Unpacking
Illinois Assessment Results
to
Inform Instructional Practices

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Workshop Topics

- Getting focused
  - Results of informational survey
- Intended uses of the IAR and ISA
- Resources available to support
- 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.

First Things First

- School is about teaching and learning

- Assessment informs teaching and learning

Teaching & Learning

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

- Expertise draws from a wide range of knowledge and skills.

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When looking at satellite photos of Earth from space, students observe that most of Earth is covered in water. The teacher provided the graph shown in Figure 1.

Figure 1. Percent Volume of Types of Water on Earth
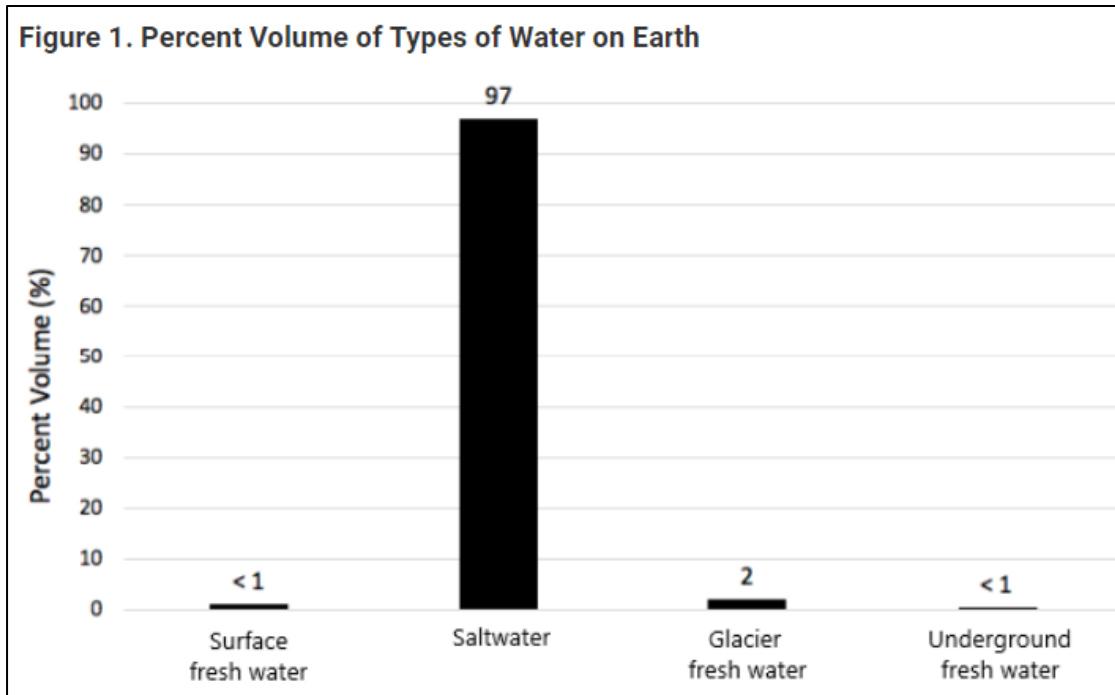
What must a student know to answer this question?

Make a claim for whether salt or fresh water makes up most of the water on Earth. Use evidence and reasoning to support your claim.

Purpose and Intended Uses of the IAR and ISA

Purpose of the IAR/ISA

The primary purpose of the IAR/ISA is to:

- measure what students know and can do in ELA and mathematics (IAR) and science (ISA); and

- assist educators in supporting student learning, inform accountability, and provide information on college and career readiness.

Intended Uses of the IAR/ISA Results

The intended *uses* of the IAR/ISA 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).

Purpose and Intended Uses of the IAR/ISA Results

Because the IAR/ISA are summative assessments, which occur 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 and ISA

Resources to Support the Interpretation of the IAR/ISA Results

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

- **Illinois Learning Standards**
- **Evidence Statements**
- **Blueprints**
- **ELA/Literacy Writing Rubrics**
- **Performance Level Descriptors**
- **ELA/Literacy Task Models**
- **Mathematical Task Types**
- **IAR Released Items**
- **QuISBE**
- **IAR Score Interpretation Guide**
- **ISA Score Interpretation Guide**

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.

Additional resources are also available on ISBE's Assessment Literacy webpage.

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Key Resources to Support Interpretation

IAR Evidence Statements: Unpack the content standards to further illuminate the knowledge and skills students are expected to master.

- Evidence statements guide item and task development and are developed to clarify what mastery of a standard/set of standards looks like – they describe the knowledge and skills an assessment item or task should elicit from a student based on the ILS.

