

# **Interpretive Guide**

## **2012**

### **Illinois Standards Achievement Test**

**Reading  
Mathematics  
Science**



**PEARSON**

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**NOTE: The state-level summary ISAT results presented in tabular forms for 2012 and for previous years will be posted on the State Board of Education Web site at: <http://www.isbe.net/assessment/isat.htm>**

# Introduction

## *Test Design and Reporting*

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

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

**Writing. Not assessed in 2012.**

## *Performance Levels*

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

**Table 1. ISAT Performance Level Descriptions**

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

## ***General Scoring Information***

The mathematics test has three short-response and two extended-response items. (One short-response item and one extended-response item are used for the pilot and do not count toward a student's score). Together, the three non-pilot items count for 15% of the student's raw score in mathematics. The reading test includes two extended-response items, one of which is a pilot item. The non-pilot extended-response item counts for 10% of the student's raw score in reading.

The extended-response item and short-response items in mathematics and the extended-response item in reading are combined with the multiple-choice questions in these areas to produce a single overall ISAT scale score. These scores are not based simply on a fixed number of correct answers. Rather, ISAT scoring also takes into account the yearly fluctuations of the difficulty levels of the items. Hence, the number of correct answers needed to meet or exceed the Illinois Learning Standards may vary across years.

## ***Vertical Scales—Reading, Mathematics, and Science***

All ISAT scores are now expressed on a "vertical" or continuous scale across grades 3 through 8 in reading and mathematics, and in grades 4 and 7 in science. This scoring system shows the performance of students in all grades on the same scale. In this way, scores for students in higher grades will be higher on average than scores for students in lower grades, indicating that they have learned more. When applied to reading, mathematics, and science, vertical scaling allows schools to better monitor and quantify students' progress across grades.

## Cut Scores

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

**Table 2. Scale Score Ranges That Define Student Performance Levels**

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

# Reports for Local Use

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

**2. Although writing was not assessed in 2012, the writing sections remain on the ISAT reports. They are left blank.**

## Individual Student Reports (ISRs)—Page 1

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

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

## Scale Scores—Reading, Mathematics, and Science

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

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score was obtained. This makes scale scores especially suitable for comparing scores when different grades of the test have been administered and for studying change in performance over time.

## Scale Scores—Writing

**Not assessed in 2012.**

## Performance Levels

Student performance is classified into four performance levels. The score ranges for a respective performance category vary by subject. These score ranges are indicated within the subject columns and represent the range of the scores pertaining to each performance level: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning.



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

A portion of ISAT test questions in each content area is an abridged nationally normed achievement test, the SAT 10 (Stanford Achievement Test, 10th edition). Results from this component provide for the reporting of a national percentile rank for individual students. National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percent of students in the same grade obtaining scores equal to or less than that score.

Percentile ranks are useful for comparing students' performances in a particular content area. Percentile ranks are also useful for comparing a student's performance across content areas in a score profile.

