Interpretive Guide

2014

Illinois Standards Achievement Test

Reading
Mathematics
Science

Illinois State Board of Education

PEARSON

Printed in the United States of America.

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NOTE: The state-level summary ISAT results presented in tabular forms for 2014 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

Mathematics and Reading. All of the mathematics and reading assessments for 2014 contain items that have been aligned to the new Illinois Learning Standards for mathematics and reading. The mathematics and reading assessments also contain open-ended questions that require a written response from students. All of the items appearing on the assessments have been reviewed by Illinois educators.

Science. The science assessment in 2014 contains items aligned to the current Illinois Learning Standards for Science. For the science assessments, all items were written and reviewed by Illinois educators.

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

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

General Scoring Information

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

The extended-response item in reading and the extended-response item and short-response items in mathematics 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 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.

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	120–159	160–206	207–235	236–329
4	120–174	175–216	217–248	249–341
5	120–192	193–227	228–260	261–351
6	120–201	202–236	237–266	267–360
7	120–202	203–238	239–270	271–369
8	120–217	218–247	248–270	271–379
MATHEMATICS				
3	120–172	173–213	214–254	255–341
4	120–190	191–223	224–266	267–355
5	120–200	201–234	235–279	280–369
6	120–213	214–246	247–291	292–379
7	120–220	221–256	257–301	302–392
8	120–233	234–266	267–309	310–410
SCIENCE				
4	120–157	158–186	187–236	237–361
7	120–196	197–213	214–259	260–390

Reports for Local Use

NOTE: 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.

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.

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.

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 220 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 220 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 220 in grade 3 *meets* standards while the score of 220 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 220 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 220 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.

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.

Illinois Standards Achievement Test (ISAT)

Individual Student Report
Grade 7

Spring 2014 Results For:

FOUR STUDENT

School: **SAMPLE2 ELEMENTARY SCHOOL D**
District: **SAMPLE2 DISTRICT**
School Code: **999999998012040**
State ID: -----0704

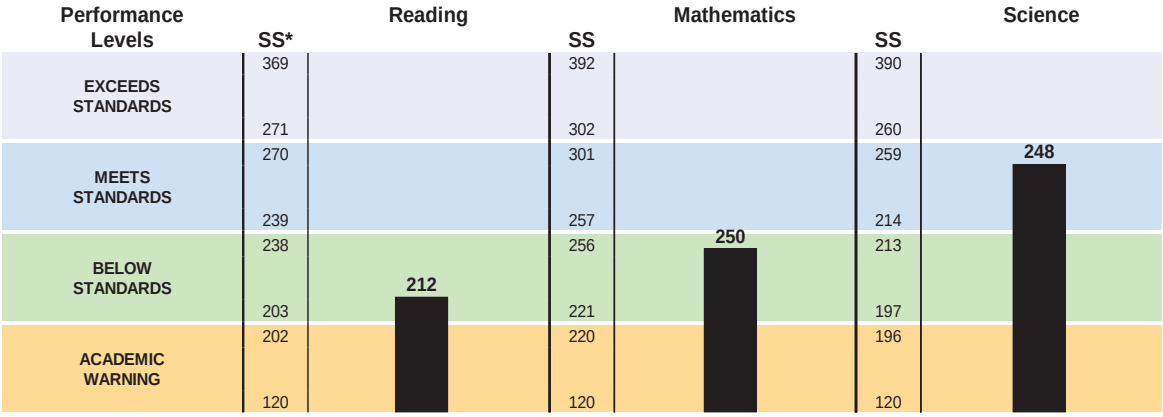
This report provides specific information about the student's performance on the Illinois Standards Achievement Test (ISAT) in reading, mathematics, and science. It also includes information for teachers and parents/guardians about how to support student learning. The ISAT is only one indication of how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

STATE SUPERINTENDENT
ILLINOIS STATE BOARD OF EDUCATION

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

Student's Scores and Performance Levels

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



*SS = Scale Score

The student's scale score in Reading is **Below Standards**.

The student's scale score in Mathematics is **Below Standards**.

The student's scale score in Science is **Meets Standards**.