- Some standards may have multiple evidence statements.

- Some evidence statements may draw from multiple standards (e.g., the INT (integrated) standards in mathematics).

Understanding the IAR Evidence Statements

- Evidence statements are derived from the ILS.

- Evidence statements provide a description of the competencies and knowledge that students are expected to achieve based on the standards.

- The items on the IAR are designed to elicit the evidence of understanding described in these statements.

> The evidence statements should not replace the ILS; rather, they can serve as a companion resource to augment understanding of the expectations within the standards.

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Understanding the IAR Evidence Statements

The Evidence Statements are organized by grade level and claim.

ELA/L Claims
- Reading Literature
- Reading Information
- Vocabulary Interpretation & Use
- Written Expression
- Knowledge of Language & Conventions

Mathematics Claims
- Major Content
- Additional & Supporting Content
- Mathematical Reasoning
- Mathematical Modeling

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IAR ELA/L Evidence Statements

Grade: 6	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the Assessment** **The student's response:**
RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides textual evidence to support analysis of what **the text says explicitly** and/or **inferences drawn from the text.** (1)
RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Provides a statement of a theme or central idea of a text. (1) • Provides a description of how the theme or central idea is conveyed through particular details. (2) • Provides a summary of the text distinct from personal opinions or judgments. (3)
RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	• Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. (1) • Provides a description of how the characters respond or change as the plot moves toward a resolution. (2)

A standard could have a single *or* multiple evidence statements.

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IAR Mathematics Evidence Statements

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NBT.7-4	Divide in problems involving tenths and/or hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	i) Tasks do not have a context. ii) Only the quotient is required. For the explain aspect of 5.NBT.7-4, see 5.C.1-2, 5.C.2-2, and 5.C.4-4. iii) Prompts may include visual models, but prompts must also present the dividend and divisor as numbers, and the answer sought is a number, not a picture. iv) Divisors are of the form XY, X0, X, X.Y, 0.XY, 0.X, or 0.0X (cf. 5.NBT.6), where X and Y represent non-zero digits. Dividends are of the form XY, X0, X, XYZ.W, XY0.Z, X00.Y, XY.Z, X0.Y, X.YZ, X.Y, X.0Y, 0.XY, or 0.0X, where X, Y, Z, and W represent non-zero digits. v) Quotients are either whole numbers or else decimals terminating at the tenths or hundredths place. (Every included division problem is an unknown-factor problem included in 5.NBT.7-3.) vi) 20% of cases involve a whole number—either the quotient is a whole number, or the dividend is a whole number presented without a decimal point, or the divisor is a whole number presented without a decimal point. (If the quotient is a whole number, then neither the divisor nor the dividend can be a whole number.)	MP.5, MP.7
A	5.NBT.A.Int.1	Demonstrate understanding of the place value system by combining or synthesizing knowledge and skills articulated in 5.NBT.A.	-	MP.1, MP.7
A	5.NBT.Int.1	Perform exact or approximate multiplications and/or divisions that are best done mentally by applying concepts of place value, rather than by applying multi-digit algorithms or written strategies.	i) Tasks do not have a context.	MP.1, MP.7.

Corresponding Mathematical Practices (MP) identify the essential skills students should develop in order to become proficient in mathematics and can be found in the Illinois Learning Standards for mathematics.

Content limits and clarifications are provided when applicable.

Subclaim Key:
A: Major Content
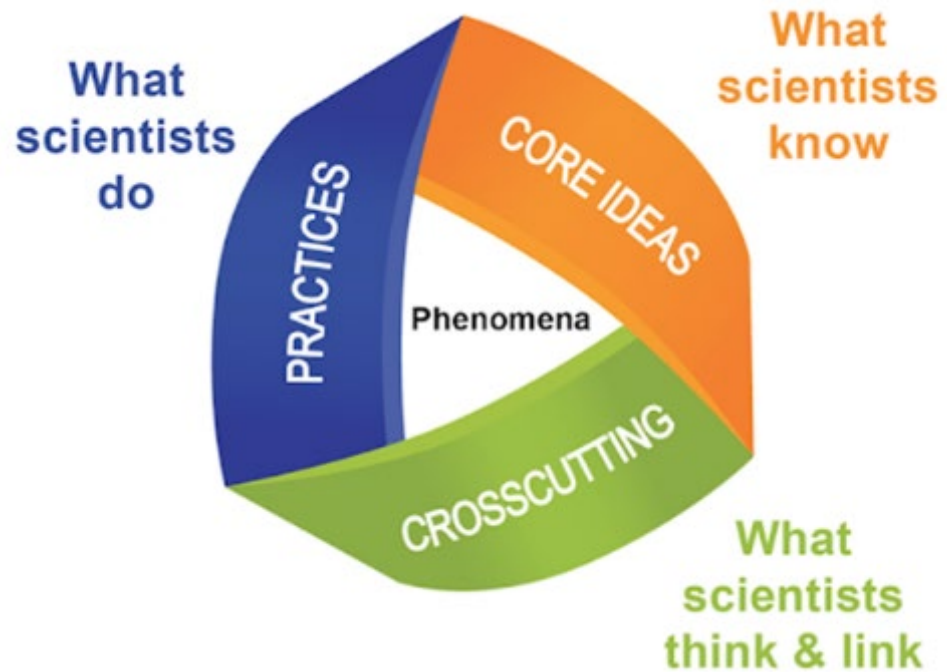B. Additional and Supporting Content
C: Mathematical Reasoning
D: Mathematical Modeling