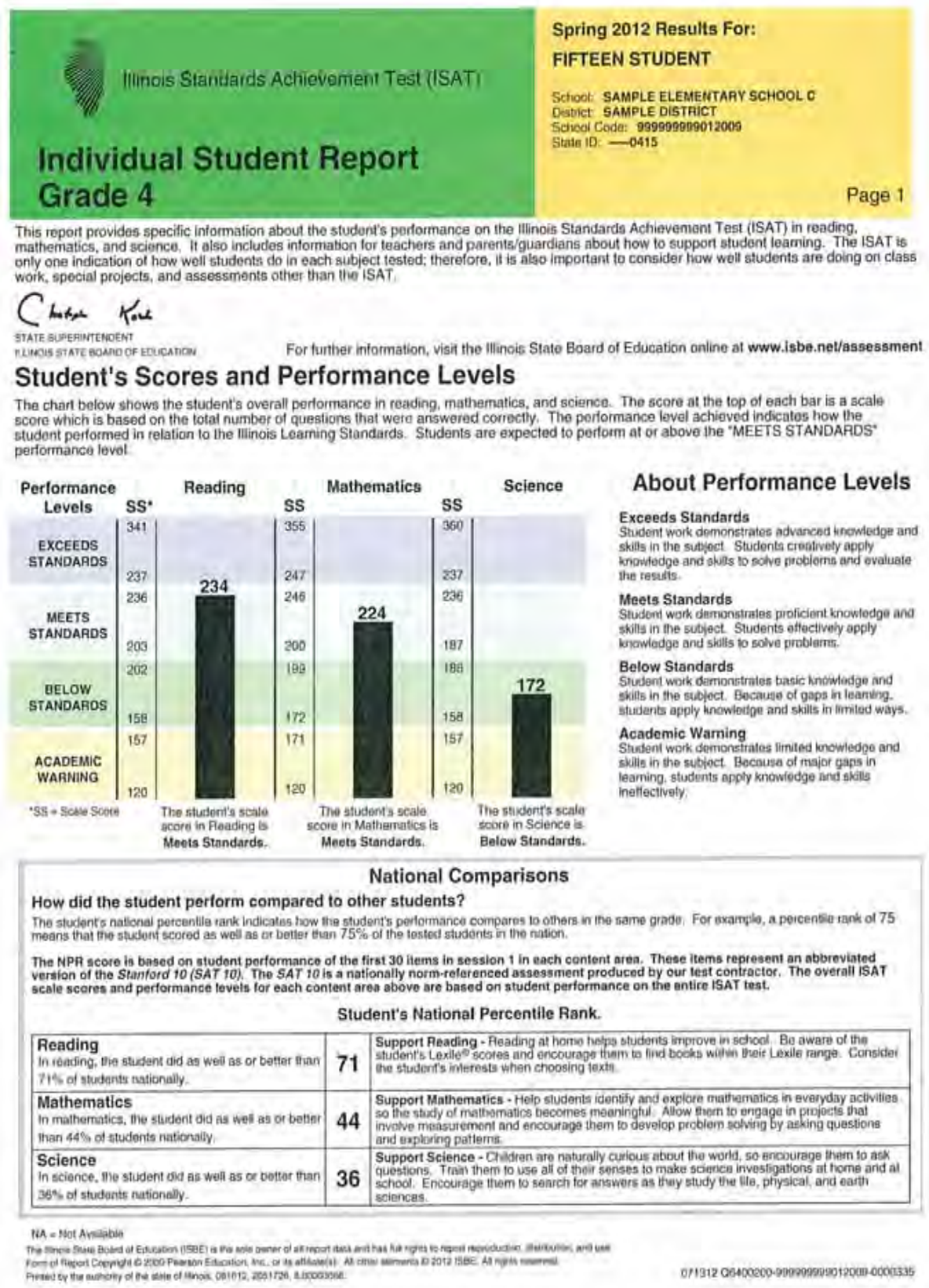


Figure 1. Page 1 of Individual Student Report with Science

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

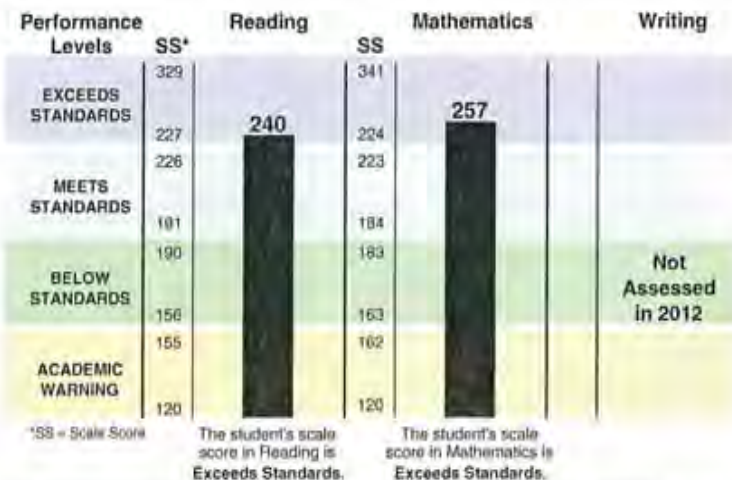
*Charles Keel*

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For further information, visit the Illinois State Board of Education online at [www.isbe.net/assessment](http://www.isbe.net/assessment)

## Student's Scores and Performance Levels

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



## About Performance Levels

### Exceeds Standards

Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

### Meets Standards

Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

### Below Standards

Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.

### Academic Warning

Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

## National Comparisons

### How did the student perform compared to other students?

The student's national percentile rank indicates how the student's performance compares to others in the same grade. For example, a percentile rank of 75 means that the student scored as well as or better than 75% of the tested students in the nation.

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

### Student's National Percentile Rank.

<b>Reading</b> In reading, the student did as well as or better than 94% of students nationally.	94	<b>Support Reading</b> - Reading at home helps students improve in school. Be aware of the student's Lexile® scores and encourage them to find books within their Lexile range. Consider the student's interests when choosing texts.
<b>Mathematics</b> In mathematics, the student did as well as or better than 97% of students nationally.	97	<b>Support Mathematics</b> - Help students identify and explore mathematics in everyday activities so the study of mathematics becomes meaningful. Allow them to engage in projects that involve measurement and encourage them to develop problem solving by asking questions and exploring patterns.
<b>Writing</b> The Writing test is not nationally normed.	NA	<b>Writing Not Assessed in 2012.</b>

NA = Not Available

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Figure 2. Page 1 of Individual Student Report

**Page 2**—The second page of the ISR presents results for reading. The major sections of this page include: multiple-choice results, extended-response results, and student Lexile™ scores.

### **Multiple-Choice Results**

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The second column on this table reports the total number of items on the test related to the standard(s). The final columns report the average number correct for the school, district, and state.

### **Extended-Response Results**

The student's score for the extended-response item is displayed in large, bold print. The second column illustrates the score range for the extended-response item (0–4). The last columns report the distribution of scores for the student's school, the student's district, and the state. The extended-response item counts for 10% of the student's overall reading scale score.

### **Lexile™ Scores**

Lexile™ scores are reported as a reference to guide students and parents in selecting reading materials appropriate for the student's reading ability. The student's Lexile™ score is based on the SAT 10 portion of the ISAT test. The Lexile™ ranges appropriate for the student are also reported.

### **Comparing Student Performance on Standards**

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

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



## More about SIXTEEN STUDENT's test results in Reading

Page 2

The student scored overall at the **Meets Standards** level in Reading.

### Multiple-Choice Results for Reading

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

Reading Standards Assessed	Number Correct	Number of Items <sup>1</sup>	Average Number Correct		
			School	District	State
<b>1A:</b> Vocabulary Development	4	5	3.9	3.7	3.0
<b>1B:</b> Reading Strategies	5	7	6.4	6.3	4.8
<b>1C:</b> Reading Comprehension	21	27	22.9	22.0	16.2
<b>2A, 2B:</b> Literature	10	11	9.1	8.6	6.6

### Extended-Response Results for Reading

The table to the right shows how the student performed on the extended-response item in reading. Extended-response items require students to read a passage and write a response to a question about the passage.

The extended-response item is scored on a scale from 0 to 4, with 4 being the highest score. The student's score is shown in the first column of the table. The percent of responses that received a 4, 3, 2, 1, and 0 is shown for the school, district, and the state.

### Reading Passage Description

This passage is about a girl who takes a field trip to the zoo.

Student Score	Score Range	% of Responses for Each Score <sup>2</sup>		
		School	District	State
3	4	11.1%	26.0%	21.2%
	3	55.6%	29.3%	24.2%
	2	11.1%	29.3%	27.3%
	1	22.2%	12.2%	16.7%
	0	0.0%	2.4%	10.6%

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

## The Lexile Framework<sup>®</sup> for Reading

There are two kinds of Lexile measures.