About Performance Levels

Exceeds Standards

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

Meets Standards

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

Below Standards

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

Academic Warning

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

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Figure 1. Page 1 of Individual Student Report with Science

Illinois Standards Achievement Test (ISAT)

Individual Student Report
Grade 5

Spring 2014 Results For:

FIFTEEN STUDENT

School: **SAMPLE2 ELEMENTARY SCHOOL D**
District: **SAMPLE2 DISTRICT**
School Code: **999999998012040**
State ID: -----0515

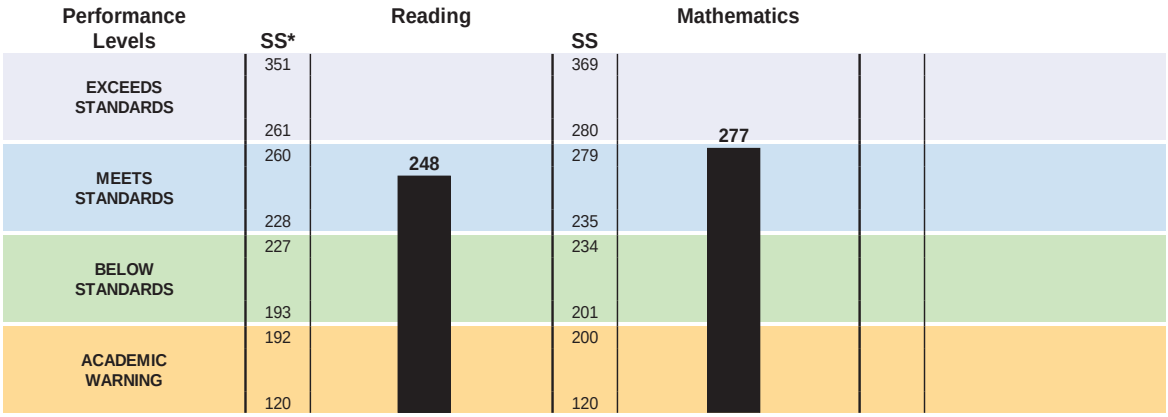
This report provides specific information about the student's performance on the Illinois Standards Achievement Test (ISAT) in reading and mathematics. It also includes information for teachers and parents/guardians about how to support student learning. The ISAT is only one indication of how well students 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.

STATE SUPERINTENDENT
ILLINOIS STATE BOARD OF EDUCATION

For further information, visit the Illinois State Board of Education online at **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.



*SS = Scale Score

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

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

About Performance Levels

Exceeds Standards

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

Meets Standards

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

Below Standards

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

Academic Warning

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

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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 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 second column on this table reports the total number of items on the test related to each standard. The final columns report the average number correct for the school, the district, and the state.

Extended-Response Results

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

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. 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, the school, or the district.

Reading Test Results

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

Multiple-Choice Results for Reading

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

Reading Standards Assessed	Number Correct	Number of Items[1]	Average Number Correct		
			School	District	State
RL: Reading - Literature	**2**	**9**	**5.2**	**5.2**	**5.3**
Key Ideas and Details	1	7	4.1	4.1	4.2
Craft and Structure	0	1	0.4	0.4	0.5
Integration of Knowledge and Ideas	1	1	0.7	0.7	0.6
RI: Reading - Informational	**20**	**41**	**20.2**	**20.2**	**17.8**
Key Ideas and Details	11	21	10.4	10.4	9.2
Craft and Structure	5	12	5.8	5.8	5.1
Integration of Knowledge and Ideas	4	8	3.9	3.9	3.5

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 the techniques used by some famous artists.

	Student Score	Score Range	% of Responses for Each Score[2]		
			School	District	State
These items assess how well the student answers the prompt by discussing key ideas, making connections or drawing conclusions, and extending and balancing ideas.	2	4	5.3%	5.3%	10.0%
		3	5.3%	5.3%	2.5%
		2	47.4%	47.4%	45.0%
		1	42.1%	42.1%	40.0%
		0	0.0%	0.0%	2.5%

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

Figure 3. Page 2 of Individual Student Report

Page 3—The third page of the ISR presents the results for mathematics. The table on page 3 shows the mathematics multiple-choice 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 each standard. The final columns report the average number correct for the school, the district, and the state.

