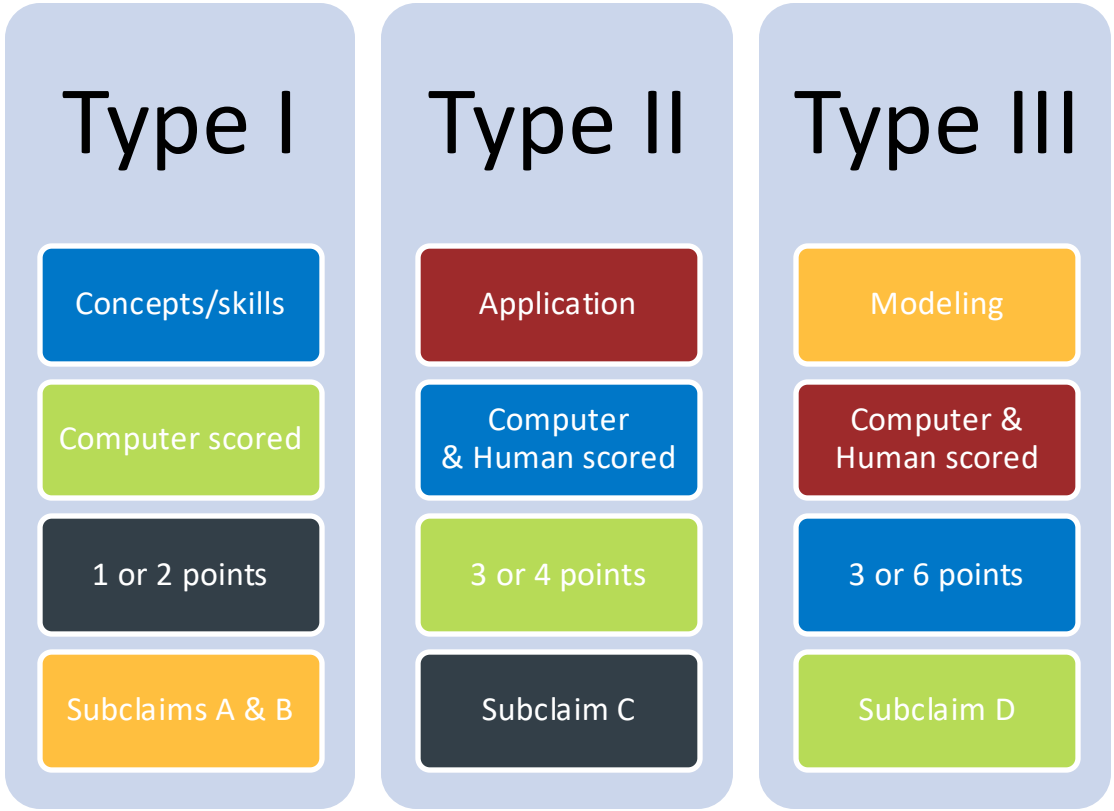
Stage 3 [Year 1]: Math Item Writing



Three Item Types

All items are aligned to the Career and College Readiness Standards & the Standards for Mathematical Practice.

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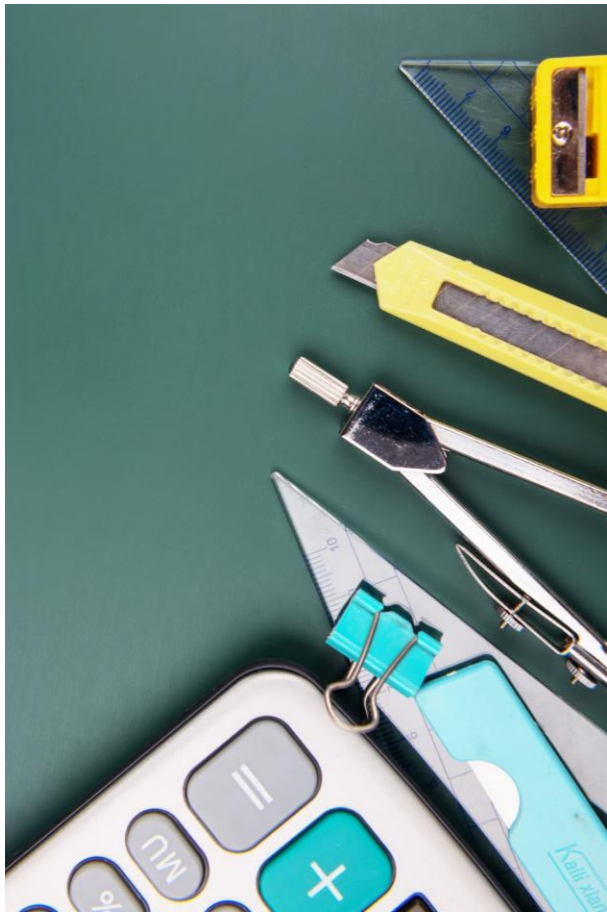
Stage 3 [Year 1]: Math Item Writing

- Multiple choice
- Multi-select
- Fill-in the blank
- Drag-and-drop
- In-line choice
- Constructed response
- Drawing tool



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Stage 3 [Year 1]: ELA Item Writing

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GRADE 4 ELA Blueprint

FORM A

Task/Item Set	Number of Passages	Claims/Sub-Claims	Max Points from EBSR/TECR Items	Max Points from PCRs
Unit 1				
Literary Analysis Task	2	Reading: Literary Text	8	4
		Reading: Vocabulary	4	0
		Writing: Written Expression	0	12
		Writing: Knowledge of Language and Conventions	0	3
Short Passage Set	1	Reading: Literary Text	6	N/A
		Reading: Vocabulary	2	N/A
Unit 2				
Research Simulation Task	3	Reading: Informational Text	12	4
		Reading: Vocabulary	4	0
		Writing: Written Expression	0	12
		Writing: Knowledge of Language and Conventions	0	3
Totals	**6**		**36 Reading**	**8 Reading 30 Writing**

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Stage 3 [Year 1]: ELA Item Writing

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GRADE 4 ELA Blueprint

FORM B

Task/Item Set	Number of Passages	Claims/Sub-Claims	Max Points from EBSR/TECR Items	Max Points from PCRs
Unit 1				
Narrative Writing Task	1	Reading: Literary Text	8	0
		Reading: Vocabulary	0	0
		Writing: Written Expression	0	9
		Writing: Knowledge of Language and Conventions	0	3
Long or Paired Passage Set	1 or 2	Reading: Literary Text	8	N/A
		Reading: Vocabulary	4	N/A
Unit 2				
Research Simulation Task	3	Reading: Informational Text	12	4
		Reading: Vocabulary	4	0
		Writing: Written Expression	0	12
		Writing: Knowledge of Language and Conventions	0	3
Totals	5–6		36 Reading	4 Reading 27 Writing

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Item Types for English Language Arts (ELA)

Evidence-Based Selected Response (EBSR)	• Combines a traditional selected-response question with a second selected-response question that requires students to show evidence from the text that supports the answer they provided in Part A.
Technology-Enhanced Constructed Response (TECR)	• Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., gap-match, inline choice, hot text).
Prose Constructed Responses (PCR)	• Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions.

*All students receive a Research-Simulation Task (RST) and either a Literary Analysis Task (LAT) or a Narrative Writing Task (NWT)

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EBSR, Grade 6 Example

6 In these highly explosive volcanoes the magma has a high resistance to flow, and also contains a large amount of gases (mostly steam). As the magma nears the earth's surface, the pressure from the overlying rocks is no longer sufficient to hold the gases inside the magma. As a result, the gases literally blow the magma apart, creating great volumes of volcanic ash and coarser debris. This material forms very hot, dense clouds that move along the earth's surface at speeds that may exceed 100 miles per hour. It was a cloud of this type that did much of the damage when St. Helens erupted in 1980.

7 Imagine taking a bottle of soda pop and shaking it up as you hold your thumb over the top of the bottle. When you remove your thumb, the insides of the bottle come foaming out, spurting into the air and flowing down the side of the bottle. This is similar to what happens in an explosive volcanic eruption. In fact, so much magma is blown out as ash that the overlying crust collapses, leaving a hole at the surface that may be over 10 miles across and a mile or more deep. This hole is the caldera. In large calderas this hole commonly fills with the volcanic ash being erupted.

8 Many calderas have formed in the geologic past, but we have never witnessed a large caldera-forming eruption since man first began writing down history. We probably don't want to! The large eruptions would be capable of altering the earth's climate for several years, and the ash erupted could destroy human habitation over an area that could easily cover several states.

D1163

Part A

Why does the author of "What Do We Know About Volcanoes?" include the description of the soda bottle demonstration in paragraph 7?

A. to show how lava slowly flows along the sides of a caldera
B. to show how a caldera builds up pressure and then erupts
C. to show how wide the opening of a caldera is
D. to show how calderas and composite cones are similar

Part B

Which evidence in paragraph 7 supports the answer to Part A?

A. "This is similar to what happens in an explosive volcanic eruption."
B. "In fact, so much magma is blown out as ash . . ."
C. ". . . the overlying crust collapses, leaving a hole at the surface that may be over 10 miles across. . . ."
D. "In large calderas this hole commonly fills with the volcanic ash being erupted."

Which evidence statements align to the item?

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Evidence Statements

Part A

For RI 6.6: provides a statement of an author's purpose in a text (1).

AND

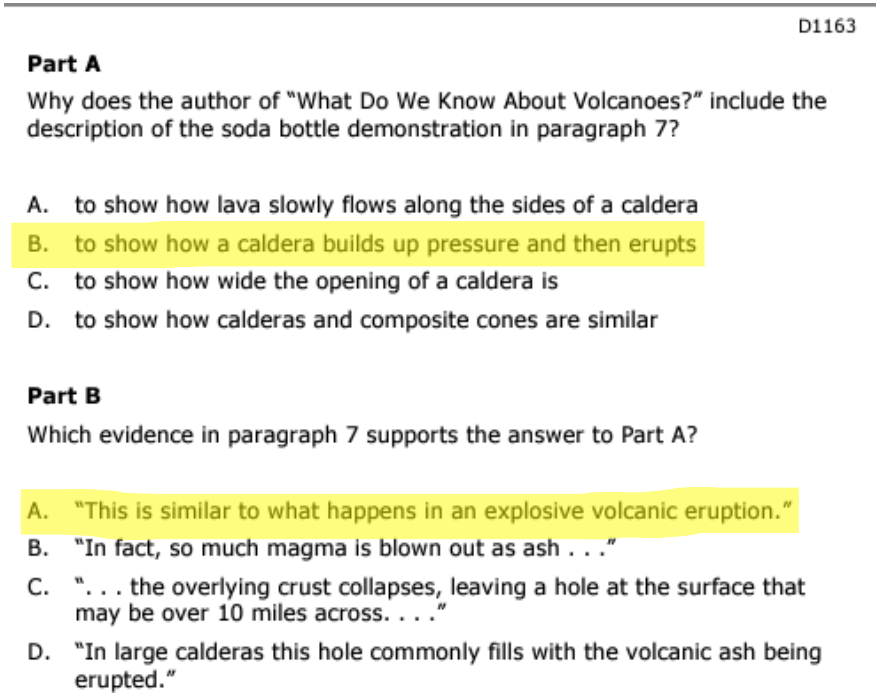
For RST 6.6: provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)

Part B

RI 6.1: provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. (1)

AND

RST 6.1: provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources. (3)



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Part B

Which evidence in paragraph 7 supports the answer to Part A?

A. "This is similar to what happens in an explosive volcanic eruption."
B. "In fact, so much magma is blown out as ash . . ."
C. ". . . the overlying crust collapses, leaving a hole at the surface that may be over 10 miles across. . . ."
D. "In large calderas this hole commonly fills with the volcanic ash being erupted."

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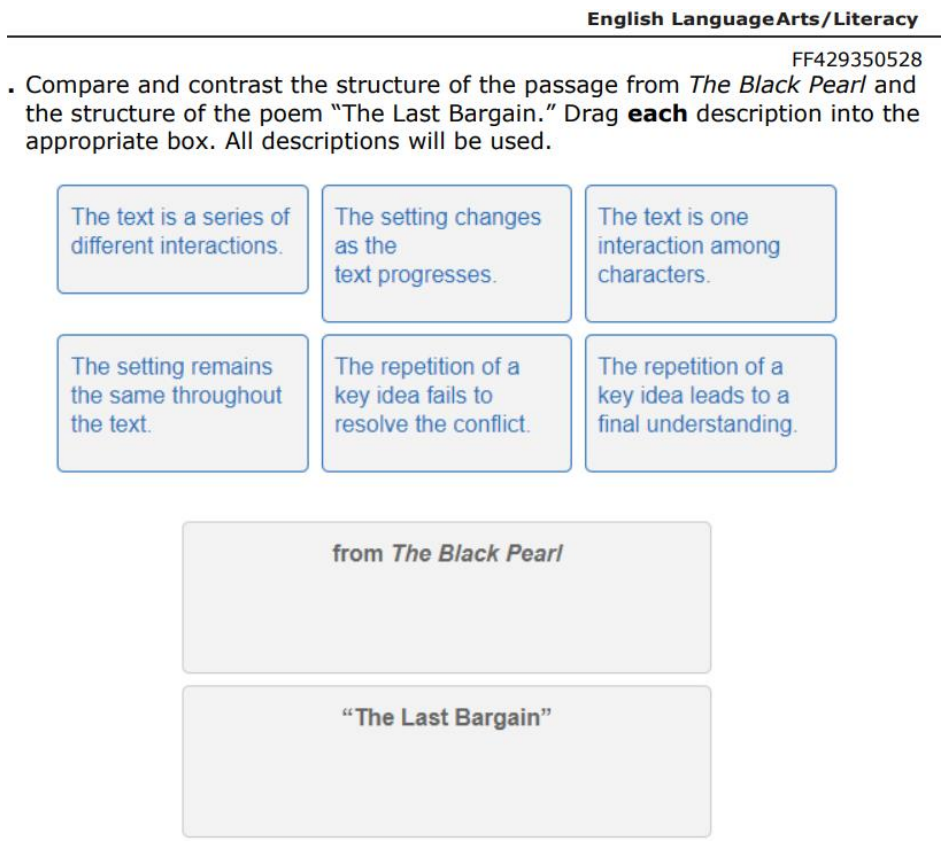
TECR, Grade 8 (Crossover) Example



English LanguageArts/Literacy

FF429350528

. Compare and contrast the structure of the passage from *The Black Pearl* and the structure of the poem "The Last Bargain." Drag **each** description into the appropriate box. All descriptions will be used.