Integrated evidence statements (Int) include content/skills derived from multiple grade-level standards. Integrated evidence statements are denoted with INT (i.e., 5.Int.1).

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ILS for Science: Based on the NGSS

A disciplinary core idea (DCI), a science and engineering practice (SEP), and a crosscutting concept (CCC) woven together form a holistic standard that incorporates scientific content, scientific practices, and scientific thinking.

What scientists do

PRACTICES

What scientists know

CORE IDEAS

Phenomena

CROSSCUTTING

What scientists think & link

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Highlighted Dimensions of a Standard (PE)

5-PS1-2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Science and Engineering Practice

Crosscutting Concept

Disciplinary Core Idea

Figure 1 shows the relationship between the discovery of new oil reserves and human consumption of oil.

Graph of Oil Reserve Discoveries Versus Human Consumption

KEY
- Discoveries greater than consumption
- Consumption greater than discoveries
- Exploratory drilling sites

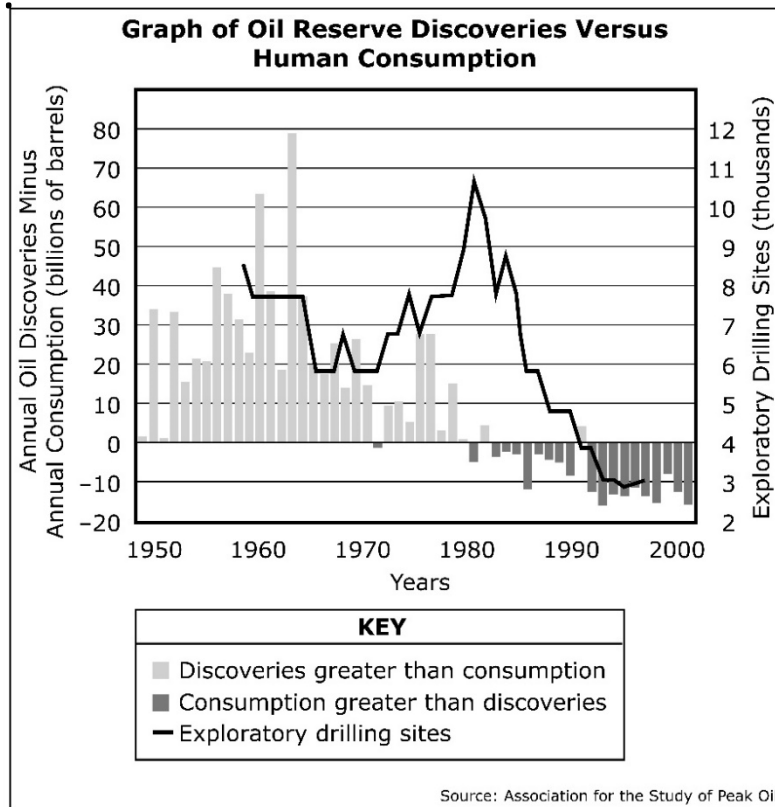Source: Association for the Study of Peak Oil

Figure 1.

Construct an explanation of the change in oil reserves beyond the year 2000 using the data in Figure 1.

Complete the sentences by choosing the correct answer from each box.

Based on the data in the graph, discoveries of new oil reserves beyond the year 2000 **[X]**. Oil is a **[Y]** resource, which means the supply replenishes **[Z]** than human demand.