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

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

The **Lexile text measure<sup>®</sup>** is a method to quantify the reading demand or difficulty of reading material.

### 875L The student's Lexile score

**775L - 875L** For leisure reading, the student will find most books in this range easy to understand.

**875L - 925L** Books in this range provide a manageable but stimulating challenge.

BR = Beginning Reader NA = Not Available

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

The librarian can help you find books within the student's Lexile range. Remember to consider all factors when choosing text for the student, including his or her interests and your views on what is age-appropriate material.

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Figure 3. Page 2 of Individual Student Report

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

**Multiple-Choice Results**

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The next column on this table reports the total number of items on the test related to the standard(s). The final columns report the average number correct for the school, district, and state.

**Short-Response Results**

The student’s score for short-response items is displayed in large, bold print. The second column illustrates the score range for the short-response items (0–2). The last column reports the distribution of scores for the student’s school, the student’s district, and the state. The two short-response items count for 5% of the student’s overall scale score.

**Extended-Response Results**

The student’s score for each of the three categories of the extended-response item is displayed in large, bold print. The categories are Mathematical Knowledge, Strategic Knowledge, and Explanation. The second column illustrates the score range for each category (0–4). The final columns report the distribution of scores for the student’s school, the student’s district, and the state. The extended-response item counts for 10% of the student’s overall scale score.

## More about EIGHT STUDENT's test results in Mathematics

Page 3

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

### Multiple-Choice Results for Mathematics

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

Mathematics Standards Assessed	Number Correct	Number of Items <sup>1</sup>	Average Number Correct		
			School	District	State
6A, 6B, 6C, 6D: Number Sense	14	17	15.1	13.8	10.1
7A, 7B, 7C: Measurement	7	10	7.6	7.0	4.9
8A, 8B, 8C, 8D: Algebra	14	16	13.6	12.4	8.7
9A, 9B: Geometry	8	13	9.1	8.2	6.0
10A, 10B, 10C: Data Analysis, Statistics, and Probability	7	9	7.0	6.5	4.7

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

Item 1 Description					Item 2 Description					
Students are asked to name one pair of corresponding angles and one pair of corresponding sides given two similar triangles.					Students are asked to determine two different outputs given an input-output table.					
Score Descriptions	Student Score	Score Range	% of Responses for Each Score <sup>a</sup>			Student Score	Score Range	% of Responses for Each Score <sup>a</sup>		
2 = Completely correct response	2	2	35.3%	44.7%	42.9%	2	2	52.9%	50.0%	44.4%
1 = Partially correct response		1	23.5%	31.6%	33.3%	1	1	29.4%	34.2%	27.0%
0 = Incorrect response		0	41.2%	23.7%	23.8%	0	0	17.6%	15.8%	28.6%

### Extended-Response Results for Mathematics

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

The extended-response item is scored on a scale from 0 to 4, with 4 being the highest score in each category: Mathematical Knowledge, Strategic Knowledge, and Explanation. The student's score is shown in the first column of the table. The percent of responses that received a 4, 3, 2, 1, and 0 is shown for the school, district, and the state.

Item Description					
Students are asked to solve a problem to determine a number of students given a bar graph and circle graph.					
	Student Score	Score Range	% of Responses for Each Score <sup>a</sup>		
			School	District	State
<b>Mathematical Knowledge</b> Knowledge of mathematical principles and concepts that result in a correct solution to a problem	2	4	0.0%	23.7%	17.5%
		3	23.5%	15.8%	12.7%
		2	47.1%	36.8%	39.7%
		1	11.8%	10.5%	11.1%
		0	17.6%	13.2%	19.0%
<b>Strategic Knowledge</b> Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	3	4	23.5%	34.2%	27.0%
		3	17.6%	13.2%	12.7%
		2	17.6%	30.7%	15.0%
		1	17.6%	13.2%	20.6%
		0	23.5%	15.8%	23.8%
<b>Explanation</b> Written explanation and rationales that translate into words, the steps of the solution process and provide a justification for each step.	1	4	9.9%	26.3%	22.2%
		3	17.6%	13.2%	14.3%
		2	23.5%	26.3%	23.8%
		1	17.6%	13.2%	11.1%
		0	35.3%	21.1%	20.6%

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

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Figure 4. Page 3 of Individual Student Report

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

## Multiple-Choice Results

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The next column on this table reports the total number of items on the test related to the standard(s). The final columns report the average number correct for the school, district, and state.