The text is a series of different interactions.	The setting changes as the text progresses.	The text is one interaction among characters.
The setting remains the same throughout the text.	The repetition of a key idea fails to resolve the conflict.	The repetition of a key idea leads to a final understanding.

from *The Black Pearl*

"The Last Bargain"

Which evidence statements align to the item?

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Evidence Statement

RL 8.5: Provides a comparison and contrast of the structure of two or more texts. (1)

The Black Pearl
The text is one interaction among characters
The setting remains the same throughout the text.
The repetition of key idea fails to resolve the conflict
The Last Bargain
The text is a series of different interactions.
The setting changes as the text progresses.
The repetition of a key idea leads to a final understanding.

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PCR Gr. 8 (LAT)

~~You have read a passage from The Black Pearl and the poem "The Last Bargain."~~ **(Making prompts more concise!)**

Write an essay in which you analyze how the characters develop the theme in each text. Be sure to use evidence from **both** texts in your essay.

Which evidence statements align to the item?

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Evidence Statements

RL 8.1:

- Provides textual evidence that most strongly supports analysis of what the text says explicitly and/or inferences drawn from the text. (1)

RL 8.2:

- Provides a statement of a theme or central idea of a text, based on textual evidence. (1)
- Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. (3)

Prompt:

Write an essay in which you analyze how the characters develop the theme in each text. Be sure to use evidence from **both** texts in your essay.

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Stage 4 [Year 1]: Item Review

Committees of IL educators provide feedback on items for eligibility for potential use on the IAR. IL educators bring grade-level classroom and other instructional expertise and experience to thoughtful and meaningful discussions about each of the newly-developed items.

A committee reviews each item through a **Content** lens

A separate committee reviews each item through a **Bias & Sensitivity** lens

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Stage 4 [Year 1]: Content Item Review

Content Item Review Committees:

- Evaluate each item through a content lens, looking for content flaws such as irregularities, cluing, multiple keys, and standards alignment issues.
- Make recommendations based on expertise.
  - The items are revised to reflect the committees' recommendations.

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Stage 4 [Year 1]:
Math Content Item Review Example

A	3.MD.1-1	Tell and write time to the nearest minute and measure time intervals in minutes.	i) Time intervals are limited to 60 minutes. ii) No more than 20% of items require determining a time interval from clock readings having different hour values. iii) Acceptable interval: Start time 1:20, end time 2:10 – time interval is 50 minutes. Unacceptable interval: Start time 1:20, end time 2:30 – time interval exceeds 60 minutes.

1. Track team runners at Crusado City Middle School practice according to a rigorous schedule. On Saturday last week, they started practice at 4:45 p.m. and ended practice at 6:30 p.m. How many minutes did the track runners practice last Saturday?

Track practice starts at 4:45 p.m. and ends at 5:30 p.m. How long, in minutes, is track practice?

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Stage 4 [Year 1]: Bias Item Review

Items are evaluated by committees of educators for **bias and sensitivity**.

- Bias that ***prevents*** members of a group from demonstrating that they possess the knowledge and skills being measured.
- Language or content that ***advantages*** members of a group in demonstrating that they possess the knowledge and skills being measured.
- Content that ***highlights*** a potential bias or sensitivity that could lead to disengagement.

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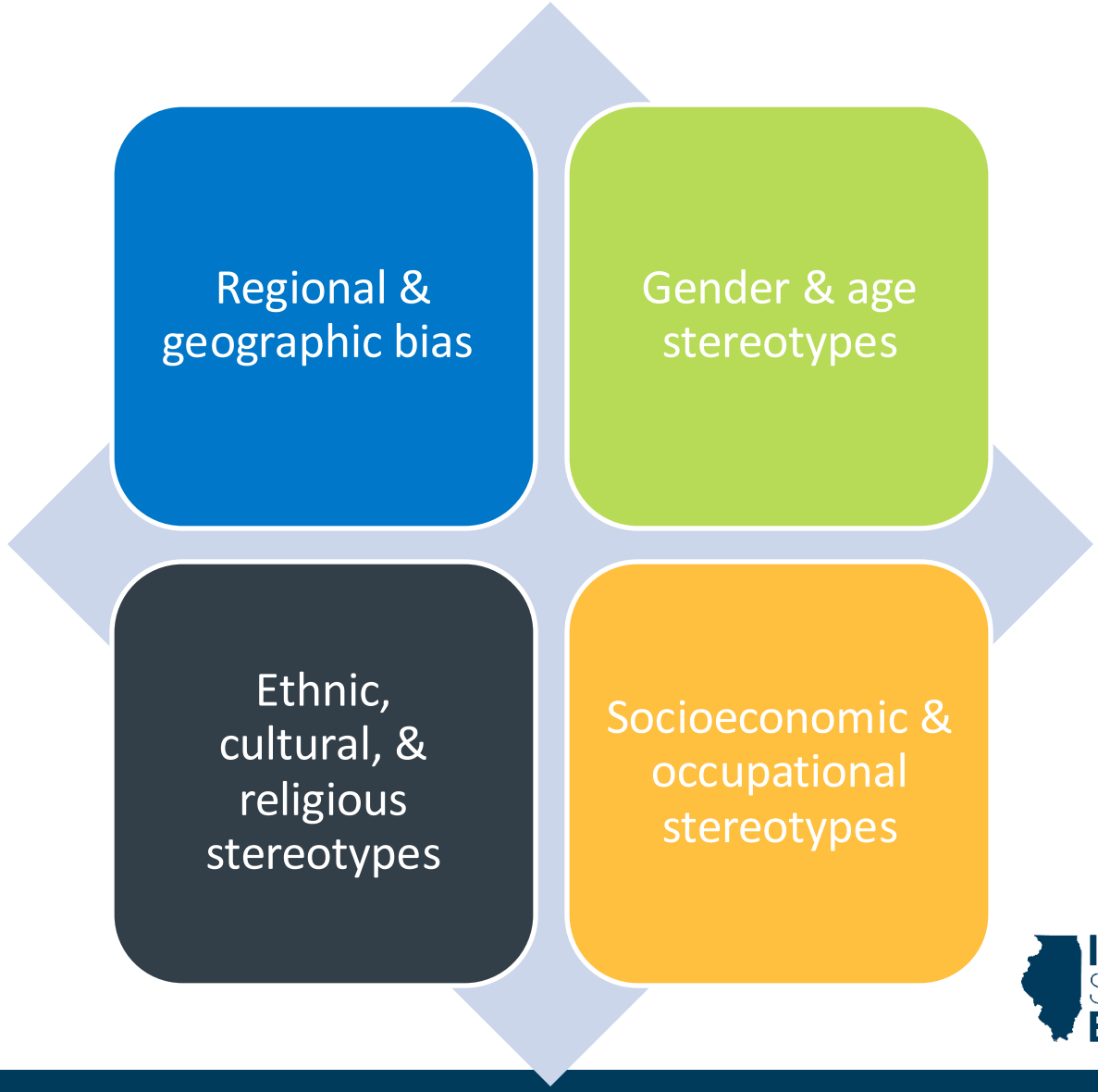
Stage 4 [Year 1]: Bias and Sensitivity Item Review



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Stage 4 [Year 1]:
Math Bias Item Review Examples

1. When Ahmed pulled his cab into a parking garage, he received a ticket stamped with the time 11:12 a.m. When he left the garage that afternoon, the time was 2:15 p.m. What was the total length of time that Ahmed's cab was in the garage?

2. At a carnival, Rolando sees a booth that has a prize wheel. The wheel has 20 sections. Five of these sections are labeled "winner." The remaining sections are labeled "loser." If Rolando decides to give the wheel booth a shot, what is the probability that he will win a prize?

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Stage 5 [Year 1]: Test Construction

Using the Operational Test Forms Construction Specifications, items are selected and sequenced for administration. This is a complex, interactive task that requires both content and psychometric expertise.

Online (multiple)	Paper-Based Form	Large Print	Read Aloud
Human Reader	Human Signer	ASL	Braille
Spanish Paper (Math only)	Spanish Large Print (Math only)	Spanish Human Reader (Math only)	Text to Speech

0ver 1300 forms are created each year!

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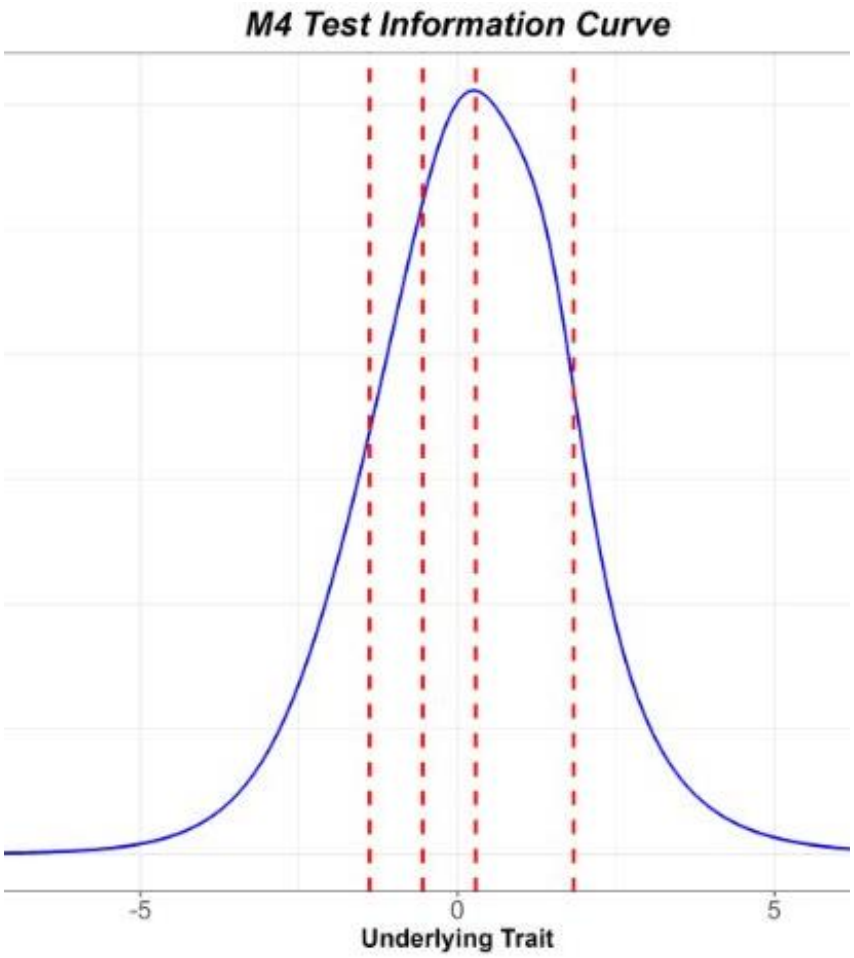
Stage 5 [Year 1]: Test Construction



Each form is constructed to be psychometrically equivalent to other forms, both current and past, based on a normal distribution curve.

Test Characteristic Curves (TCCs)

Test Information Function (TIF) Curves

Conditional Standard Error of Measurement (CSEM) Curves

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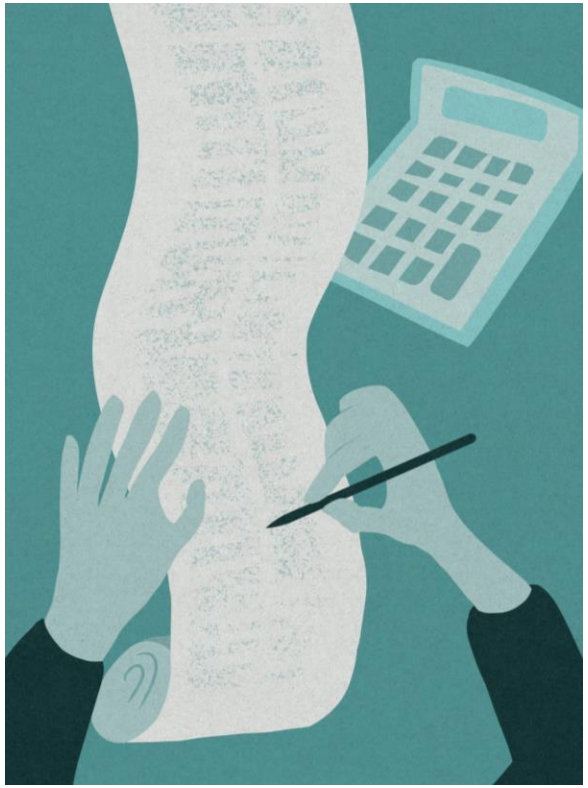
Stage 5 [Year 1]: Math Test Construction

The math portion of the IAR is composed of 3 units of operational and embedded field-test items.