Mathematics Test Results

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

Multiple-Choice Results for Mathematics

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

Mathematics Standards Assessed	Number Correct	Number of Items[1]	Average Number Correct		
			School	District	State
RP: Ratios and Proportional Relationships	**8**	**16**	**8.1**	**8.1**	**7.2**
Analyze proportional relationships and use them to solve real-world and mathematical problems.	8	16	8.1	8.1	7.2
NS: The Number System	**6**	**12**	**5.9**	**5.9**	**5.1**
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	6	12	5.9	5.9	5.1
EE: Expressions and Equations	**6**	**18**	**8.6**	**8.6**	**8.0**
Use properties of operations to generate equivalent expressions.	1	7	3.0	3.0	2.8
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	5	11	5.6	5.6	5.3
G: Geometry	**4**	**8**	**3.8**	**3.8**	**3.5**
Draw, construct, and describe geometrical figures and describe the relationships between them.	1	2	1.1	1.1	0.8
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	3	6	2.7	2.7	2.7
SP: Statistics and Probability	**8**	**11**	**5.3**	**5.3**	**4.6**
Use random sampling to draw inferences about a population.	1	1	0.5	0.5	0.4
Draw informal comparative inferences about two populations.	2	4	1.8	1.8	1.6
Investigate chance processes and develop, use, and evaluate probability models.	5	6	3.0	3.0	2.6

Figure 4. Page 3 of Individual Student Report

Page 4—Mathematics (continued). The top section of page 4 includes short-response results and extended response results for mathematics.

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 final column reports the distribution of scores for the school, the 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 school, the district, and the state. The extended-response item counts for 10% of the student's overall scale score.

Page 4—Science. For grades 4 and 7, the bottom of 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 each standard. The final columns report the average number correct for the school, the district, and the state.

Mathematics Test Results (continued)

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 determine the value of an expression and show work.					Students are asked to write and solve an inequality that represents a given situation and show work.				
Score Descriptions	**Student Score**	**Score Range**	**% of Responses for Each Score[2] School**	**District**	**State**	**Student Score**	**Score Range**	**% of Responses for Each Score[2] School**	**District**	**State**
2 = Completely correct response	2	2	47.4%	47.4%	42.5%	2	2	42.1%	42.1%	42.5%
1 = Partially correct response		1	42.1%	42.1%	47.5%		1	47.4%	47.4%	47.5%
0 = Incorrect response		0	10.5%	10.5%	10.0%		0	10.5%	10.5%	10.0%

Extended-Response Results for Mathematics

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

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

Item Description

Students are asked to determine the cost of a child's ticket using given information about the cost of adult tickets, show work, and explain in words how they found the answer.

	Student Score	**Score Range**	**% of Responses for Each Score[2] School**	**District**	**State**
Mathematical Knowledge Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	1	4	26.3%	26.3%	20.0%
		3	26.3%	26.3%	22.5%
		2	10.5%	10.5%	17.5%
		1	21.1%	21.1%	22.5%
		0	15.8%	15.8%	17.5%
Strategic Knowledge Identification of important problem elements and the use of models and/or algorithms to systemically represent and integrate concepts.	1	4	26.3%	26.3%	20.0%
		3	26.3%	26.3%	22.5%
		2	10.5%	10.5%	17.5%
		1	21.1%	21.1%	22.5%
		0	15.8%	15.8%	17.5%
Explanation Written explanation and rationales that translate into words, the steps of the solution process and provide a justification for each step.	1	4	26.3%	26.3%	20.0%
		3	26.3%	26.3%	22.5%
		2	10.5%	10.5%	17.5%
		1	21.1%	21.1%	22.5%
		0	15.8%	15.8%	17.5%

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

Science Test Results

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

Multiple-Choice Results in Science

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

Science Standards Assessed	**Number Correct**	**Number of Items[1]**	**Average Number Correct School**	**District**	**State**
11A, 11B: Scientific Inquiry and Technological Design	10	15	8.3	8.3	7.3
12A, 12B: Life and Environmental Sciences	12	15	8.2	8.2	7.3
12C, 12D: Matter, Energy, and Forces	13	15	8.4	8.4	7.6
12E, 12F: Earth and Space Sciences	12	15	8.4	8.4	7.4
13A, 13B: Safety, Practices of Sciences, Science/ Technology/Society, and Measurement	7	15	7.5	7.5	6.5

1 The total "Number of Items" may vary for students who used the Braille format.
2 Percents may not total to 100 due to rounding.
NA = Not Available

Figure 5. Page 4 of Individual Student Report with Science

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; and scale scores.

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 220 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 220 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 220 in grade 3 *meets* standards while the score of 220 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 220 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 220 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.