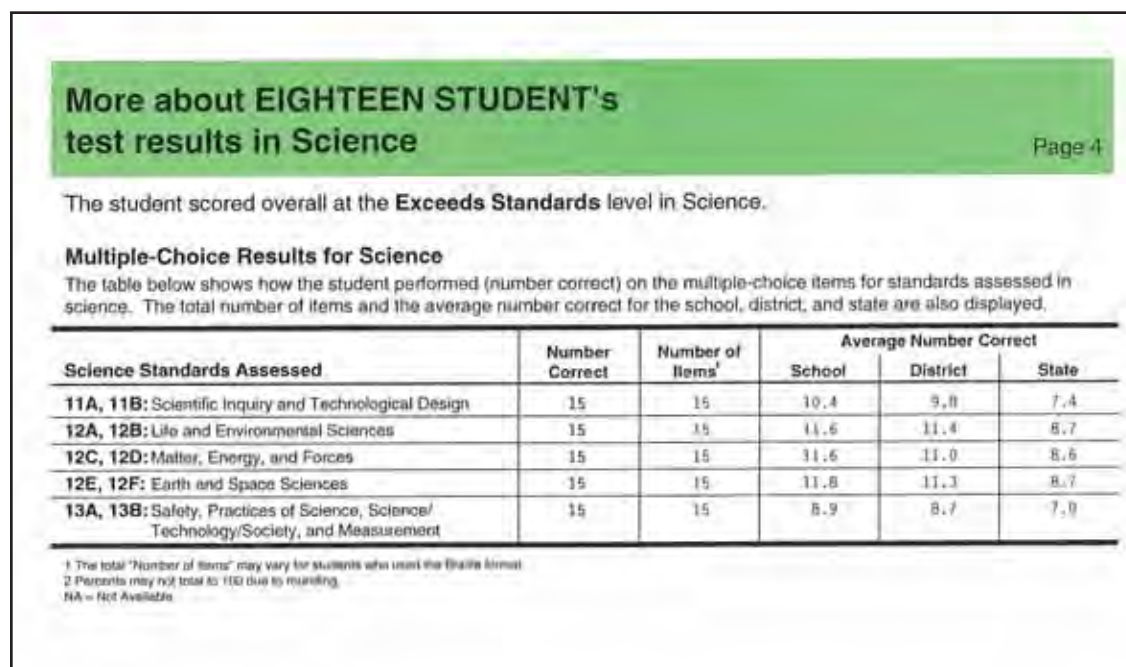


Figure 5. Page 4 of Individual Student Report with Science

## Page 4—Writing.

**Not assessed in 2012. Page 4 for grades 3, 5, 6, and 8 contains no results.**



## ***School Roster—All Subjects***

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

### **Enrollment Status**

The letter “S” indicates the student was enrolled in the school on or before May 1 of the prior calendar year. The letter “D” indicates that the student was enrolled in the district on or before May 1 of the prior calendar year.

### **Performance Level**

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

### **Scale Scores—Reading, Mathematics, and Science**

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

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score was obtained. This makes scale scores especially suitable for comparing scores when different grades of the test have been administered and for studying change in performance over time.

### **National Percentile Rank (NPR)—Reading, Mathematics, and Science**

NPRs indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. NPRs range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade obtaining scores equal to or less than that score.

### **Lexile™ Scores**

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



# School Roster - All Subjects

Illinois Standards Achievement Test (ISAT)

Grade 4 - Spring 2012

School: **SAMPLE ELEMENTARY SCHOOL C**  
District: **SAMPLE DISTRICT**  
School Code: **99999999012009**

Student Name	Enrollment Status <sup>1</sup>	Reading				Mathematics			Science		
		Perform. Level <sup>2</sup>	Scale Score	NPR <sup>3</sup>	Lexile <sup>®4</sup>	Perform. Level <sup>2</sup>	Scale Score	NPR <sup>3</sup>	Perform. Level <sup>2</sup>	Scale Score	NPR <sup>3</sup>
STUDENT, EIGHT	S D	E	264	99	1465L	M	201	19	B	166	27
STUDENT, EIGHTEEN	S D	E	283	99	1465L	M	217	36	M	194	63
STUDENT, ELEVEN	S D	E	283	99	1465L	M	207	32	B	168	27
STUDENT, FIFTEEN	S D	M	234	71	830L	M	224	44	B	172	36
STUDENT, FIVE	S D	M	222	99	1465L	B	196	13	B	164	32
STUDENT, FOUR	S D	M	225	99	1465L	B	186	8	B	164	32
STUDENT, FOURTEEN	S D	NA	NA	NA	NA	M	220	36	B	170	32
STUDENT, NINE	S D	E	298	99	1465L	M	202	26	B	168	32
STUDENT, NINETEEN	S D	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
STUDENT, ONE	S D	W	148	4	340L	W	156	5	W	120	4
STUDENT, SEVEN	S D	E	341	99	1465L	M	245	NA	B	158	NA
STUDENT, SEVENTEEN	S D	M	217	52	720L	M	220	39	M	192	57
STUDENT, SIX	S D	M	231	99	1465L	M	201	19	B	166	32
STUDENT, SIXTEEN	S D	M	231	52	720L	M	214	39	NA	NA	NA
STUDENT, TEN	S D	E	298	99	1465L	M	217	44	M	200	73
STUDENT, THIRTEEN	S D	E	264	99	1465L	M	217	39	B	170	32
STUDENT, THREE	S D	B	176	52	720L	B	186	10	B	162	16
STUDENT, TWELVE	S D	E	341	99	1465L	M	210	36	B	168	32
STUDENT, TWENTY	S D	B	198	67	805L	M	217	39	M	198	67
STUDENT, TWO	S D	B	178	52	720L	B	184	32	W	151	46

- <sup>1</sup> A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2011.  
<sup>2</sup> The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.  
<sup>3</sup> National Percentile Rank  
<sup>4</sup> BR = Beginning Reader  
 NA = Not Available

Page: 1 of 1

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Figure 6. School Roster—All Subjects

## ***School Roster***

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

### **Enrollment Status**

The letter “S” indicates the student was enrolled in the school on or before May 1 of the prior calendar year. The letter “D” indicates that the student was enrolled in the district on or before May 1 of the prior calendar year.

### **Performance Level**

Student performance is classified at four levels: Academic Warning (W), Below Standards (B), Meets Standards (M), and Exceeds Standards (E).

### **Scale Scores—Reading, Mathematics, and Science**

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

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score was obtained. This makes scale scores especially suitable for comparing scores when different grades of the test have been administered and for studying change in performance over time.

### **National Percentile Rank (NPR)—Reading, Mathematics, and Science**

NPRs indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. NPRs range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade obtaining scores equal to or less than that score.

### **Stanine Rank—Reading, Mathematics, and Science**

Stanines are scores that range from a low of 1 to a high of 9, with 5 designating average performance. National stanines, like national percentile ranks, indicate a student’s relative standing in the national norm group. However, since stanines represent approximately equal units of ability, they are particularly useful for comparing a student’s scores across content areas in a stanine profile.

Because of their equal-interval property (where the difference between stanines 2 and 4 represents about the same difference in ability as the difference between stanines 5 and 7), stanines make it easy to identify broad performance categories. Stanine scores of 1, 2, and 3 are usually considered to reflect below-average performance; stanines 4, 5, and 6 are generally thought of as average; and stanines 7, 8, and 9 are above average.