Grade (s)	Unit 1	Unit 2	Unit 3
3 – 5	Non-calculator (*60 min*)	Non-calculator (*60 min*)	Non-calculator (*60 min*)
6	Non-calculator section and Calculator section (e.g., split) (*60 min*)	Calculator (*60 min*)	Calculator (*60 min*)
7	Non-calculator section and Calculator section (e.g., split) (*60 min*)	Calculator (*60 min*)	Calculator (*60 min*)
8	Non-calculator (*60 min*)	Calculator (*60 min*)	Calculator (*60 min*)



Short answer and constructed-response items are dispersed throughout the units. However, there are no constructed-response items in **grade 6 or above** in the **non-calculator sections/units**. The number of points in each unit remains fairly consistent. Since the math assessment is points-based, the number of items in each unit will vary.

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Stage 5 [Year 1]: Math Test Blueprint

Items	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Type 1 Items						
1 point	24	20	20	18	20	20
2 points	3	5	5	5	5	4
Type 1 Totals	27	25	25	23	25	24
Type 2 Items						
3 points	2	2	2	2	2	2
4 points	1	1	1	1	1	1
Type 2 Totals	3	3	3	3	3	3
Type 3 Items						
3 points	2	2	2	2	2	2
6 points	1	1	1	1	1	1
Type 3 Totals	3	3	3	3	3	3

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Stage 5 [Year 1]: Math Test Construction

Illinois Assessment of Readiness Grade 6 Mathematics Blueprint

Illinois Learning Standards Domain[1]	Sub-Claim/Reporting Category										
	Major Content 39%			Additional and Supporting Content 19% points			Reasoning 19% points			Modeling 23% points	
	Standards	Evidence Statements	MP	Standards	Evidence Statements	MP	Standards	Evidence Statements	MP	Evidence Statements	MP
Ratios and Proportional Relationships	6.RP.1; 6.RP.2; 6.RP.3a; 6.RP.3b; 6.RP.3c; 6.RP.3d	6.RP.1; 6.RP.2; 6.RP.3a; 6.RP.3b; 6.RP.3c-1; 6.RP.3c-2; 6.RP.3d	MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8	---	---	MP.1 MP.2 MP.4 MP.5 MP.7	6.RP.A	6.C.8.1	MP.2 MP.3 MP.4 MP.5 MP.6 MP.7	6.D.1* 6.D.2 (5.NBT.B) (5.NF) (5.MD) (5.G.A) 6.D.3*	MP.1 MP.2 MP.4 MP.5 MP.7
The Number System	6.NS.1; 6.NS.5; 6.NS.6a; 6.NS.6b; 6.NS.6c; 6.NS.7a; 6.NS.7b; 6.NS.7c; 6.NS.7d; 6.NS.8	6.NS.1-2; 6.NS.5; 6.NS.6a; 6.NS.6b-1; 6.NS.6b-2; 6.NS.6c-1; 6.NS.6c-2; 6.NS.7a; 6.NS.7b; 6.NS.7c-1; 6.NS.7c-2; 6.NS.7d; 6.NS.8		6.NS.2; 6.NS.3; 6.NS.4	6.NS.2; 6.NS.3-1; 6.NS.3-2; 6.NS.3-3; 6.NS.3-4; 6.NS.4-1; 6.NS.4-2		6.NS.1; 6.NS.6; 6.NS.7; 6.NS.8	6.C.2; 6.C.3; 6.C.4; 6.C.5			
Expressions and Equations	6.EE.1; 6.EE.2a; 6.EE.2b; 6.EE.2c; 6.EE.4; 6.EE.5; 6.EE.6; 6.EE.7; 6.EE.8; 6.EE.9	6.EE.1-1; 6.EE.1-2; 6.EE.2a; 6.EE.2b; 6.EE.2c-1; 6.EE.2c-2; 6.EE.4; 6.EE.5-1; 6.EE.5-2; 6.EE.6; 6.EE.7; 6.EE.8; 6.EE.9		---	---		6.EE.3; 6.EE.4; 6.EE.9; 6.EE.B	6.C.1.1; 6.C.6; 6.C.7; 6.C.8.2			
Geometry	---	---		6.G.1; 6.G.2; 6.G.3; 6.G.4	6.G.1; 6.G.2-1; 6.G.2-2; 6.G.3; 6.G.4		---	---			
Statistics and Probability	---	---		6.SP.1; 6.SP.2; 6.SP.3; 6.SP.4; 6.SP.5	6.SP.1; 6.SP.2; 6.SP.3; 6.SP.4; 6.SP.5		---	---			
The integrated evidence statements in this row reflect content from across grade 6 standards and are not unique to a single domain. See the evidence statements for more detail.					6.Int.1						

Sample test blueprint

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ELA Unit Times and Blueprints

GRADE 3
FORM A

Unit 1	Literary Analysis Task	75 min
Unit 2	Research Simulation Task	75 min
		2.5 HRS Total

GRADES 4 – 8
FORM A

Unit 1	Literary Analysis Task Short Passage	90 min
Unit 2	Research Simulation Task	90 min
		3 HRS Total

GRADE 3
FORM B

Unit 1	Narrative Writing Task Short Passage	75 min
Unit 2	Research Simulation Task	75 min
		2.5 HRS Total

GRADES 4 – 8
FORM B

Unit 1	Narrative Writing Task Long or Paired Passage	90 min
Unit 2	Research Simulation Task	90 min
		3 HRS Total

Students are assigned either Form A or Form B at random

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Illinois Assessment of Readiness Grade 6 ELA/L Blueprint: Literary Analysis Task Form					
Sub-Claim / Reporting Category[1]	**Standards** / **Evidence Statements**	**Illinois Learning Standards Strand**			
		Reading Literature	**Reading Informational Text**	**Writing**	**Language**
Reading: Literary Text 16-24% points	**Standards**	RL 6.1; RL 6.2; RL 6.3; RL 6.5; RL 6.6; RL 6.7; RL 6.9	---	---	---
	Evidence Statements	RL 6.1.1; RL 6.2.1; RL 6.2.2; RL 6.2.3; RL 6.3.1; RL 6.3.2; RL 6.5.1; RL 6.5.2; RL 6.6.1; RL 6.7.1; RL 6.9.1			
Reading: Informational Text 22-30% points	**Standards**	---	RI 6.1; RST 6.1; RH 6.1; RI 6.2; RST 6.2; RH 6.2; RI 6.3; RST 6.3; RH 6.3; RI 6.5; RST 6.5; RH 6.5; RI 6.6; RST 6.6; RH 6.6; RI 6.7; RST 6.7; RH 6.7; RI 6.8; RST 6.8; RH 6.8; RI 6.9; RST 6.9; RH 6.9	---	---
	Evidence Statements		RI 6.1.1; RST 6.1.3; RH 6.1.3; RI 6.2.1; RI 6.2.2; RI 6.2.3; RST 6.2.4; RH 6.2.5; RI 6.3.1; RST 6.3.4; RH 6.3.5; RI 6.5.1; RI 6.5.2; RST 6.5.3; RH 6.5.4; RI 6.6.1; RI 6.6.2; RI 6.6.3; RST 6.6.4; RH 6.6.5; RH 6.6.6; RI 6.7.1; RST 6.7.2; RH 6.7.3; RI 6.8.1; RI 6.8.2; RI 6.8.3; RST 6.8.4; RH 6.8.5; RI 6.9.1; RST 6.9.2; RH 6.9.3	---	---
Reading: Vocabulary 14% points	**Standards**	RL 6.4	RI 6.4; RH 6.4; RST 6.4	---	L 6.4; L 6.5; L 6.6
	Evidence Statements	RL 6.4.1	RI 6.4.1; RST 6.4.2		L 6.4.1; L 6.5.1; L 6.5.2; L 6.5.3; L 6.6.1
Writing: Written Expression 32% points	**Standards**	---	---	W 6.1; W 6.2; W 6.4; W 6.5; W 6.6; W 6.7; W 6.8; W 6.9; W 6.10	---
	Evidence Statements			W 6.1	
Writing: Knowledge of Language and Conventions 8% points	**Standards**	---	---	---	L 6.1; L 6.2; L 6.3; L 6.6
	Evidence Statements				W 6.1

[1] Due to rounding, percentages may not sum to 100.

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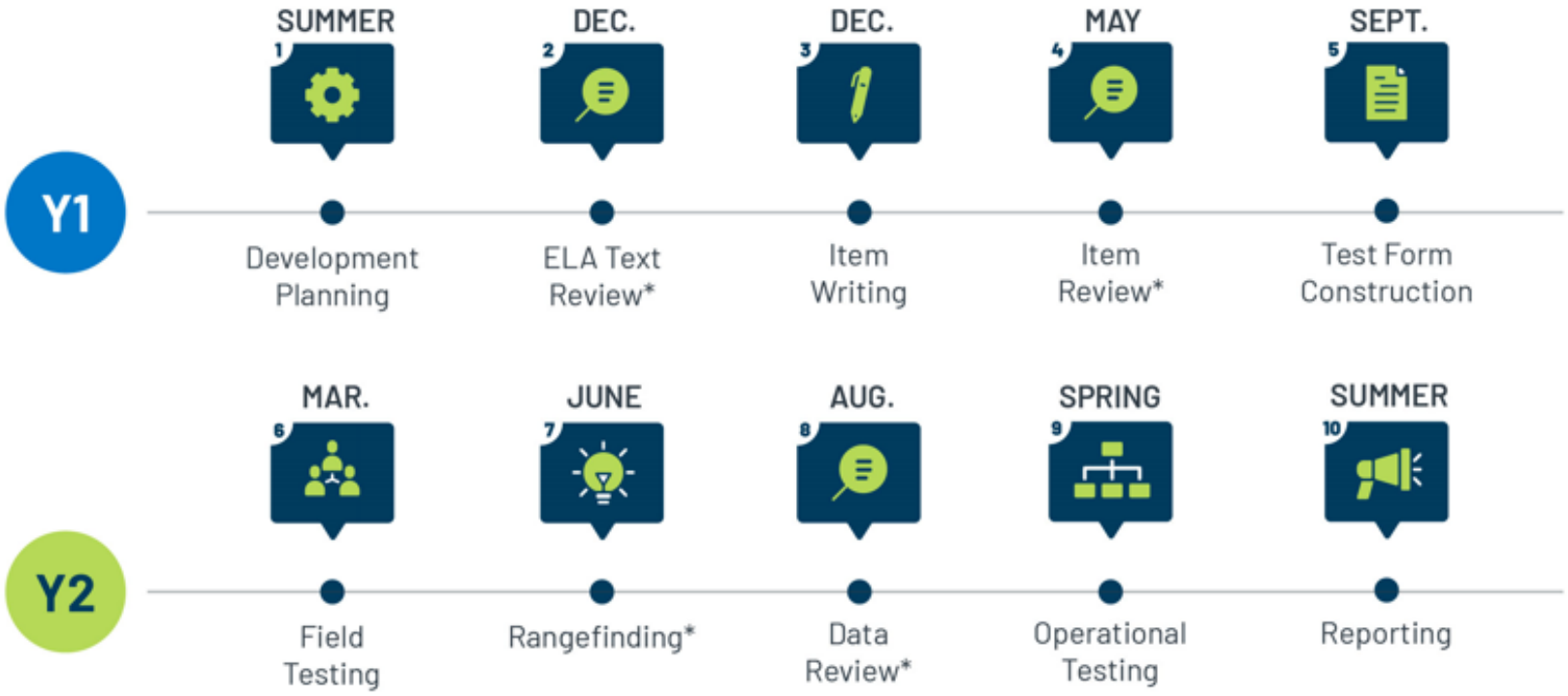
ILLINOIS Assessment of Readiness

IAR Item Development Cycle



*The * indicates a stage that incorporates educator committees*

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Stage 6 [Year 2]: Field Testing

Each item is placed on a form for field testing. The ISBE Content Specialists review and approve field test item placement on each form.

The process by which items are field tested in Math and ELA differ.