Box X
A. decrease
B. increase

Box Y
A. renewable
B. nonrenewable

Box Z
A. more quickly
B. more slowly

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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.

ISBE is in the process of working with Illinois educators to draft new PLDs for all three tests.

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Understanding the IAR 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
- Knowledge of Language and Conventions
- Vocabulary Acquisition and Use
- Integration of Knowledge & Skills
- Written Expression

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Understanding the IAR 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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Understanding the ISA Policy PLDs

Exemplary	Proficient	Developing	Emerging
Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.	Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.	Work at this level does not meet the standard. It shows basic, but inconsistent application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.	Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented or incomplete and needs considerable development. Work contains errors or omissions.

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Key Resources to Support Interpretation

Resources to Inform Curriculum and Instruction:

- ILS
- IAR 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:

- IAR Evidence Statements
- PLDs
- IAR 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 Blueprints

- The test blueprints communicate the overall design specifications for each grade and content area test.

- There are two types of blueprints for the IAR:

  1. Structural – detail the number of points by item type for each claim and section of the test; and

  2. Content – detail the percentage of questions that contribute to each claim and list the eligible standards and evidence statements to be assessed by strand/domain.

Note: For ELA/L there are two blueprints as two forms are administered - one for the **Literary Analysis Task** form and another for the **Narrative Writing Task** form. Students only take one form. Both forms are administered in each classroom.

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ELA/L Content Blueprint – Grade 5 LAT

Note that there is also a blueprint for the NWT form for each grade.

Illinois Assessment of Readiness Grade 5 ELA/L Blueprint: Literary Analysis Task Form

Sub-Claim / Reporting Category[1]	Standards / Evidence Statements	Reading Literature	Reading Informational Text	Writing	Language
Reading: Literary Text 24% points	**Standards**	RL 5.1; RL 5.2; RL 5.3; RL 5.5; RL 5.6; RL 5.7; RL 5.9	---	---	---
	Evidence Statements	RL 5.1.1; RL 5.2.1; RL 5.2.2; RL 5.3.1; RL 5.3.2; RL 5.3.3; RL 5.5.1; RL 5.6.1; RL 5.7.1; RL 5.7.2; RL 5.9.1			
Reading: Informational Text 22% points	**Standards**	---	RI 5.1; RI 5.2; RI 5.3; RI 5.5; RI 5.6; RI 5.7; RI 5.8; RI 5.9	---	---
	Evidence Statements		RI 5.1.1; RI 5.2.1; RI 5.2.2; RI 5.2.3; RI 5.3.1; RI 5.3.2; RI 5.3.3; RI 5.5.1; RI 5.6.1; RI 5.6.2; RI 5.7.1; RI 5.8.1; RI 5.8.2; RI 5.8.3; RI 5.9.1		
Reading: Vocabulary 14% points	**Standards**	RL 5.4	RI 5.4	---	L 5.4; L 5.5; L 5.6
	Evidence Statements	RL 5.4.1	RI 5.4.1; RI 5.4.2		L 5.4.1; L 5.5.1; L 5.5.2; L 5.6.1
Writing: Written Expression 32% points	**Standards**	---	---	W 5.1; W 5.2; W 5.4; W 5.5; W 5.6; W 5.7; W 5.8; W 5.9; W 5.10	---
	Evidence Statements			W 5.1	
Writing: Knowledge of Language and Conventions 8% points	**Standards**	---	---	---	L 5.1; L 5.2; L 5.3; L 5.6
	Evidence Statements				W 5.1

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

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Mathematics Content Blueprint – Grade 6

Illinois Assessment of Readiness Grade 6 Mathematics Blueprint

Illinois Learning Standards Domain[1]	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.8) (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							

MP: Mathematical Practice

Integrated evidence statements include content/skills derived from multiple grade-level standards. Integrated evidence statements are denoted with INT (i.e., 6.Int.1).
Grade 5 standards are italicized to denote securely held knowledge.
*Scope includes knowledge and skills articulated in Major Content Evidence Statements.

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

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Reports and Scores

Score Reports – District Level Reports

Score Report	Intended Audience	Description
IAR/ISA 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.
IAR 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.
IAR 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.
IAR 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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Score Reports – School Level Reports

Score Report	Intended Audience	Description
IAR/ISA 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.
IAR 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.
IAR 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.
IAR/ISA 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.