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

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

**Extended Response—Reading and Mathematics**

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

**Short Response—Mathematics**

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



# School Roster

Illinois Standards Achievement Test (ISAT)

Grade 3 Mathematics - Spring 2012

School: **SAMPLE ELEMENTARY SCHOOL C**  
 District: **SAMPLE DISTRICT**  
 School Code: **99999999012009**

						Multiple-Choice Results by Assessed Standards					Extended Response			Short Response		
						Number of Items					Rubric Score					
						Number Sense	Measurement	Algebra	Geometry	Data, Statistics, and Probability	Mathematical Knowledge	Strategic Knowledge	Explanation	Short Response 1	Short Response 2	
Student Name	Enrollment Status <sup>1</sup>	Perform. Level <sup>2</sup>	Scale Score	NPR <sup>3</sup>	Stanine	Total Possible	23	13	7	13	9	4	4	4	2	2
STUDENT, EIGHT	S D	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
STUDENT, EIGHTEEN I.	S D	E	257	97	9	22	13	7	13	9	0	1	2	2	2	2
STUDENT, ELEVEN	S D	E	227	99	9	21	11	6	10	8	2	1	0	0	1	1
STUDENT, FIFTEEN F.	S D	E	262	99	9	23	13	7	13	9	2	1	0	2	2	2
STUDENT, FIVE	S D	M	213	99	9	17	6	6	9	7	3	4	2	0	0	0
STUDENT, FOUR	S D	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
STUDENT, FOURTEEN E.	S D	E	238	99	9	20	10	6	11	9	3	4	2	1	1	1
STUDENT, NINETEEN J.	S D	M	206	43	5	14	9	5	12	6	2	0	0	0	0	0
STUDENT, ONE A.	S D	E	231	83	7	20	10	7	13	8	1	2	1	1	0	0
STUDENT, SEVEN B.	S D	M	214	49	5	15	9	5	12	6	2	0	0	2	2	2
STUDENT, SEVENTEEN H.	S D	E	257	99	9	23	13	7	13	9	2	0	0	2	2	2
STUDENT, SIX A.	S D	M	218	49	5	15	9	5	12	6	2	1	3	2	1	1
STUDENT, SIXTEEN G.	S D	M	185	7	2	9	6	3	2	5	2	4	3	1	1	1
STUDENT, TEN C.	S D	E	262	99	9	23	13	7	13	9	0	4	2	0	2	2
STUDENT, THIRTEEN D.	S D	B	170	22	3	9	5	4	0	3	2	1	3	0	0	0
STUDENT, THREE W.	S D	E	233	73	6	17	12	5	12	7	3	4	2	1	2	2
STUDENT, TWELVE	S D	E	257	99	9	23	13	7	13	8	3	4	2	0	0	0
STUDENT, TWENTY	S D	B	179	9	2	11	6	3	2	2	3	4	2	0	0	0
STUDENT, TWO B.	S D	E	240	78	7	18	12	7	12	8	1	3	4	2	1	1

<sup>1</sup> A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2011.  
<sup>2</sup> The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.  
<sup>3</sup> National Percentile Rank  
 NA = Not Available

Figure 7. School Roster

## ***School Performance Profile/District Performance Profile***

The School Performance Profile and District Performance Profile for reading, mathematics, and science are each three pages long. These reports present a variety of summary ISAT results for the school and district. There is a separate Performance Profile for each subject and grade tested. The School Performance Profile reports results at the school, district, and state levels. The District Performance Profile reports results at the district and state levels. Otherwise, these two reports are identical and the various elements of the reports will be described using the School Performance Profile as the example.

### **Grade and Subject**

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

### **Number of Scores and Average Scale Scores**

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

### **Scale Scores—Reading, Mathematics, and Science**

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

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score was obtained. This makes scale scores especially suitable for comparing scores when different grades of the test have been administered and for studying change in performance over time.

### **Meeting or Exceeding Standards**

The graph on the left presents the percent of students in the school, district, and the state at or above the Meets Standards performance level. The graph on the right shows the percent of students in the school, district, and the state in each of the four performance levels.

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

School results are reported by standards assessed on the ISAT tests. The number of items possible for each standard is presented. The average number of items correct is reported for the school, the district, and the state.



# School Performance Profile

Illinois Standards Achievement Test (ISAT)

Grade 8 Mathematics - Spring 2012

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

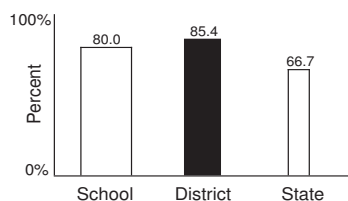
Page 1 of 3

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

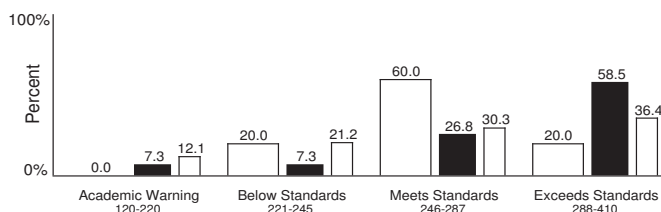
## Overall Results

	Number of Scores	Average Scale Scores**
School	10	268.3
District	41	305.2
State	66	279.6

### Percent of Student Scores Meeting or Exceeding Standards



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



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

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

## Multiple-Choice Results by Standards Assessed

Standards Assessed		Number of Items	Average Number Correct		
			School	District	State
6A, 6B, 6C, 6D	Number Sense	12	10.2	10.4	8.4
7A, 7B, 7C	Measurement	10	5.0	7.2	5.5
8A, 8B, 8C, 8D	Algebra	20	12.0	14.8	12.0
9A, 9B	Geometry	13	5.4	8.5	7.3
10A, 10B, 10C	Data Analysis, Statistics, and Probability	10	5.2	7.1	5.5