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Stage 6 [Year 2]: Field Testing - Math

Sequence	Unit	Points	Task Type	Calc
1	1	1	1.1	N
2	1	1	1.1	N
3	1	1	1.1	N
FT Items - 6 points				
4	1	1	1.1	N
5	1	1	1.1	N
6	1	1	1.1	N
7	1	1	1.1	N
8	1	1	1.1	N
9	1	1	1.1	N
10	1	1	1.1	N
11	1	2	1.2	N
12	1	1	1.1	N
13	1	1	1.1	N
14	1	1	1.1	N
15	1	1	1.1	N
16	2	1	1.1	Y
17	2	2	1.2	Y
18	2	3	3.3	Y
FT Items- 6 points				
19	2	1	1.1	Y
20	2	3	2.3	Y
21	2	2	1.2	Y
22	2	4	1.4	Y
23	3	1	1.1	Y
24	3	4	2.4	Y
FT Items - 2 points				
25	3	1	3.3	Y
26	3	1	1.1	Y
27	3	3	1.1	Y
28	3	3	2.3	Y
29	3	1	1.1	Y
30	3	6	3.6	Y

For **Math**, the field test items are scattered throughout each unit of the assessment, indistinguishable from the operation items that will be scored. All students answer field test items, and they are not part of the operational scoring.

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Stage 6 [Year 2]: Field Testing - ELA

- For **ELA**, the field test items are organized into a 3rd Unit.
- Only field-testing schools take this 3rd unit, and it can be any of the task models (Literary Analysis Task, Research Analysis Task, or Narrative Writing Task.)

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Stage 7 [Year 2]: Rangefinding

A committee of Illinois educators meets to review student responses to hand-scored field test items and expand them into full scorer training sets for operational scoring.

Typically, reviewers evaluate multiple student responses to identify aspects that contribute to the overall score.

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Stage 7 [Year 2]: Math Rangefinding

- Each human-scored item is accompanied with a unique rubric.
- Committees of IL educators assess sets of student responses to each item to create a training set for scorers.

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Stage 7 [Year 2]: Math Rangefinding Example

Grade 5 Example (3-point Reasoning, Sub-Claim C)

There are 12 pounds of dirt to be shared equally among 8 flowerpots.

- How many pounds of dirt should go in each flowerpot?
- Explain your answer.
- Explain how to use a multiplication equation to check your answer.

Enter your answer and your explanations in the space provided.

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M500012 Rubric	
Score	**Description**
3	Student response includes each of the following three elements: • **Computation** = 1 point: Correct number of pounds of dirt in each flowerpot: $\frac{12}{8}$ or equivalent • **Reasoning** = 1 point: Valid explanation or work to determine how the pounds of dirt to go in each flowerpot • **Reasoning** = 1 point: Valid explanation of how to use multiplication to check the answer **Sample Student Response:** Each flowerpot has $\frac{12}{8}$ pounds of dirt. Since the 12 pounds of dirt is divided into 8 groups, use $12 \div 8$ to find the number of pounds of dirt in each flowerpot. The equation $12 \div 8 = \frac{12}{8}$ can be written as the multiplication equation $\frac{12}{8} \times 8 = 12$. This can be used to solve the equation because there is a total of 12 pounds of dirt, and there are 8 flowerpots, each with the same amount of dirt. If 8 flowerpots each have $\frac{12}{8}$ pounds of dirt, then there are 8 groups of $\frac{12}{8}$, which equals 12. Or other valid response.
2	Student response includes 2 of the above elements.
1	Student response includes 1 of the above elements.
0	The response is incorrect or irrelevant.

Sample Responses

1.5 pounds of dirt should go in each flowerpot.

1.5 pounds should go in each pot because 12 is greater then 8. So you can put more then 1 pound in each pot, and $12 - 8 = 4$. 4 is half 8 so you can half a pound in each pot to go with the already 1 pound in each pot.

You can use a multiplication equation to check your answer by multiplying $8 \times 1.5 = 12$.

$12 \div 8 = 1$ R4

$16 \times 12 = 192$

$192 \div 8 = 24$

the sixteen came from how many ounces are in a pound and the 12 came from how many pounds of dirt they have. the eight came from how many flower pots. so each pot will get 1 pound and 8 ounces of dirt.

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Stage 7 [Year 2]: ELA Rangefinding

- Committees consensus score student responses based on rubrics and anchor sets/annotated score point samples.
- Committee results inform annotations and anchor sets, which later inform the scoring machine.

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Sample PCR (Grade 6 NWT)

English LanguageArts/Literacy

DD604843023

8. You have read a passage from "The List." Think about what might happen the next day if Wyatt thinks of three new things to try.

Write a narrative that describes what happens the following day when Wyatt tries the things on his new list. Use what you have learned from the passage to write your story.

View sample responses and annotations based on rangefinding results.
View ELA writing rubrics (page 6)

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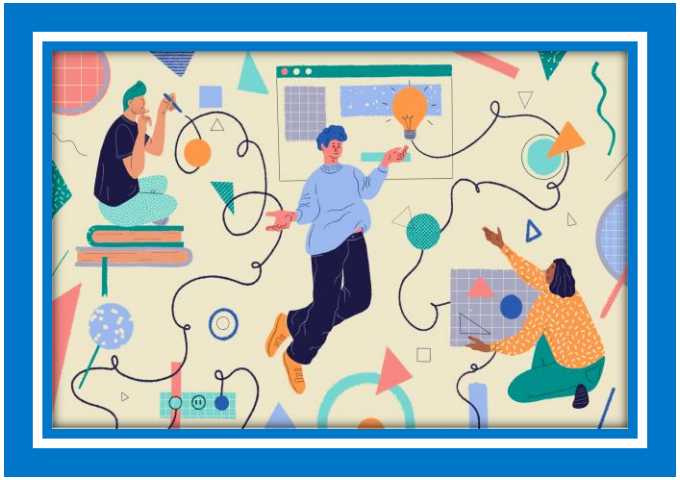
Stage 8 [Year 2]: Data Review

Two types of Data review:

1. **Content**
2. **Bias/Sensitivity**

Committees of educators ascertain the viability of field-test items for operational testing.



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Stage 8 [Year 2]: Content Data Review

Content Data Review focuses on several statistics that can indicate the overall usefulness of a test item, primarily the p-value and the polyserial.

The p-value is calculated as the proportion of test takers who answered a specific item correctly.

The polyserial describes the relationship between a student's performance on the item and his/her/their performance on the test form as a whole. A high polyserial correlation indicates that students who performed better on the item achieved higher scores on the test form than those who performed poorly on the item.

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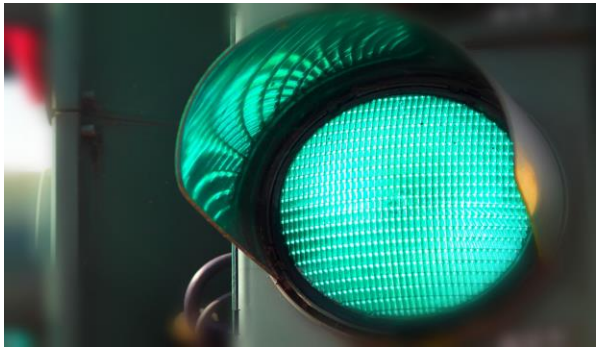
Stage 8 [Year 2]: Content Data Review

Committees of Illinois educators review student response data for field tested items and determine whether each item should be approved for operational form use.



Green Acceptable	Yellow Borderline	Red Rejected
0.25 ≤ p-value ≤ 0.90	0.05 ≤ p-value < 0.25 p-value > 0.90	p-value < 0.05
Polyserial ≥ 0.25	0.10 ≤ Polyserial <0.25	Polyserial < 0.10

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Content Data Review Math Example

Item Statistics

N-count	P-value	Polyserial	Max Score
10533	0.229	0.38	2

A facility offers storage spaces in a variety of sizes. Model spaces are shown filled with cubic boxes with a side length of $\frac{1}{2}$ meter.

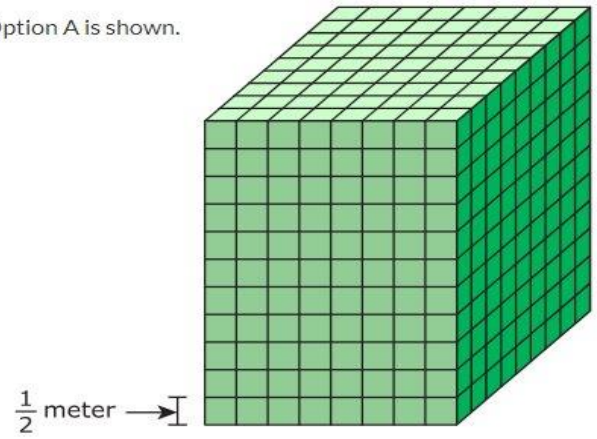
Part A

What is the volume, in cubic meters, of Storage Space Option A?

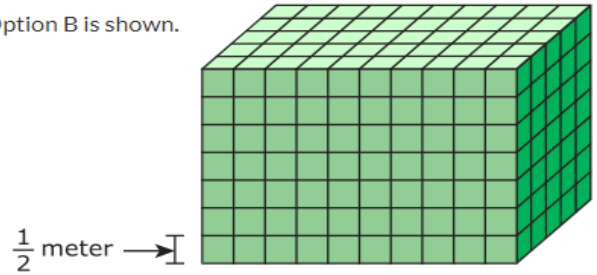
Part B

What is the volume, in cubic meters, of Storage Space Option B?

Storage Space Option A is shown.



Storage Space Option B is shown.



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Item Statistics

N-count	P-value	Polyserial	Max Score
10533	0.229	0.38	2

Flags	P-Value below 0.25

Distribution of Most Common Responses

Most Common	XML Response	Percent of Test-takers	Score
Response 1	B_choice_2@B_choice_6	18.7%	0
Response 2*	A_choice_1@A_choice_5	16.2%	2
Response 3	D_choice_4@D_choice_8	12.1%	0
Response 4	A_choice_1@B_choice_6	9.9%	1
Response 5	C_choice_3@C_choice_7	8.0%	0
Response 6	C_choice_3@B_choice_6	7.1%	0
Response 7	B_choice_2@A_choice_5	6.6%	0
Response 8	B_choice_2@C_choice_7	4.8%	0
Response 9	C_choice_3@D_choice_8	3.8%	0
Response 10	D_choice_4@C_choice_7	2.3%	0
Other		10.6%	

◉Response Distribution
Number of test-takers selecting the most common responses.

○Mean Raw Score by Point
Mean raw score of each possible score

○Differential Item Functioning by Demographic Group
Options selected by demographic group

○Graph ◉Table

Point Distribution

0 pts	1 pt	2 pts	Omit
69.60%	13.50%	16.20%	0.70%

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Stage 8 [Year 2]: Bias Data Review

Bias data review focuses on statistics that estimate differences between important student groups on a test item.

Differential Item Functioning (DIF) data review uses DIF stats.

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Stage 8 [Year 2]: Bias Data Review

Committees of educators review student response data from field tested items and determine if a student population was disproportionally or unfairly advantage or disadvantaged.

Native American/White
Hispanic/White
Asian/White
African-American/White
Students with multi-race/White
Pacific-Islanders/White
ELLs/NonELLs
Students with disability/Students without disabilities
Female/Male
Economically disadvantaged/Not disadvantaged

DIF Stats

Alignment | Item | Scoring | Stats | Point Dist | DIF | Vote

Differential Item Functioning

Comparison	Flag	Focal	Ref
native american...	C-	138	8328
female/male		8060	8132
black/white		2333	8328
ELL/Not ELL		661	15288
asian/white		1024	8328
hispanic/white		3778	8328

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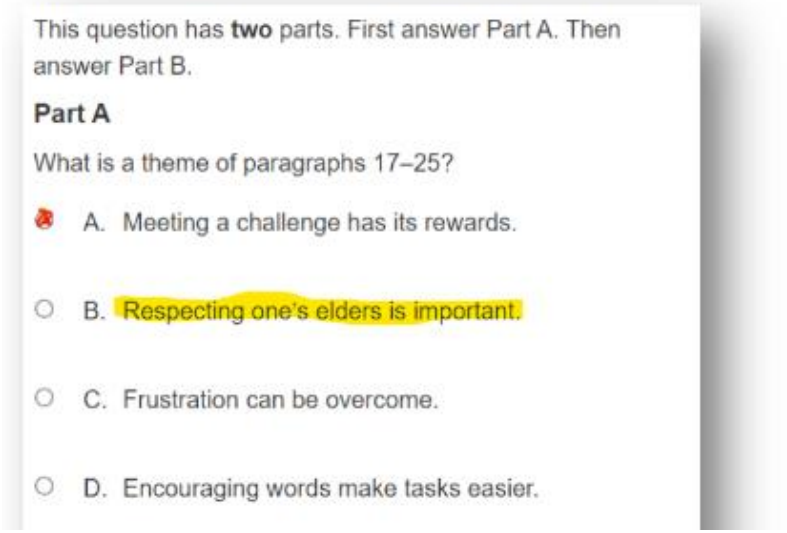
Bias Example

Item Statistics

N-Count	P-value	Point-biserial	Rasch	Infit	Flag Overall
3470	0.193	0.329264496	1.8973	0.99	Yellow

Flags	• Low P-value • Item is possibly slightly biased against Asian Students compared to White Students



This question has **two** parts. First answer Part A. Then answer Part B.

Part A

What is a theme of paragraphs 17–25?