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Types of Scores

Type of Score	Definition
IAR/ISA 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., 2023 vs 2024). 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).
IAR/ISA 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: Exceeded Expectations; Met Expectations; Approached Expectations; Partially Met Expectations; Did Not Yet Meet Expectations The four ISA Performance Levels are: Exemplary, Proficient; Developing; Emerging.
IAR 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
IAR 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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Unpacking Your Results

Unpacking Your Results

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

- Both the IAR and ISA are 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.
- For the IAR, 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 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.

Suggested Steps to Unpack Results

1. Review the District or School 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 IAR School or Student 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.

Suggested Steps to Unpack IAR Results

3. Review the IAR District/School 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 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?

Suggested Steps to Unpack Results

5. Look across two to three years and across grade levels within the district or school.

   a. Determine if a trend exists for evidence statements for the same or similar concepts or skills.

   b. Consider other information about student performance.

Suggested Steps to Unpack Results

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

Unpacking Steps in Action

SCHOOL PERFORMANCE LEVEL SUMMARY

ILLINOIS
Assessment of Readiness

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ILLINOIS
SPRING 2024

MATHEMATICS
Grade 6 Assessment, 2023–2024

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

	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
State	130,033	728	22,953	17.7%	38,228	29.4%	36,783	28.3%	27,651	21.3%	4,418	3.4%	32,069	24.7%
District	307	705	145	47.2%	94	30.6%	37	12.1%	26	8.5%	5	1.6%	31	10.1%
School	127	707	57	44.9%	35	27.6%	20	15.7%	15	11.8%	0	0.0%	15	11.8%
Gender														
Female	57	706	29	50.9%	15	26.3%	5	8.8%	8	14.0%	0	0.0%	8	14.0%
Male	70	708	28	40.0%	20	28.6%	15	21.4%	7	10.0%	0	0.0%	7	10.0%
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	42	708	19	45.2%	12	28.6%	5	11.9%	6	14.3%	0	0.0%	6	14.3%
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	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	64	698	34	53.1%	21	32.8%	6	9.4%	3	4.7%	0	0.0%	3	4.7%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	13	741	2	15.4%	0	0.0%	6	46.2%	5	38.5%	0	0.0%	5	38.5%
Two or more races	8	717	2	25.0%	2	25.0%	3	37.5%	1	12.5%	0	0.0%	1	12.5%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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 LEVEL SUMMARY

Grade 6

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ILLINOIS
SPRING 2024

MATHEMATICS
Grade 6 Assessment, 2023–2024

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 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
State	130,033	728	22,953	17.7%	38,228	29.4%	36,783	28.3%	27,651	21.3%	4,418	3.4%	32,069	24.7%
District	307	705	145	47.2%	94	30.6%	37	12.1%	26	8.5%	5	1.6%	31	10.1%
School	127	707	57	44.9%	35	27.6%	20	15.7%	15	11.8%	0	0.0%	15	11.8%

STUDENT ROSTER

ILLINOIS Assessment of Readiness

MATHEMATICS
Grade 6 Assessment, 2023–2024

STUDENT	MATH OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING	Quantile® Measure
STATE AVERAGE	728	50 | 28 | 22	48 | 27 | 25	48 | 25 | 27	45 | 26 | 29	
DISTRICT AVERAGE	705	79 | 12 | 9	66 | 22 | 12	79 | 10 | 11	73 | 17 | 10	
SCHOOL AVERAGE	707	76 | 17 | 8	64 | 20 | 16	76 | 13 | 11	67 | 22 | 11	
Last Name, First Nam	696	L	L	L	L	575Q
Last Name, First Nam	706	L	L	L	M	650Q
Last Name, First Nam	706	L	L	L	M	650Q

1 Did Not Yet Meet Expectations (650-699)
2 Partially Met Expectations (700-724)
3 Approached Expectations (725-749)
4 Met Expectations (750-787)
5 Exceeded Expectations (788-850)

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

* Numbers are percentages

Page 1 of 10

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

MATHEMATICS
Grade 6 Assessment, 2023–2024

STUDENT	MATH OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING	Quantile® Measure
			MATHEMATICS*			
STATE AVERAGE	728	50 28 22	48 27 25	48 25 27	45 26 29	
DISTRICT AVERAGE	705	79 12 9	66 22 12	79 10 11	73 17 10	
SCHOOL AVERAGE	707	76 17 8	64 20 16	76 13 11	67 22 11	
(Last Name, First Nam	696	L	L	L	L	575Q

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

Unpacking Steps in Action…Step 3

School Evidence Statement Analysis

MATHEMATICS
Grade 6 Assessment, 2023–2024

Legend: State, District, School

Students with Valid Scores (127)