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Figure 8. Page 1 of the School Performance Profile

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

### **Performance on Short- and Extended-Response Items**

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

### **Performance by Student Groups—Reading, Mathematics, and Science**

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





# School Performance Profile

Illinois Standards Achievement Test (ISAT)

Grade 8 Mathematics - Spring 2012

School: **SAMPLE ELEMENTARY SCHOOL C**  
District: **SAMPLE DISTRICT**  
School Code: **999999999012009**

Page 2 of 3

## Performance on Short- and Extended-Response Items

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

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

Percent of student scores at each score point*						
	Short Response 1			Short Response 2		
	2	1	0	2	1	0
<b>Total</b>						
School	52.6	31.6	15.8	47.4	26.3	26.3
District	51.2	34.1	14.6	48.8	29.3	22.0
State	47.0	36.4	16.7	42.4	30.3	27.3
	Extended Response					
	4	3	2	1	0	
<b>Mathematical Knowledge</b>						
School	0.0	21.1	36.8	15.8	26.3	
District	22.0	14.6	34.1	12.2	17.1	
State	13.6	15.2	34.8	18.2	18.2	
<b>Strategic Knowledge</b>						
School	31.6	15.8	10.5	15.8	26.3	
District	36.6	12.2	22.0	12.2	17.1	
State	31.8	10.6	19.7	13.6	24.2	
<b>Explanation</b>						
School	5.3	5.3	36.8	15.8	36.8	
District	24.4	7.3	34.1	12.2	22.0	
State	16.7	13.6	31.8	13.6	24.2	

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

## Performance by Student Group

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

Student Group Size <sup>1</sup>		Percent of students in each Performance Level <sup>2</sup>					Scale Score
Number of Scores		Meets or Exceeds Standards	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Average
<b>Overall</b>	19	89.5	5.3	5.3	21.1	68.4	296.5
Male	--	--	--	--	--	--	--
Female	11	81.8	9.1	9.1	18.2	63.6	287.6
Hispanic or Latino	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Low Income	--	--	--	--	--	--	--
Non-Low Income	15	86.7	6.7	6.7	26.7	60.0	288.1
LEP	--	--	--	--	--	--	--
Non-LEP	13	92.3	0.0	7.7	23.1	69.2	303.8
IEP	--	--	--	--	--	--	--
Non-IEP	15	93.3	6.7	0.0	20.0	73.3	302.3
Migrant	--	--	--	--	--	--	--
Non-Migrant	19	89.5	5.3	5.3	21.1	68.4	296.5

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

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

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Figure 9. Page 2 of the School Performance Profile

**Page 3.** The third page of the report for reading, mathematics, and science provides information about how Illinois students (at the school or district levels) compare to students from across the nation. National norm-referenced results are not used for accountability purposes and are provided for comparison purposes only.

### **Percent in National Quarters**

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

### **Stanine Scores**

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

### **Norm-Referenced Results**

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



## Comparison to Nationwide Results

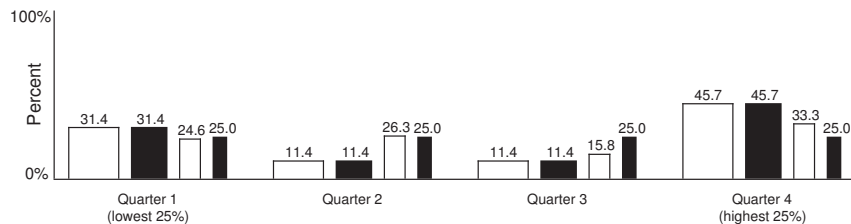
The percent of students in each national quarter is based on student performance of the first 30 items in session 1. These items represent an abbreviated version of the *Stanford 10 (SAT 10)*. The *SAT 10* is a nationally norm-referenced assessment produced by our test contractor. The overall ISAT scale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

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

	Number of Scores
School	42
District	42
State	71

### Percent of Students Scoring in Each National Quarter\*

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



### Percent of Students Scoring in Each Stanine\*

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

	1 (lowest)	2	3	4	5	6	7	8	9 (highest)
School	8.6%	14.3%	8.6%	11.4%	0.0%	11.4%	0.0%	0.0%	45.7%
District	8.6%	14.3%	8.6%	11.4%	0.0%	11.4%	0.0%	0.0%	45.7%
State	7.0%	10.5%	7.0%	24.6%	3.5%	14.0%	0.0%	0.0%	33.3%
Nation	4.0%	7.0%	12.0%	17.0%	20.0%	17.0%	12.0%	7.0%	4.0%