A. Meeting a challenge has its rewards.

B. Respecting one's elders is important.

C. Frustration can be overcome.

D. Encouraging words make tasks easier.

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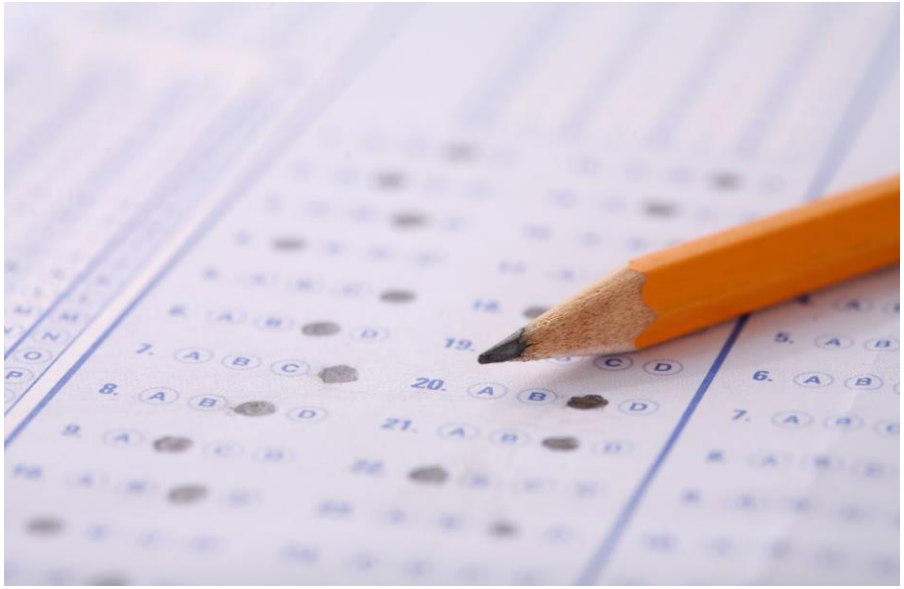
Stage 9 [Year 2]: Operational Testing

An item is ready to be used on an operational form after a thorough two-year process.



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Math Scoring Rules

Each of the 3 units consists of approximately the same number of points.

The number of items vary depending on type. For example, unit 3 has few items than unit 1 due to the constructed response items.

Each written response item is accompanied with a unique scoring rubric.

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ELA Scoring Rules

- All TECRS and EBSRs are 2 points, regardless of the number of interactions.
- PCRs range from 15-19 points based on the Grade-level and Task Type. Educators score only the Reading Comprehension/Written Expression section of the rubric.
- The Conventions section is scored by the scoring vendor, Pearson Inc. All grades and task models total to 3 points for this section.

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ELA Writing Rubrics

Grades/Task Type	Reading Comprehension/ Written Expression	Conventions	Total Points
Grade 3: NWT	9	3	12
Grade 3: RST/LAT	12	3	15
Grades 4-5: NWT	9	3	12
Grades 4-5: RST/LAT	16	3	19
Grades 6-8: NWT	16	3	15
Grades 6-8: RST/LAT	16	3	19

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Stage 10 [Year 2]: Reporting

This will be discussed after the lunch break.

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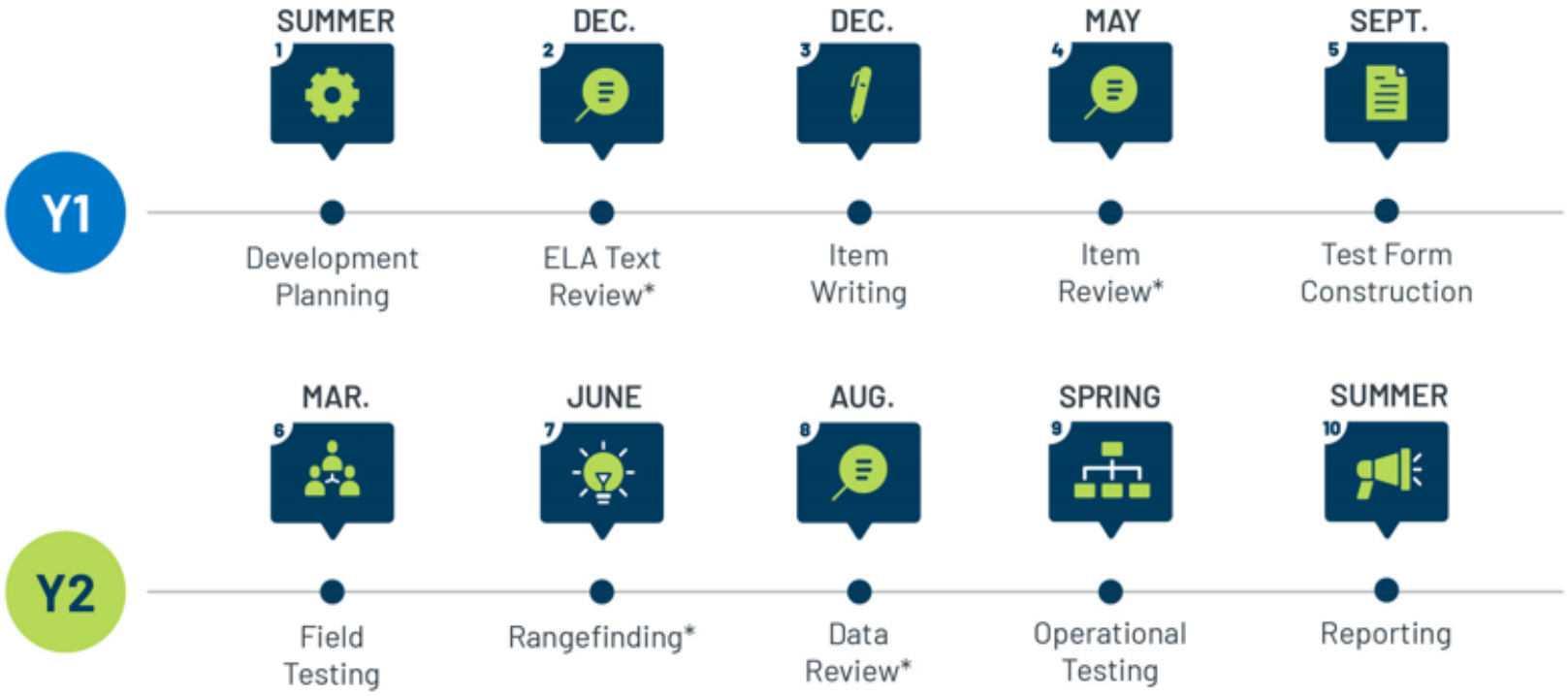
ILLINOIS Assessment of Readiness

IAR Item Development Cycle



*The * indicates a stage that incorporates educator committees*

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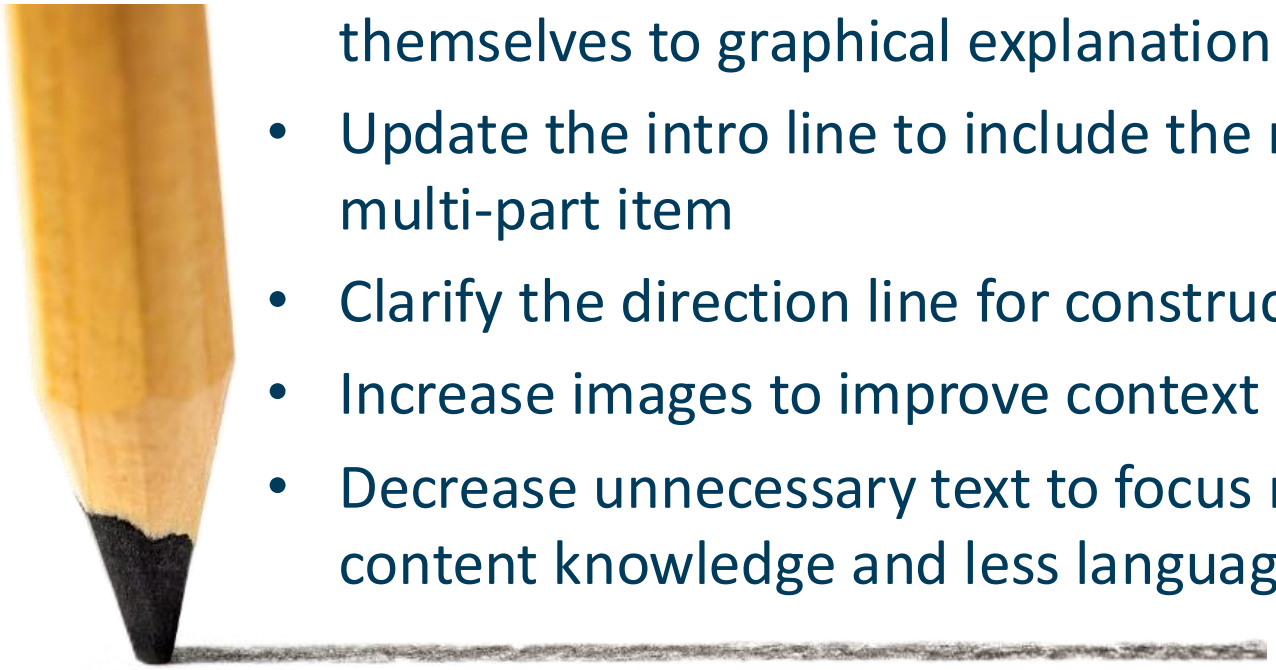
Math IAR Updates

- Reduce the length of the test by including fewer field-test items
- Incorporate the Drawing Tool to items that lend themselves to graphical explanation
- Update the intro line to include the number of parts in a multi-part item
- Clarify the direction line for constructed response items
- Increase images to improve context comprehension
- Decrease unnecessary text to focus more on math content knowledge and less language comprehension



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ELA IAR Updates

- Underlining vocab words WITHIN the text
- Removing of ellipses in most instances
- Adding commissioned texts to provide more inclusive, culturally authentic, and engaging source material
- Adding pictures and media
- Adding a separate script to accompany media and CC for ALL
- Enlarging PCR (prompt) response box
- Adding language to all PCR (prompts) "write a multiple paragraph essay [or story]"

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Helpful Resources

- www.Isbe.net/IAR
- CLICK ON "TEST DESIGN"
  - Blueprints
  - Evidence Statements
  - Writing Rubrics (ELA only)
- Released Items
- Practice TestNav (IAR Testing Platform)
  - *Looking for a multi-media example? Gr 5/Unit 2*

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ELA Acronyms

Task Types
LAT – Literary Analysis Task
NWT - Narrative Writing Task
RST - Research Simulation Task
S-M - Short to Medium length literary
M-E - Medium to Extended length literary
Item Types
EBSR - Evidence-based Structured Response
PCR – Prose Constructed Response
TECR – Technology-Enhanced Constructed Response

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Tips for ELA AND Math

1. Familiarize yourself with the Evidence Statements.
2. Provide opportunities to answer constructed response prompts.
3. Review student responses as well as annotations (See Released Item site)

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Tips for Math Instructional Integration

1. Provide students with an opportunity to practice using the tools. This will make using them more efficient and reduce time spent "playing" with them during testing.
2. Ensure student test with a full screen window.
3. Familiarize each student with the Reference Sheet & practice using it.
4. Practice constructed response items, being sure to fully answer every bulleted question/statement.

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Tips for ELA Instructional Integration

1. Practice providing textual evidence for claims and inferences. Ask "How do you know?"
   - The MOST assessed Evidence Statement- *RL 1/RI 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*
2. Ensure students are comfortable reviewing multiple texts (fiction and non-fiction, including the subjects of history, science, and technology for grades 6-8) to integrate and distinguish information.
   - Students do not need to have background information about a subject to be successful!
3. Familiarize students to the writing rubrics.
   - Highlight where the scores diverge and refer to sample annotations from the released items.
4. Explain that written expression is more important than conventions. Students should not spend too much time on conventions as the overall content of their work is worth much more (Refer to slide 67).
5. Make students aware that **writing is roughly 50% of the overall score**!

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Student Motivation

What do you do to get your students' best efforts?

"We have a "prep rally" every year to kick off IAR. We pick a theme and try to keep testing week fun. Many prizes are given out for attendance and working hard on the test. Students are provided snacks and fun treats each day before testing and extra activities in the afternoon to reward them for their efforts."

"We encourage students by showing them their previous years score and the areas that they excelled and different areas that they may need to work harder to score higher. We also provide an IAR movie reward for students who show appropriate effort, meaning they don't submit their test until the suggested time minimum, appear to read the passages in their entirety, and are not disruptive to others."

"We do IAR boot camp that fosters engagement: carnival-type games in the elementary school and gamification at the middle School. Family members wrote letters of encouragement that kids open and read before taking each test."

"Encourage students to set personal goals for their performance on the IAR. Celebrate individual and class achievements through recognition programs and awards."

2024-25 IAR Virtual Committee Meetings

Work with Illinois educators on IAR content development

All meetings will be conducted via Microsoft Teams from 8:00-4:00 p.m.