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

Difficulty Order Most to Least
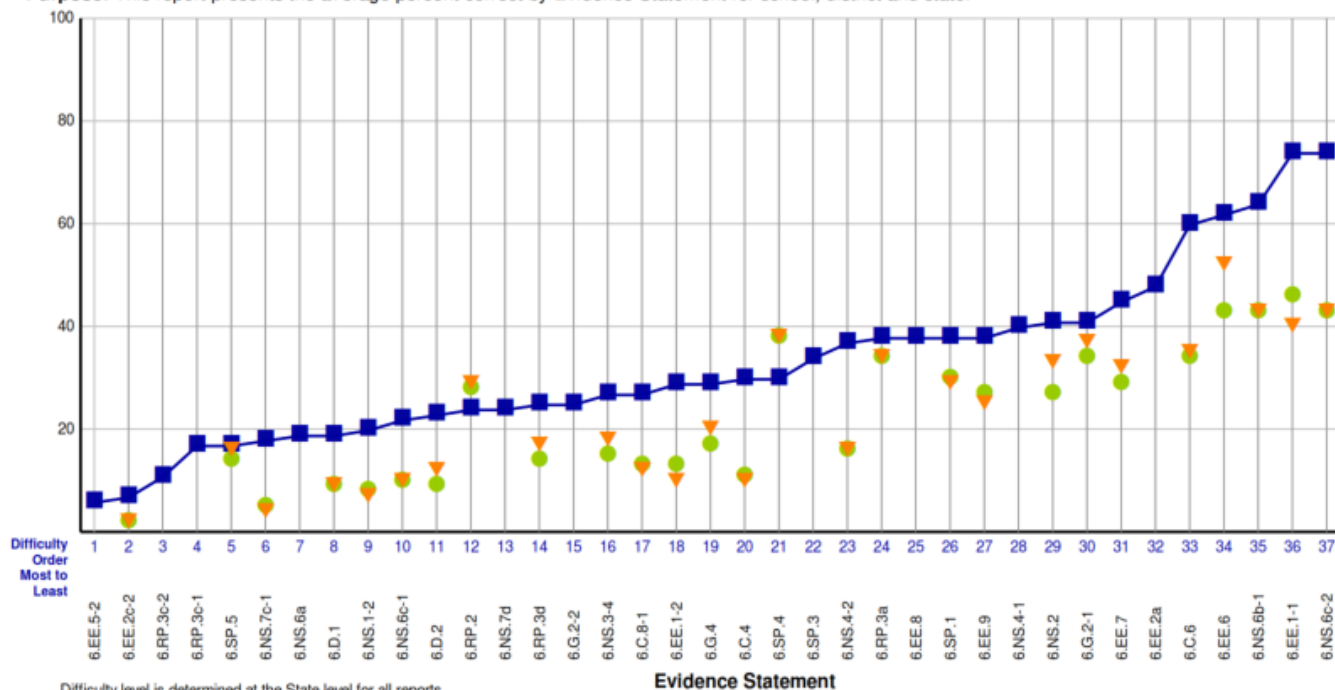
Difficulty level is determined at the State level for all reports.

Evidence Statement
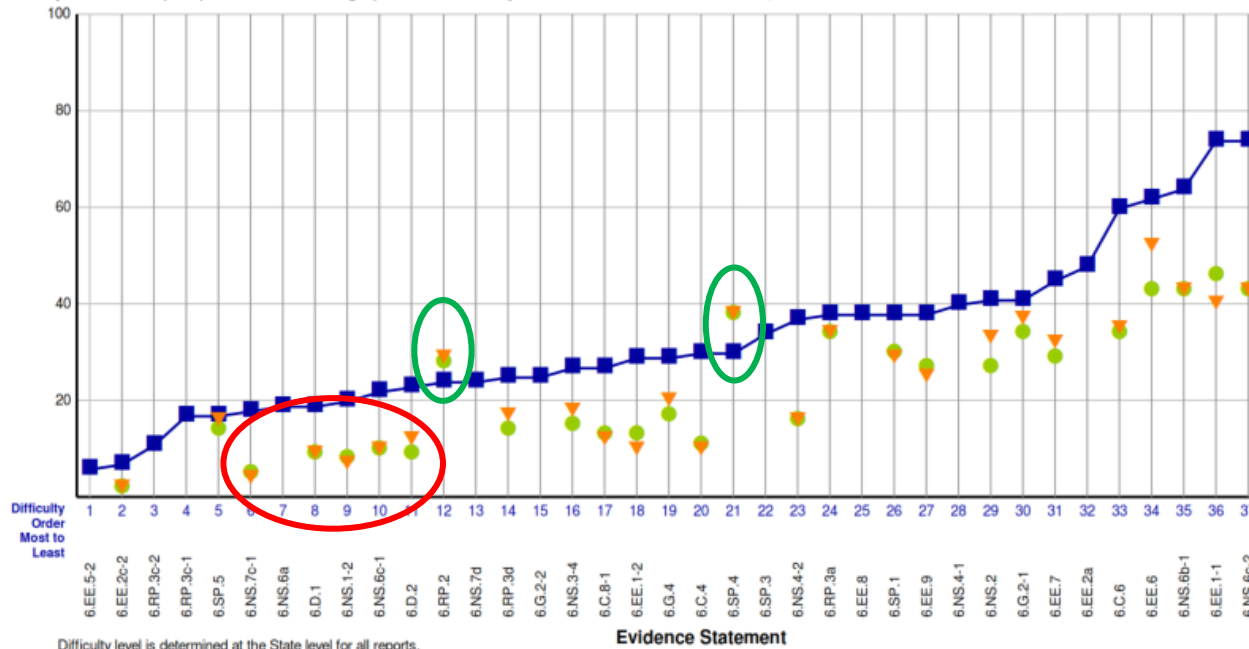
Unpacking Steps in Action…Step 3