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

## More About Norm-referenced Results

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

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

Figure 10. Page 3 of the School Performance Profile

## District Roster by School

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



 <b>District Roster by School</b>		District: <b>SAMPLE DISTRICT</b> District Code: <b>9999999901</b>											
Illinois Standards Achievement Test (ISAT)		Reading - Spring 2012											
Group Size		Percent in Each Performance Level*						Percent in Each National Quarter*					
Number of Scores		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	Scale - Score Average	Q1	Q2	Q3	Q4		
<b>SAMPLE ELEMENTARY A</b>													
<b>99999999012039</b>													
Grade 3	43	20.9	9.3	20.9	48.8	69.8	234.2	25.6	9.3	0.0	65.1		
Grade 4	9	33.3	22.2	22.2	22.2	44.4	205.2	33.3	0.0	22.2	44.4		
Grade 5	15	13.3	6.7	13.3	66.7	80.0	289.7	13.3	0.0	6.7	80.0		
Grade 6	14	14.3	0.0	21.4	64.3	85.7	300.6	14.3	0.0	0.0	85.7		
Grade 7	14	14.3	0.0	21.4	64.3	85.7	306.0	14.3	0.0	0.0	85.7		
Grade 8	12	16.7	0.0	8.3	75.0	83.3	313.3	16.7	0.0	0.0	83.3		
<b>SAMPLE ELEMENTARY B</b>													
<b>99999999012059</b>													
Grade 3	31	29.0	12.9	25.8	32.3	58.1	211.9	29.0	19.4	0.0	51.6		
Grade 4	2	0.0	0.0	0.0	100.0	100.0	298.0	0.0	0.0	0.0	100.0		
Grade 5	8	0.0	12.5	50.0	37.5	87.5	250.6	0.0	0.0	12.5	87.5		
Grade 6	8	0.0	25.0	50.0	25.0	75.0	247.6	0.0	12.5	12.5	75.0		
Grade 7	9	0.0	22.2	55.6	22.2	77.8	251.7	0.0	0.0	22.2	77.8		
Grade 8	10	0.0	20.0	60.0	20.0	80.0	250.4	0.0	20.0	0.0	80.0		
<b>SAMPLE ELEMENTARY SCHOOL C</b>													
<b>99999999012009</b>													
Grade 3	18	0.0	22.2	22.2	55.6	77.8	243.4	5.6	16.7	0.0	77.8		
Grade 4	18	5.6	16.7	33.3	44.4	77.8	246.2	5.6	0.0	33.3	61.1		
Grade 5	18	0.0	11.1	27.8	61.1	88.9	264.1	5.6	0.0	11.1	83.3		
Grade 6	18	0.0	11.1	16.7	72.2	88.9	276.7	5.6	0.0	5.6	88.9		
Grade 7	20	0.0	25.0	10.0	65.0	75.0	283.4	5.0	5.0	5.0	85.0		
Grade 8	18	0.0	11.1	16.7	72.2	88.9	283.9	5.6	5.6	0.0	88.9		
* Percents may not sum to 100 due to rounding.													
												Page 1	
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Figure 11. District Roster by School

## District Roster by Grade

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



# District Roster by Grade

District: **SAMPLE DISTRICT**

District Code: **99999999901**

Illinois Standards Achievement Test (ISAT)

Science - Spring 2012

	Group Size	Percent in Each Performance Level*						Percent in Each National Quarter*				
		Number of Scores	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	Scale - Score Average	Q1	Q2	Q3	Q4
<b>Grade 4</b>												
<b>School Name</b>		<b>RCDTS</b>										
SAMPLE ELEMENTARY A	999999999012039	8	62.5	12.5	12.5	12.5	25.0	179.5	25.0	0.0	25.0	50.0
SAMPLE ELEMENTARY B	999999999012059	3	33.3	33.3	0.0	33.3	33.3	181.3	0.0	0.0	0.0	100.0
SAMPLE ELEMENTARY SCHOOL C	999999999012009	18	11.1	66.7	22.2	0.0	22.2	169.5	11.8	64.7	23.5	0.0
<b>District Results</b>		29	27.6	48.3	17.2	6.9	24.1	173.5	13.6	50.0	22.7	13.6
<b>State Results</b>		71	36.6	25.4	18.3	19.7	38.0	192.4	24.6	26.3	15.8	33.3
<b>Grade 7</b>												
<b>School Name</b>		<b>RCDTS</b>										
SAMPLE ELEMENTARY A	999999999012039	14	14.3	0.0	21.4	64.3	85.7	312.7	9.1	0.0	0.0	90.9
SAMPLE ELEMENTARY B	999999999012059	9	22.2	0.0	55.6	22.2	77.8	220.6	0.0	0.0	0.0	100.0
SAMPLE ELEMENTARY SCHOOL C	999999999012009	19	10.5	5.3	36.8	47.4	84.2	266.9	5.3	0.0	0.0	94.7
<b>District Results</b>		42	14.3	2.4	35.7	47.6	83.3	272.2	5.4	0.0	0.0	94.6
<b>State Results</b>		67	37.3	1.5	31.3	29.9	61.2	235.2	23.6	0.0	12.7	63.6

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

Page 1

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Figure 12. District Roster by Grade

## ***Item Analysis Summary***

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

### **Multiple-Choice Items (See Figure 13)**

The first column lists the state goals and standards that were assessed. The second column lists the total number of items tested at each state goal, standard, and assessment objective. The third column lists the assessment objectives tested.

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

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

### **Short-Response and Extended-Response Items (See Figure 14)**

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

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



## Item Analysis Summary - SAMPLE ELEMENTARY C

DISTRICT: SAMPLE DISTRICT  
RCDTS CODE: 99999999012009

GRADE: 03  
TEST DATE: 06/12

PAGE 1

READING		RESPONSE ANALYSIS (% CORRECT)			
Results from Multiple-Choice Items	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>State Goal 1: Reading</b> Standard 1A: Vocabulary Development  Standards 1B/C: Reading Strategies  Standard 1C: Reading Comprehension	35		81	58	59
	5		78	54	54
	1	1.3.01	83	56	57
	1	1.3.07	83	63	64
	2	1.3.08	81	55	55
	1	1.3.09	61	38	37
	7		82	63	64
	3	1.3.12	97	65	66
	1	1.3.13	72	54	55
	2	1.3.17	78	58	59
	1	1.3.18	83	79	79
	23		82	58	58
	9	1.3.20	85	58	59
	1	1.3.21	78	52	54
	2	1.3.22	78	57	58
	2	1.3.23	72	53	53
	3	1.3.24	76	57	57
	2	1.3.25	97	66	67
	1	1.3.26	94	70	71
	3	1.3.28	74	51	51
<b>State Goal 2: Literature</b> Standards 2A, 2B: Literary Elements and Techniques and Variety of Literary Works	15		79	56	56
	15		79	56	56
	1	2.3.01	78	54	52
	2	2.3.04	72	52	53
	4	2.3.05	78	56	56
	2	2.3.06	75	54	54
	3	2.3.07	87	61	61
	1	2.3.08	72	61	59
	2	2.3.10	81	53	53

continued on next page

\*Assessment Objective descriptions are online at <http://www.isbe.net/assessment/IA/index.htm>