Committee	Purpose	Duration	Dates/Times
Data Review: ELA or Math (Content)	Determine viability of items for operational testing from a content perspective.	2 Days	Tues.-Wed. Aug. 20-21
Data Review: ELA or Math (Bias & Sensitivity)	Determine viability of items for operational testing, specifically evaluating fairness of items.	2 Days	Thur.-Fri. Aug. 22-23
Text Review: ELA (Content)	Review and approve newly selected passages for item development (from a content perspective).	2 Days	Tues.-Wed. Dec. 3-4
Text Review: ELA (Bias & Sensitivity)	Review and approve newly selected passages for item development (from a bias and sensitivity perspective).	2 Days	Mon.-Tues. Dec. 9-10
Item Review: Math (Content)	Review, edit, and approve newly developed items (from a content perspective) for field-testing.	3 Days	Wed.-Thurs. Apr. 29-May 1
Item Review: Math (Bias and Sensitivity)	Review, edit, and approve newly developed items (from a bias and sensitivity perspective) for field-testing.	2 Days	Wed.-Thurs. Apr. 30-May 1
Item Review: ELA (Content)	Review, edit, and approve newly developed items (from a content perspective) for field-testing.	3 Days	Mon.-Thurs. May 6-8
Item Review: ELA (Bias and Sensitivity)	Review, edit, and approve newly developed items (from a bias and sensitivity perspective) for field-testing.	3 Days	Tues.-Fri. May 13-15
Rangefinding: ELA or Math	Score student responses to field test items based on anchor sets and rubrics.	4 Days	Wed.-Fri. June 3-6

Qualifying educators may be eligible for one of two types of compensation described below:

Substitute Teacher Reimbursement – If your school is in session and a substitute is required for your absence at the time of the meeting, your district will be compensated up to $150 per day.

Committee Member Honorarium – If you participate in the meeting while on vacation, personal leave, or are retired, you will receive an honorarium of $150 per day.

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Interested
in participating in an
IAR Committee?
Click here!
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Discussion

QUESTIONS? SUGGESTIONS?

Sarah Leonard, ELA Content Specialist
Sleonard@isbe.net
Heather Colwell, Math Content Specialist
Hcolwell@isbe.net

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Unpacking the Illinois Assessment of Readiness (IAR)

Using Results to Inform Instructional Practices

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Workshop Topics

- Getting focused
- Intended uses of the IAR
- Resources available to support you
- Suggested unpacking protocol
- Reflection and planning for next steps

The workshop is intended to be flexible to support district/school teams as they work with their results.

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Workshop Goals

Participants will:

- identify patterns and trends in student achievement based on their district/school results;
- unpack those patterns/trends to identify one or two areas to investigate further;
- reflect on instructional practices provided to students; and
- begin to translate those insights into next steps.

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First Things First

- School is about teaching and learning
- Assessment informs teaching and learning

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Teaching & Learning

- Knowledge and skill are not bounded by
  - a single standard or
  - a grade level

- Expertise draws from a wide range of knowledge and skills

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Purpose and Intended Uses of the IAR

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Purpose of the IAR

The primary purpose of the IAR is to:

- measure what students know and can do in ELA and mathematics; and
- assist educators in supporting student learning, inform accountability, and provide information on college and career readiness.

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Intended Uses of the IAR Results

The intended *uses* of the IAR results include:

- Summarizing student achievement;
- Describing student performance relative to meeting standards; and
- Supporting improvement planning (e.g., prioritizing professional learning and resource decisions, advising program alignment with academic standards, reflecting on the effectiveness of school initiatives).

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Purpose and Intended Uses of the IAR Results

Because the IAR is a summative assessment, which occurs at the end of the school year:

- The results are meant to provide a snapshot of how well students have mastered the standards, illuminate trends in student achievement, and therefore inform *future* instructional efforts.
- The summary/group (school and district) reports will provide the richest information.

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Resources to Support Interpretation of the IAR

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Resources to Support the Interpretation of the IAR ResultS

There are several resources available to help educators understand and interpret IAR results:

- Illinois Learning Standards
- **Evidence Statements**
- **Blueprints**
- **ELA/Literacy Writing Rubrics**
- **Performance Level Descriptors**
- **ELA/Literacy Task Models**
- **Mathematical Task Types**
- Digital Item Library
- Released Items
- IAR Score Interpretation Guide
- IAR Performance Level Cut Scores

These documents are posted on the IAR website. To locate the specific documents, scroll down to the 'Test Information and Resources' tab on the linked webpage.

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Understanding the PLDs

- Provide meaning to the student's scale score.
- Describe the knowledge and skills students in each performance level typically demonstrate.
- They represent the progression of understanding, thinking, and reasoning in each content area.

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Understanding the ELA/L PLDs

Grade 5 English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table**	**See Informational Evidence Table**	**See Vocabulary Evidence Table**

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be accurate when quoting or referencing, showing full understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing basic understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to be accurate when quoting or referencing, showing limited understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text. • With readily accessible text, students demonstrate the ability to be partially accurate when quoting or referencing, showing partial understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

The ELA/L PLDs are organized by Reading and Writing.

Text complexity, range of accuracy, and quality of evidence are key features that increase in sophistication across the performance levels.

Use of the PLDs should consider the focus area of the standards:

- Key Ideas & Details
- Craft and Structure
- Vocabulary Acquisition and Use
- Integration of Knowledge & Skills
- Written Expression
- Knowledge of Language and Conventions

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Understanding the Mathematics PLDs

GRADES 6-8 MATHEMATICS
Performance Level Descriptors

Grade 7 Math: Content (Sub-Claim A) The student solves problems involving the Major Content for grade/course with connections to the Standards for Mathematical Practice.			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Partially or Does Not Yet Meet Expectations**
Operations with Fractions: 7.NS.1a, 7.NS.1b–1, 7.NS.1b–2, 7.NS.1c–1, 7.NS.1d, 7.NS.2a–1, 7.NS.2a–2, 7.NS.2b–1, 7.NS.2b–2, 7.NS.2c, 7.NS.3, 7.EE.3			
Performs operations on positive and negative rational numbers in multi-step mathematical and real- world problems.	Performs operations on positive and negative rational numbers in multi-step mathematical and real-world problems.	Performs operations on positive and negative rational numbers in mathematical and real-world problems.	Performs operations on positive and negative rational numbers in mathematical problems.
Represents addition and subtraction on a horizontal or vertical number line and recognizes situations in which opposite quantities combine to make zero.	Represents addition and subtraction on a horizontal or vertical number line and recognizes situations in which opposite quantities combine to make zero.	Represents addition and subtraction on a horizontal or vertical number line and recognizes situations in which opposite quantities combine to make zero.	Represents addition and subtraction on a horizontal or vertical number line.
Determines reasonableness of a solution and interprets solutions in real-world contexts.	Determines reasonableness of a solution.		
Using the properties of operations, justifies the steps taken to solve multi-step mathematical and real-world problems involving rational numbers.			
Expressions, Equations and Inequalities: 7.EE.1, 7.EE.2, 7.EE.4a–1, 7.EE.4a–2, 7.EE.4b			
Applies properties of operations as strategies to add, subtract, factor and expand linear expressions.	Applies properties of operations as strategies to add, subtract, factor and expand linear expressions.	Applies properties of operations as strategies to add, subtract and expand linear expressions.	Applies properties of operations as strategies to add and subtract linear expressions.
Solves multi-step linear equations with rational coefficients.	Solves two-step linear equations with rational coefficients.	Solves two-step linear equations with rational coefficients.	Solves one-step linear equations with rational coefficients.
In mathematical or real-world contexts, uses variables to represent quantities, construct and solve equations and inequalities, and graph and interpret solution sets.	In a mathematical or real-world context, uses variables to represent quantities, construct and solve equations and inequalities, and graph solution sets.	In a mathematical context, uses variables to represent quantities, construct and solve equations and inequalities, and graph solution sets.	

The Mathematics PLDs are organized by claim (e.g., Major Content) and concept (e.g., Operations with Fractions).

The evidence statements associated with each concept are included.

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Business Bootcamp at Kennedy Junior High School in Naperville CUSD 203 opened five new lemonade and snack stands, featuring creative business models, high-energy employees, and delicious products like Llamanade (lemon zest 50 cents extra), as part of its Summer Learning Program.

APPLY TO WRITE ILLINOIS' NEW PROFILES OF PROFICIENCY

Dear Colleagues:

As I announced in ISBE's Weekly Message back in March, the agency has launched an initiative to strengthen our assessment system and give us more accurate information about student success. We are now recruiting educators who have experience with the Illinois Learning Standards, such as teaching, coaching, and/or curriculum development, to participate in working groups during the upcoming school year. The groups will help us develop profiles of proficiency, also known as performance level descriptors (PLDs), that will serve as the foundation for establishing new performance levels and cut scores for each of our general education content assessments of English language arts, math, and science across all administered grade levels 3-11. Apply here to join a PLD writing team.

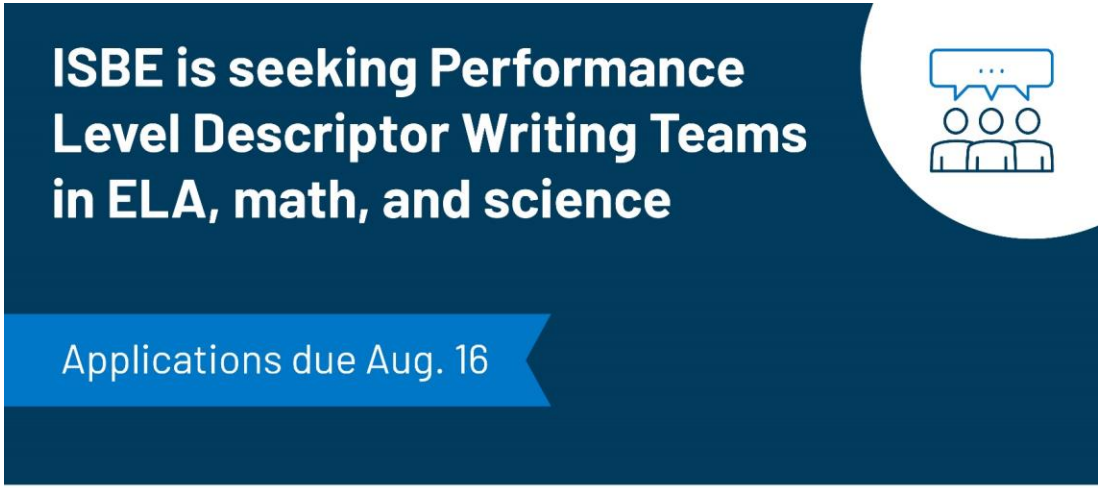
The realigned benchmarks for proficiency will provide clear and consistent messaging to students, families, educators, and communities about how students in Illinois are performing and how assessment results should be interpreted.

Performance level descriptors outline the academic knowledge and skills students should exhibit in each performance level in each grade in each subject. We are looking for educators who have experience developing curriculum maps, scope and sequence, or a system of assessments to serve as PLD writers. We also invite the participation of educators who are adept at supporting students with diverse learning needs, including students with exceptionalities and multilingual learners, and those who can serve as advocates for targeted student populations.

PLD writing teams will meet virtually approximately twice a month from September through February during after-school hours (3-6 p.m.). Eligible participants will earn up to 24 continuing professional development hours. I am excited about this initiative, and I hope you are too. For too long, Illinois' restrictive definition of proficiency has asked students to jump over hurdles that are higher than those faced by students in almost all other states and have mislabeled students who are ready for college and career as "not proficient."

If you know any educator who might be interested and qualified to participate in this important work, please encourage them to apply.

All my best,
Tony



Please consider applying to be part of a team and sharing the opportunity with others who may have an interest!

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Composition of PLD Writing Groups

ELA, Math & Science
Grades 3, 4, 5
Groups of 10

- Six grade-specific content experts
- Two per grade
- From diverse geographic, demographic and experiential groups
- One non-assessed subject educator
- One special education educator
- One multilingual educator
- One subject matter expert
- Someone whose position supports multiple grades and who has deep expertise in the content & standards

ELA, Math & Science
Grades 6, 7, 8
Groups of 11

- Six grade-specific content experts
- Two per grade
- From diverse geographic, demographic and experiential groups
- Two non-assessed subject educators
- Career and Technical Education endorsement preferred for one of the two
- One special education educator
- One multilingual educator
- One subject matter expert
- Someone whose position supports multiple grades and who has deep expertise in the content & standards

ELA, Math & Science
Grades 9, 10, 11
Groups of 12

- Six grade-specific content experts
- Two per grade
- From diverse geographic, demographic and experiential groups
- Three non-assessed subject educators
- Career and Technical Education endorsements preferred for two of the three
- One special education educator
- One multilingual educator
- One subject matter expert
- Someone whose position supports multiple grades and who has deep expertise in the content & standards

Apply HERE!

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Key Resources to Support Interpretation

Resources to Inform Curriculum and Instruction:

- ILS
- Evidence Statements

These resources outline what IL wants students to know and do and as such, inform scope and sequence.

Resources to Inform Instruction and Assessment:

- Evidence Statements
- PLDs
- Task Models
- Released Items, Rubrics, Student Exemplars

These resources help inform 'how much' students should know and do; as such, they can inform the design of instructional tasks and activities as well as calibrate expectations.