School Evidence Statement Analysis

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
12	6.RP.2	6.RP.A.2	Ratios & Proportional Relationships	Math - Type I	127
21	6.SP.4	6.SP.B.4	Statistics & Probability	Math - Type I	127

6.RP.2: Understand the context of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship.
6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

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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.

MATHEMATICS
Grade 6 Assessment, 2023–2024

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	6.EE.5-2	6.EE.B.5	Expressions & Equations	Math - Type I	0
2	6.EE.2c-2	6.EE.A.2.C	Expressions & Equations	Math - Type I	127
3	6.RP.3c-2	6.RP.A.3.C	Ratios & Proportional Relationships	Math - Type I	0
4	6.RP.3c-1	6.RP.A.3.C	Ratios & Proportional Relationships	Math - Type I	0
5	6.SP.5	6.SP.B.5 6.SP.B.5.D	Statistics & Probability	Math - Type I	127
6	6.NS.7c-1	6.NS.C.7.C	The Number System	Math - Type I	127
7	6.NS.6a	6.NS.C.6.A	The Number System	Math - Type I	0
8	6.D.1	OGL	Modeling and Reasoning	Math - Type III	127
9	6.NS.1-2	6.NS.A.1	The Number System	Math - Type I	127
10	6.NS.6c-1	6.NS.C.6.C	The Number System	Math - Type I	127
11	6.D.2	SHK	Modeling and Reasoning	Math - Type III	127
12	6.RP.2	6.RP.A.2	Ratios & Proportional Relationships	Math - Type I	127

6.D.1: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements.

6.NS.1-2: Solve word problems involving division of fractions by fractions.

6.NS.6c-1: Find and position integers and other rational numbers on a horizontal or vertical number line diagram.

6.D.2: Solve multi-step contextual problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in 5.NBT.B, 5.NF, 5.MD, and 5.G.A.

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IAR Mathematics Item Types

Type 1: measure student's conceptual understanding, fluency, and application.

– Sub-claim A: Major Content

– Sub-claim B: Additional & Supporting Content

Type 2: measure mathematical reasoning and require written arguments, justifications, critiques of reasoning, or precision in mathematical statements.

– Sub-claim C: Reasoning

Type 3: measure modeling/application in real-world contexts.

– Sub-claim D: Modeling

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Unpacking Steps in Action...Step 3

School Evidence Statement Analysis

8	6.D.1	OGL	Modeling and Reasoning	Math - Type III	127
9	6.NS.1-2	6.NS.A.1	The Number System	Math - Type I	127
10	6.NS.6c-1	6.NS.C.6.C	The Number System	Math - Type I	127
11	6.D.2	SHK	Modeling and Reasoning	Math - Type III	127

Note the performance on Type I items (sub-claims A and B) and Type III items (modeling/sub-claims).

Perhaps an area to investigate further is modeling, as 6.NS.1-2 also relates to MP.4.

Sub-Claim A: Major Content with Connections to Practices

Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)

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Unpacking Steps in Action…Step 3

In reviewing the Evidence Statement Analysis Report, a modeling Evidence Statement (sub-claim D) will state the type of modeling that an item/task will require and the content scope from the standard that the item/task will require the student use when modeling.