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Figure 13. Item Analysis Summary—Reading



## Item Analysis Summary - SAMPLE ELEMENTARY C

DISTRICT: SAMPLE DISTRICT  
RCDTS CODE: 99999999012009

GRADE: 03  
TEST DATE: 06/12

PAGE 3

MATHEMATICS		RESPONSE ANALYSIS (% AT EACH SCORE POINT)			
Results from Short-Response Items 2 = Completely correct response 1 = Partially correct response 0 = Incorrect or no response	Score Range	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>Item 1</b> <b>State Goal 9: Geometry</b> Standard 9A: Properties of Single Figures and Coordinate Geometry Students are asked to draw a reflection of a figure and draw a translation of a figure.	2 1 0	9.3.05	39 22 39	40 32 29	39 31 30
<b>Item 2</b> <b>State Goal 10: Data Analysis, Statistics, and Probability</b> Standards 10A, 10B: Data Analysis and Statistics Students are asked to complete a tally chart to show the same information from a pictograph.	2 1 0	10.3.02	39 28 33	42 33 25	42 33 25
Results from Extended-Response Item 4 = Highest Score; 0 = Lowest Score	Score Range	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>State Goal 7: Measurement</b> Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications Students are asked to solve a problem involving the heights (and converting measurements) of four boys.	4 3 2 1 0	7.3.07	0 28 50 11 11	3 18 43 11 19	3 18 44 16 19
<b>Mathematical Knowledge</b> Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	4 3 2 1 0		39 6 6 33 17	30 16 9 26 20	30 15 9 26 20
<b>Strategic Knowledge</b> Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	4 3 2 1 0		6 22 39 6 28	10 17 32 14 27	10 18 32 13 27
<b>Explanation</b> Written explanation and rationales that translate into words the steps of the solution process and provide a justification for each step.	4 3 2 1 0				

\*Assessment Objective descriptions are online at <http://www.isbe.net/assessment/IAIndex.htm>

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Figure 14. Item Analysis Summary—Mathematics



# Glossary for Student Data Disk Interpretation

In addition to the ISAT information reported to schools on printed reports, ISBE also provides districts with a data file in electronic format. This glossary defines terms used in the electronic files that are not fully explained elsewhere in this document as well as common assessment terms.

NOTE: Any reference to SAT 10 results or norm-referenced results applies only to multiple-choice reading, mathematics, and science items.

**Domain Core Item Number Attempted**—"Core items" refers to test items that are scored, and "number attempted" refers to the total number of items responded to by a student.

**Norm Year**—The year in which the national norm was established.

**Reliability**—The reliability of a test reflects the degree to which test scores are free from errors of measurement that arise from various sources. Test reliability indicates the extent to which differences in test scores reflect real differences in the construct being measured across some variation in one or more factors such as time or specific test items used. Different coefficients can be distinguished accordingly. For example, test-retest reliability measures the extent to which scores remain constant over time. A low test-retest reliability coefficient means that a student's scores are likely to shift unpredictably from one time to another.

**SAT 10/Abb—Stanford Achievement Test**, Tenth Edition (Stanford 10 or SAT 10), Abbreviated Form is Pearson's standard, norm-referenced assessment comprising 30 multiple-choice items that are also aligned with the Illinois Learning Standards and Assessment Frameworks.

**SAT 10/Abb-Lexile™ Score**—The Lexile™ score is a measure of the student's reading ability and is given as a number with an "L" after it. The Lexile™ score scale ranges from Beginning Reader (BR) to over 2000L, in 5L increments. The higher the Lexile™ score, the greater the student's reading ability.

**SAT 10/Abb Level**—Pearson internal coding indicates different levels of tests. Although the coding system is different from standard grade designation, it is correlated to grade level.

**SAT 10/Abb—National Percentile Rank (NPR)**—An indicator of the relative standing of a student in comparison to the same-grade students in the national norm (reference) group. For example, an NPR of 75 for a particular subtest means that the student performed as well as or better than 75% of the students in the reference group. Percentile ranks do not represent equal units along a scale. For example, the difference in achievement between percentile ranks 5 and 10 is not the same as the difference between percentile ranks 50 and 55.

**SAT 10/Abb—Normal Curve Equivalent (NCE)**—Normalized standard scores with a mean of 50 and a standard deviation of 21.06. The standard deviation of 21.06 was chosen so that NCEs of 1 and 99 are equivalent to percentiles of 1 and 99. There are approximately 11 NCEs to each stanine. In contrast to percentile ranks, NCE provides an equal-interval scale. NCEs on the Student Data Disk are reported in three digits, and should be divided by 10. A 788 on the Disk would be an NCE of 78.8.

**SAT 10/Abb—Stanine (S)**—This is a standard score derived from the percentile rank. National stanines are scores that range from a low of 1 to a high of 9, with 5 designating average student performance. National stanines, like NPRs, indicate a student's relative standing in the national norm group. Since stanines represent approximately equal units of ability, they are particularly useful for comparing a student's performance across subjects such as reading, mathematics, and science. Stanine

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

**Scale Score**—A standard vertical score derived from the number correct (raw score) that indicates performance on all forms and levels of a given subject along a single, comparable scale. The scale score facilitates conversions to other score types and the study of changes in performance from grade to grade.

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

**SAT 10/Abb–Scale Score (SS)**—A standard score derived from the number of correct SAT 10/Abb items. This score is used to derive the NPR, NCE, and stanine scores. For SAT 10/Abb, scale scores range from approximately 400 through 850.

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

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

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

**Stanine**—See SAT 10/Abb–Stanine (S).

**Strand Points Achieved (Raw Scores)**—Strand refers to the reporting category. The Strand Points Achieved (Raw Scores) is the score earned within each reporting category. All strand scores are unweighted. Strands 18, 19, and 20 are SAT 10/Abb scores.

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

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