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IAR Reports and Scores

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IAR Score Reports – School Level Reports

Score Report	Intended Audience	Description
Individual Student Report (ISR)	Students Parents Teachers	Provides detailed information about a student's performance on the IAR, including their scale score, performance level, and subclaim readiness estimates. The report also includes the student's growth percentile and the predicted Lexile and Quantile scores.
School Student Roster	Teachers School Administrators	Summarizes the achievement of each student who took the content area assessment, along with their overall scale score, performance level, and subclaim readiness estimates. The state, district, and school results are provided for comparison.
School Performance Level Summary	School Leadership Teams District Administrators	Displays the average scale score for the state, district, and school, as well as the number and percentage of students who achieved each performance level. Disaggregates the school's data by gender, ethnicity/race, economic, disability, English learner, and migrant status.
School Evidence Statement Analysis	School Leadership Teams District Administrators	Summarizes the average percent correct for the assessed Evidence Statement, in order of difficulty, at state, district, and school levels.

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IAR Score Reports – District Level Reports

Score Report	Intended Audience	Description
District Performance Level Summary	District Administrators	Displays the average scale score for the state and district, as well as the number and percentage of students who achieved each performance level. Disaggregates the district's data by gender, ethnicity/race, economic, disability, English learner, and migrant status.
District Summary of Schools	District Administrators	Displays the percent of students achieving each performance level for the state, district, and each school in the district. Includes the average scale scores achieved and the percent of students at each readiness level by subclaim.
District Evidence Statement Analysis	District Administrators	Summarizes the average percent correct for the assessed Evidence Statement, in order of difficulty, at state and district levels.
School Content Standards Roster	District Administrators	Summarizes the percentage of points earned by each student in the district on the operational items. Organized by the ILS strand/domain and includes the average percent of points earned by all students across the state for comparison.

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Types of Scores

Type of Score	Definition
Scale Score	Scale scores are standardized scores that account for the difficulty of the items on a test form. This allows comparisons to be made for the *same grade and content area*, regardless of test form taken or the year in which a student takes the test (e.g., 2022 vs 2023). IAR scale scores range from 650 to 850 for both ELA/L and Mathematics. Scale scores are also reported for Reading (10 to 90) and Writing (10 to 60).
Performance Level	Classifications based on the scale score. Performance levels provide meaning to the scale score. Each level indicates what a typical student should know and be able to do based on their command of the grade-level standards. Students achieving a lower performance level demonstrate less mastery of the grade-level standards than those at the higher performance levels. The five IAR Performance Levels are: 5 – Exceeded Expectations 4 – Met Expectations 3 – Approached Expectations 2 – Partially Met Expectations 1 – Did Not Yet Meet Expectation
Readiness Indicator	Classifies student performance for each subclaim relative to the overall performance of students who met or nearly met expectations for the content area (ELA/L or Mathematics). The three levels of readiness include: H – High M – Middle L – Low
Student Growth Percentile	A measure of how much growth or improvement a student has made in a content area, from one year to the next, in comparison to other academically similar students (i.e., those who had similar prior scale scores) from across the state. Growth percentiles range from 1 to 99. A student must have a *minimum of two consecutive years* of content area scale scores (current and prior year) to calculate an SGP.

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Links to Resources

- On-Demand Reports
  - Student Detail - PDFs of the individual student Quick Score Reports with individual scores
  - Student List Report - PDF list of students, overall scale scores and performance levels.
  - Student List Report CSV - csv data file of students, overall scale scores and performance levels.
  - Student List Report Excel - Excel data file of students, overall scale scores and performance levels
- https://il.mypearsonsupport.com/resources/reporting/OnDemandReportGuidance%20v3.0.pdf

- IAR Score Interpretation Guide
- https://il.mypearsonsupport.com/resources/reporting/Illinois%20Assessment%20of%20Readiness%20Score%20Report%20Interpretation%20Guide.pdf

- District/School Performance Level Summary Report, District/School Evidence Statement Analysis, and School Content Standards Roster Interpretation Guide
- https://il.mypearsonsupport.com/resources/reporting/Illinois%20Assessment%20of%20Readiness%20(IAR)%20PLS,%20ESA,%20and%20CSR%20Interpretation%20Guide.pdf

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Unpacking the IAR Results

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Unpacking IAR Results

There are a few things to keep in mind as you review the IAR results:

- The IAR is developed so that comparisons across test forms and years are comparable for any given grade level.
- Each performance level represents a range of student achievement.
  - A student's scale scores can provide insight into the magnitude of student performance within the assigned level.
- The subclaim performance indicators, also referred to as the readiness indicators, compare the student's performance on the items that measure that subclaim to the performance of students who Met or Exceeded Expectations on the overall test.

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Suggested Protocol for Unpacking IAR Results

- Use the score reports to identify areas where students performed well and areas where additional support and resources may be needed.
- Look for patterns and trends in student performance to help guide interpretation.
  - Remember, all data send a signal; that signal must be *interpreted*.
  - Use other student achievement data sources to triangulate interpretations.

Reflect on the instructional opportunities given to students throughout the school year.

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Suggested Steps to Unpack IAR Results

1. Review the School or District Performance Level Summary Reports.
   a. Note the distribution across performance levels, for all students and each subgroup.
   b. Note areas of success and opportunity.
2. Review the Student or School Roster.
   a. Examine the distribution across the three readiness levels for each claim at the school or district level.
   b. Note the claims where a higher proportion of students are green or blue.
   c. Note the claims where a higher proportion of students are red.
   d. Select a claim to examine more deeply.
      – Look at previous years' reports, for the grade level of focus, to discern if a trend exists.

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Suggested Steps to Unpack IAR Results

3. Review the School or District Evidence Statement Analysis Report.
   a. For successes, note the evidence statements on which students performed well. Given this report is in order of difficulty, these will be on the right-hand side.
   b. For areas of opportunity, note the evidence statements on which students performed less well. These will be on the left-hand side.

It is important to consider the student count for each evidence statement identified. The student count, by evidence statement, can be found beginning on page 2 and represents the number of students who had items aligned to those evidence statements. Use caution when the numbers are low. Focus on those evidence statements with high student counts.

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Suggested Steps to Unpack IAR Results

4. Reflect on the instructional opportunities provided to students for the identified evidence statement and the associated standards.
   a. When was the standard taught?
   b. What were the assignments and tasks students were asked to complete?

Use the PLDs and the released items, rubrics, and student exemplars to review those assignments and tasks.

Are the expectations calibrated?
What worked?
What didn't?

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Suggested Steps to Unpack IAR Results

5. Look across two to three years and across grade levels within the school or district.
   a. Determine if a trend exists for evidence statements for the same or similar concepts or skills.
   b. Consider other information about student performance.

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Suggested Steps to Unpack IAR Results

6. Decide what adjustments in instructional opportunities may be needed for future students and develop a plan for implementation.

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Unpacking Steps in Action

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SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 5

ILLINOIS Assessment of Readiness

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IL ELEMENTARY SCHOOL
IL District
ILLINOIS

SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	**131,175**	**730**	**28,440**	**21.7%**	**28,351**	**21.6%**	**35,069**	**26.7%**	**36,008**	**27.5%**	**3,307**	**2.5%**	**39,315**	**30.0%**
District	1,870	748	178	9.5%	246	13.2%	493	26.4%	866	46.3%	87	4.7%	953	51.0%
School	111	755	1	0.9%	17	15.3%	24	21.6%	63	56.8%	6	5.4%	69	62.2%
Gender														
Female	50	762	0	0.0%	5	10.0%	9	18.0%	30	60.0%	6	12.0%	36	72.0%
Male	61	749	1	1.6%	12	19.7%	15	24.6%	33	54.1%	0	0.0%	33	54.1%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	4	736	0	0.0%	1	25.0%	2	50.0%	1	25.0%	0	0.0%	1	25.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	73	758	1	1.4%	8	11.0%	13	17.8%	47	64.4%	4	5.5%	51	69.9%
Black or African-American	5	737	0	0.0%	2	40.0%	1	20.0%	2	40.0%	0	0.0%	2	40.0%

All reports have been redacted to protect the identity of the students, school, and district.

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Unpacking Steps in Action…Step 1

School Performance Summary

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	**131,175**	**730**	**28,440**	**21.7%**	**28,351**	**21.6%**	**35,069**	**26.7%**	**36,008**	**27.5%**	**3,307**	**2.5%**	**39,315**	**30.0%**
District	1,870	748	178	9.5%	246	13.2%	493	26.4%	866	46.3%	87	4.7%	953	51.0%
School	111	755	1	0.9%	17	15.3%	24	21.6%	63	56.8%	6	5.4%	69	62.2%

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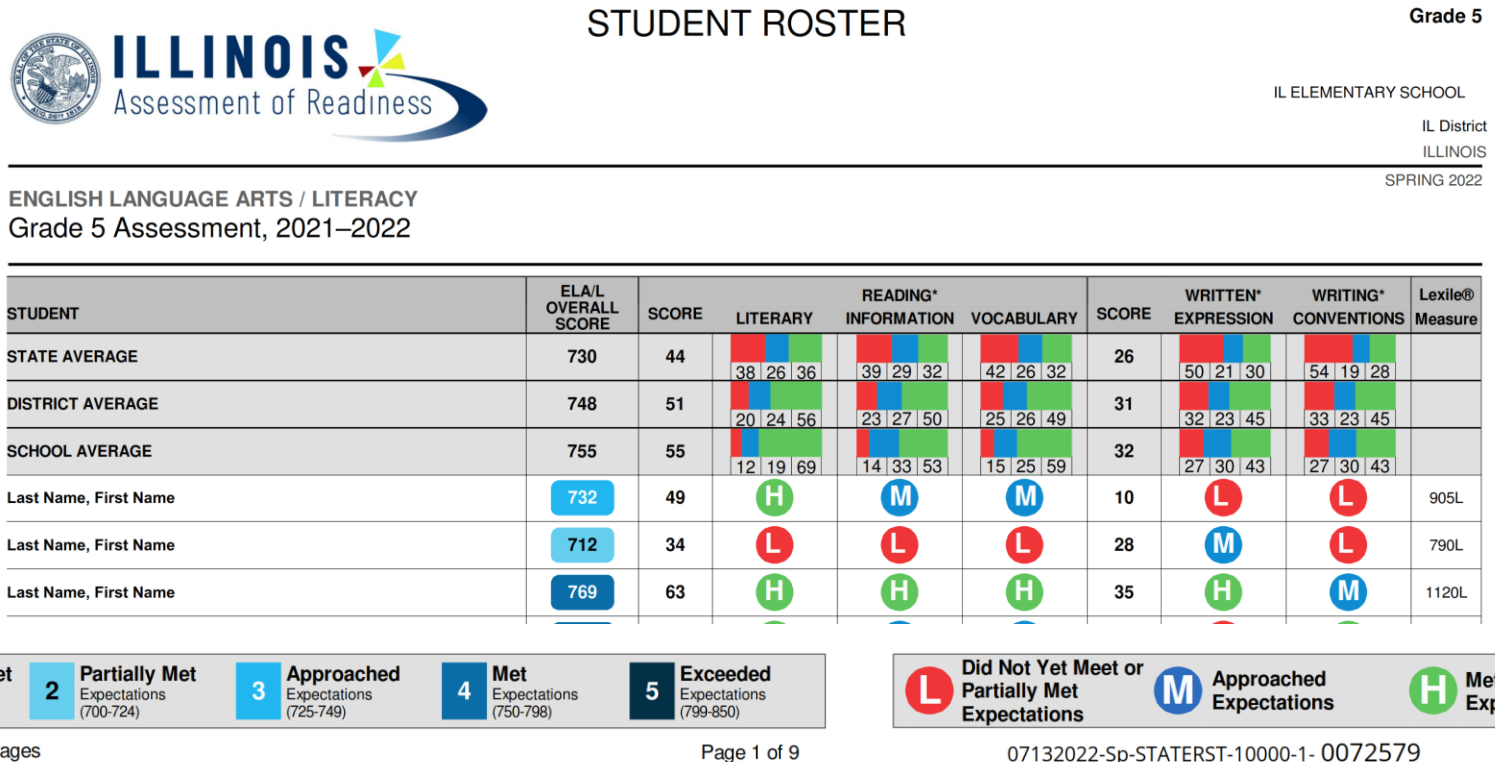

ILLINOIS Assessment of Readiness

STUDENT ROSTER

Grade 5

IL ELEMENTARY SCHOOL
IL District
ILLINOIS
SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

STUDENT	ELA/L OVERALL SCORE	SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure
STATE AVERAGE	730	44	38 | 26 | 36	39 | 29 | 32	42 | 26 | 32	26	50 | 21 | 30	54 | 19 | 28	
DISTRICT AVERAGE	748	51	20 | 24 | 56	23 | 27 | 50	25 | 26 | 49	31	32 | 23 | 45	33 | 23 | 45	
SCHOOL AVERAGE	755	55	12 | 19 | 69	14 | 33 | 53	15 | 25 | 59	32	27 | 30 | 43	27 | 30 | 43	
Last Name, First Name	732	49	H	M	M	10	L	L	905L
Last Name, First Name	712	34	L	L	L	28	M	L	790L
Last Name, First Name	769	63	H	H	H	35	H	M	1120L

1 Did Not Yet Meet Expectations (650-699)
2 Partially Met Expectations (700-724)
3 Approached Expectations (725-749)
4 Met Expectations (750-798)
5 Exceeded Expectations (799-850)

L Did Not Yet Meet or Partially Met Expectations
M Approached Expectations
H Met or Exceeded Expectations

* Numbers are percentages

Page 1 of 9

07132022-Sp-STATERST-10000-1- 0072579

All reports have been redacted to protect the identity of the students, school, and district.