- **6.D.1:** Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements.

- **6.D.2:** Solve multi-step contextual problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in 5.NBT.B, 5.NF, 5.MD, and 5.G.A.

Note: The 6.D.2 Evidence Statement will result in an item which will require the student to model on grade level, using Securely Held Knowledge from a previous grade, fifth grade.

The other Evidence Statement noted is **6.NS.1-2:** Solve word problems involving division of fractions by fractions.

Note that the Number Sense Evidence Statement relates to working with fractions, which is one of the critical areas in grade 5 in the NBT and NF domains as relating to 6.D.2.

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Unpacking Steps in Action…Step 4

- Reflect on the instructional opportunities provided to students for the identified evidence statement and the associated standards by:

  - Analyzing the relationship between mathematical concepts

  - Analyzing the connection of mathematical practices to mathematical content in mathematics instruction

  - Analyzing the balance of conceptual understanding, fluency, and application

- What opportunities were provided to students around the identified evidence statements, including drafting written arguments / justifications, critique of reasoning, or precision in mathematical statements?

- What does mathematical understanding look like?

Unpacking Steps in Action…Step 4

- Released items and the PLDs 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?

Meeting and Approaching Expectations PLDs for Grade 6: Modeling (Sub-Claim D)
- analyzing relationships mathematically between important quantities to draw conclusions
- writing a complete, clear, and correct algebraic expression or equation to describe a situation
- using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity

Note: The Type III items measuring (modeling/sub-claim D) represent nearly a quarter (23%) of the IAR mathematics score.

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Sample Item – Modeling

When a person puts a quarter in a parking meter, the person can park a car for 15 minutes. The amount of time a person can park is proportional to the amount of money put in the parking meter.

Rita put coins in the parking meter to park for 1 hour and 24 minutes.

What amount of money is required to park for exactly 1 hour and 24 minutes? Show or explain the steps you used to determine the answer.

What must a student know and do to answer this question?

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What Students are Expected to Know and Do

This task has TWO scoring elements: Computation and Modeling

Computation: worth 1 point.

- The student response shows $1.40 or other values supported by the modeling.

Modeling: complete worth 2 points, partial worth 1 point.

- The student response correctly shows the steps for calculating the exact amount of money needed to park for 1 hour and 24 minutes. For example, "Four quarters provides 60 minutes or 1 hour of time. Another quarter would provide 15 more minutes, one dime would provide 6 more minutes, and one nickel would provide 3 minutes. This would provide a total of 15 + 6 + 3 = 24 minutes. This would be a total of 1 hour and 24 minutes."

Note: Student response may show or explain other strategies to calculate the exact amount of money needed to park for 1 hour and 24 minutes.

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Unpacking Steps in Action…Steps 5

- How did 6th grade students perform in previous years?

- How did students in grade 5 perform on related evidence statements identified for grade 6?

- 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 6

- 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 6 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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ISBE Contacts/Information

Questions about PLDs?

ISBE is engaging in a unified standard setting this summer across all grade levels and content areas of our general education content assessments (ELA, math and science). As part of that work, educator committees are currently working to draft new PLD in each content area. More information is available and being updated regularly at www.isbe.net/feedback.

Interested in participating in the item review process or the bias sensitivity committee for IAR/ISA?

ELA/L: Sarah Leonard at sleonard@isbe.net

Mathematics: Heather Colwell at hcolwell@isbe.net

Science: John Hicks at jhicks@isbe.net

Click on the link below to complete the application:
https://forms.office.com/r/gtAa1ykgsH

General questions about the IAR administration?

Victoria Henderson – IAR Principal Consultant

vhenders@isbe.net

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Receive Professional Development Credit

Please make sure to check in with Pearson before you leave, if you have not. If you are substituting for a colleague who registered but could not attend, your Illinois Educator Identification Number (IEIN) will be needed. ISBE will register your attendance within the next couple of days in the PD+ platform.

- Please follow the steps to logging into your educator PD Plus account
    - Login to your ELIS account and select the PD Plus button in the upper left-hand corner.
    - Go to your notifications (the "bell" icon).
    - Your notifications center is where you will see if a provider has marked the professional development activity you attended as complete to receive credit.
    - Look for a notification indicating you need to complete the 77-21A survey.
    - Click the 77-21A survey link and complete the survey.
    - Click submit survey once you have answered all the questions to the best of your ability.
    - You will be taken to your PD page verifying you received credit for the professional development activity. The proof of completion will be stored in your PD+ activity with the activity information.

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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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