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Unpacking Steps in Action…Step 2

Student Roster

SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

STUDENT	ELA/L OVERALL SCORE	SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure
STATE AVERAGE	730	44	38 | 26 | 36	39 | 29 | 32	42 | 26 | 32	26	50 | 21 | 30	54 | 19 | 28	
DISTRICT AVERAGE	748	51	20 | 24 | 56	23 | 27 | 50	25 | 26 | 49	31	32 | 23 | 45	33 | 23 | 45	
SCHOOL AVERAGE	755	55	12 | 19 | 69	14 | 33 | 53	15 | 25 | 59	32	27 | 30 | 43	27 | 30 | 43	
Last Name, First Name	732	49	A	M	M	10	L	L	905L

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School Evidence Statement Analysis

ILLINOIS Assessment of Readiness

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Grade 5

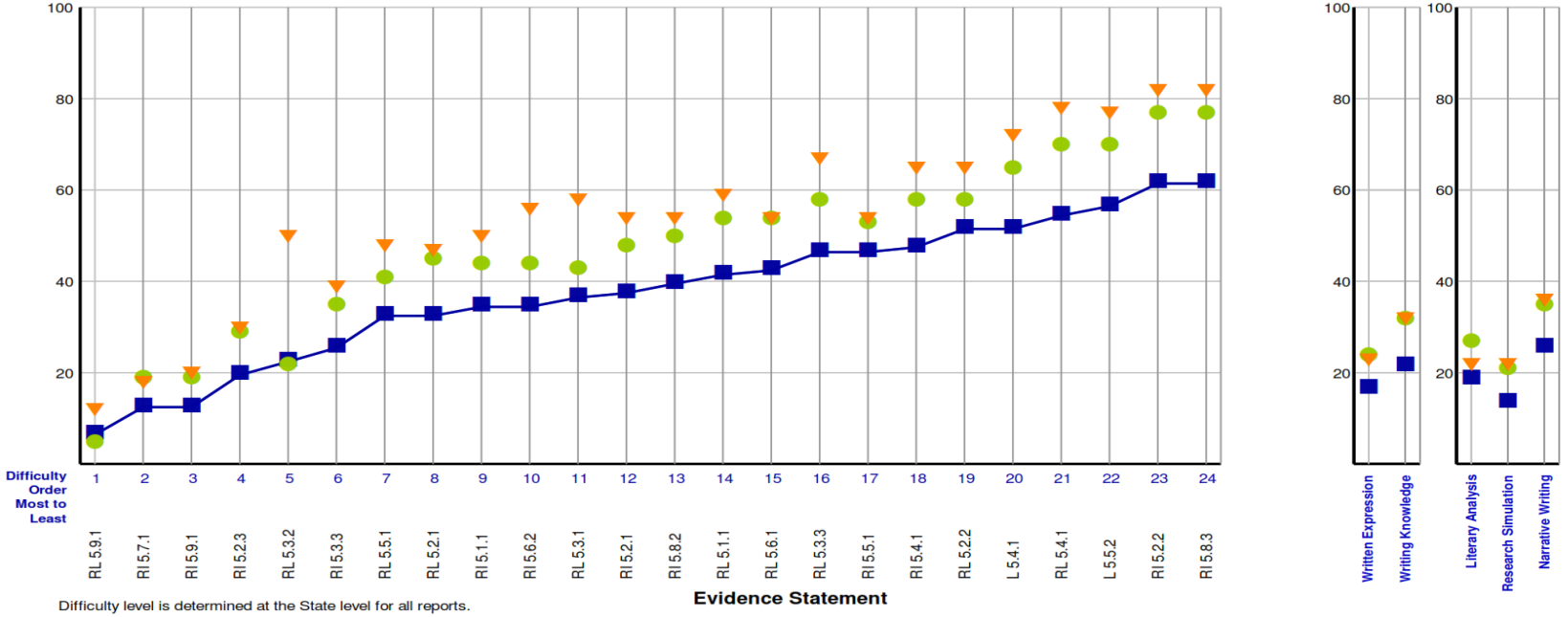
IL ELEMENTARY SCHOOL
IL District
ILLINOIS
SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

State
District
School

Students with Valid Scores (111)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank.
This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

All reports have been redacted to protect the identity of the students, school, and district.

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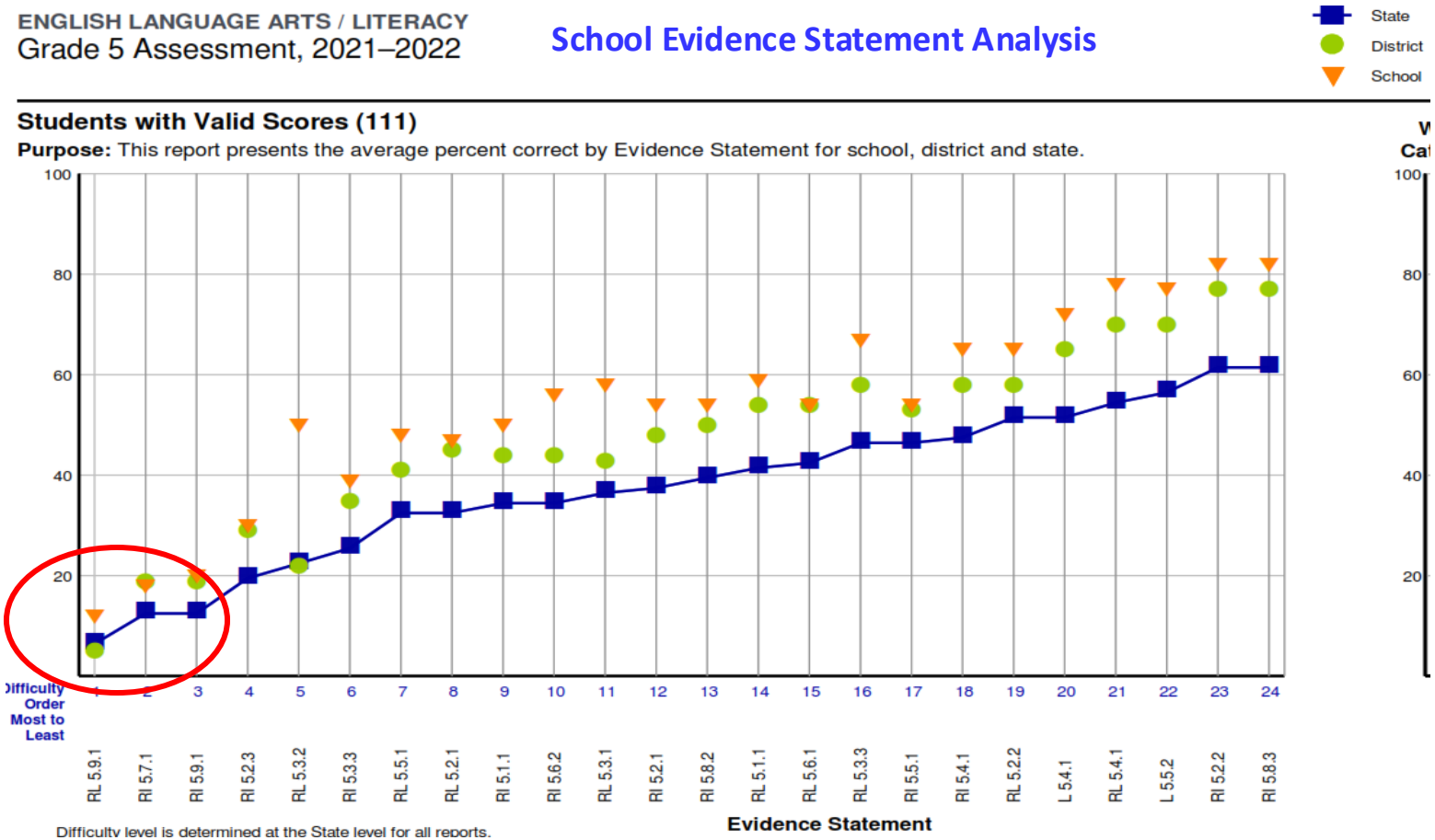
Unpacking Steps in Action…Step 3



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Unpacking Steps in Action…Step 3

School Evidence Statement Analysis

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	RL.5.9.1	RL.5.9	Reading: Literature	ELA-PCR	2
2	RI 5.7.1	RI.5.7	Reading: Informational Text	ELA-PCR	62
3	RI 5.9.1	RI.5.9	Reading: Informational Text	ELA-PCR	111
4	RI 5.2.3	RI.5.2	Reading: Informational Text	Reading-TECR	60

RI 5.7.1: Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.
RI 5.9.1: Provides a statement that integrates information from several texts on the same topic.
RI 5.2.3: Provides a summary of the text.

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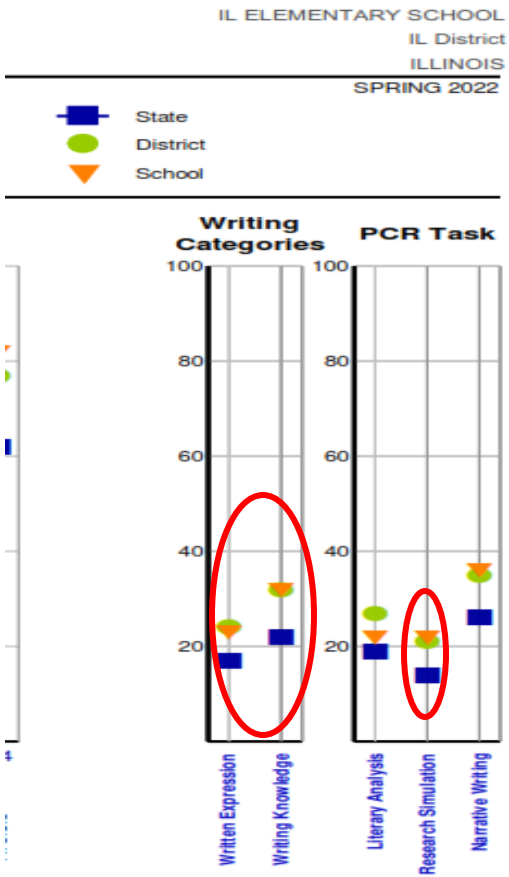

Unpacking Steps in Action…Step 3

School Evidence Statement Analysis

Performance in Written Expression is low for the school, as is Knowledge of Language and Conventions.

Of the three opportunities to write, student performance was somewhat stronger on the Narrative Writing Task than on the Literary Analysis Task. Student performance on the Research Simulation Task, taken by all students in the grade, was on the weaker side.

Perhaps an area to investigate further is the Research Simulation Task (RST).

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Unpacking Steps in Action…Step 4

- The Grade 5 Task Models are another resource to guide reflection. Task foci for the Research Simulation Tasks include:
  - Analyzing the relationship between a series of concepts
  - Analyzing the role of illustrations
  - Analyzing multiple accounts
  - Analyzing author's use of evidence
- What opportunities were provided to students around the identified evidence statements, including using informational texts to make and support claims?

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Unpacking Steps in Action…Step 4

- Released Grade 5 Research Simulation Tasks, along with PCR student exemplars, can help to unpack the expectations and inform reflection on the instructional activities and assignments provided to students.
  - Reflection: Did my lessons, tasks, and assignments cover the skills associated in the evidence statements, task models, and released items? Were my expectations calibrated to the scored student exemplars?

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Unpacking Steps in Action…Steps 5 & 6

- How did 5th grade students perform in previous years?
- How did students in grades 3 and 4 perform on the Research Simulation Task and the evidence statements identified for grade 5?
- What other evidence of student performance in this area is available?
  - Does that evidence support the results? Is it calibrated to a similar expectation?

Discuss your findings with your colleagues.
Look for trends and examine other sources of evidence.

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Unpacking Steps in Action…Step 7

- What instructional plans and student assignments worked well for students?
- What tweaks or adjustments in instructional plans and associated tasks/assignments may be of benefit to future grade 5 students based on what I've learned?
- Devise a plan of action for the upcoming school year. Think about how you will monitor student learning to ensure students are on-track.

The steps are best completed by district, school, and grade-level teams, along with individual reflection.

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Reflection

- Are we providing all students the opportunity to learn?
- Does instruction offer all students an opportunity to demonstrate their range?
  - offer broad exposure, variety, rigor?

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Promoting Deeper Learning

- Deep learning involves more than the accumulation of factual knowledge and routine procedures
- Deep learning involves the integration of knowledge, skills, and procedures in new ways to interpret situations and solve problems

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Promoting Deeper Learning

- Synonyms for RIGOR include words like inflexible, rigid, strict, hard…
- Cognitive rigor, however, is about flexible thinking, flexible problem solving, seeing multiple possibilities and/or approaches, understanding different perspectives…

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Promoting Deeper Learning

- Cognitive rigor allows students to transfer knowledge and skill and use flexibly in new scenarios
- Do classroom tasks and assignments allow for students to demonstrate their transfer of knowledge and skill?
- Near transfer – application of well practiced routines in situations that are similar to the original context
  - What happens when we give students a unique or unfamiliar context?

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Thank you!

- **Have a question?**
- **Please contact ISBE Assessment Department at assessment@isbe.net.**

The primary role of any assessment is to inform teaching and learning.

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