School Roster - All Subjects

School: **SAMPLE2 ELEMENTARY SCHOOL D**
District: **SAMPLE2 DISTRICT**
School Code: **999999998012040**

Illinois Standards Achievement Test (ISAT)

Grade 4 – Spring 2014

Student Name	Enrollment Status[1]		Reading		Mathematics		Science	
			Perform. Level[2]	Scale Score	Perform. Level[2]	Scale Score	Perform. Level[2]	Scale Score
STUDENT, EIGHT			W	139	W	165	W	120
STUDENT, EIGHTEEN	S	D	B	206	B	223	M	192
STUDENT, ELEVEN	S	D	M	238	M	239	E	361
STUDENT, FIVE			NA	NA	M	233	NA	NA
STUDENT, FOUR			W	133	W	120	W	120
STUDENT, FOURTEEN	S	D	W	143	W	165	W	120
STUDENT, NINE	S	D	E	280	E	296	E	361
STUDENT, NINETEEN	S	D	B	175	W	174	B	164
STUDENT, ONE	S	D	B	201	M	224	M	204
STUDENT, SEVEN	S	D	B	195	B	205	B	179
STUDENT, SEVENTEEN	S	D	M	232	M	235	E	361
STUDENT, SIX	S	D	B	197	M	224	M	218
STUDENT, SIXTEEN			W	120	W	120	W	120
STUDENT, TEN			W	121	W	120	W	120
STUDENT, THIRTEEN			B	185	B	205	M	204
STUDENT, THREE			E	270	E	313	E	361
STUDENT, TWELVE			B	211	M	226	M	192
STUDENT, TWENTY	S	D	W	166	B	199	B	170
STUDENT, TWO	S	D	B	190	W	165	W	120

1 A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2013.
2 The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.
NA = Not Available

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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 220 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 220 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 220 in grade 3 *meets* standards while the score of 220 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 220 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 220 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.

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

School: **SAMPLE2 ELEMENTARY SCHOOL D**
District: **SAMPLE2 DISTRICT**
School Code: **999999998012040**

Illinois Standards Achievement Test (ISAT)

Grade 4 Mathematics – Spring 2014

					Multiple-Choice Results by Assessed Standards						Extended Response			Short Response	
					Number of Items						Rubric Score				
						OA: Operations and Algebraic Thinking	NBT: Number and Operations in Base Ten	NF: Number and Operations - Fractions	MD: Measurement and Data	G: Geometry	Mathematical Knowledge	Strategic Knowledge	Explanation	Short Response 1	Short Response 2
Student Name	**Enrollment Status[1]**		**Perform. Level[2]**	**Scale Score**	**Total Possible**	**15**	**13**	**17**	**14**	**6**	**4**	**4**	**4**	**2**	**2**
STUDENT, EIGHT			W	165		1	2	2	0	2	4	4	4	2	0
STUDENT, EIGHTEEN	S	D	B	223		12	5	12	9	4	2	2	2	1	1
STUDENT, ELEVEN	S	D	M	239		12	12	14	10	4	1	1	1	1	2
STUDENT, FIVE			M	233		12	12	14	10	4	1	1	1	0	0
STUDENT, FOUR			W	120		0	0	0	0	0	0	0	0	1	2
STUDENT, FOURTEEN	S	D	W	165		1	2	2	0	2	4	4	4	0	2
STUDENT, NINE	S	D	E	296		15	13	17	14	6	4	4	4	1	1
STUDENT, NINETEEN	S	D	W	174		3	3	3	2	0	3	3	3	2	1
STUDENT, ONE	S	D	M	224		9	10	9	9	4	3	3	3	0	2
STUDENT, SEVEN	S	D	B	205		6	9	6	5	2	3	3	3	1	2
STUDENT, SEVENTEEN	S	D	M	235		12	12	14	10	4	1	1	1	0	1
STUDENT, SIX	S	D	M	224		12	5	12	9	4	2	2	2	2	1
STUDENT, SIXTEEN			W	120		0	0	0	0	0	0	0	0	2	2
STUDENT, TEN			W	120		0	0	0	0	0	0	0	0	1	2
STUDENT, THIRTEEN			B	205		6	9	6	5	2	3	3	3	1	2
STUDENT, THREE			E	313		15	13	17	14	6	4	4	4	2	1
STUDENT, TWELVE			M	226		12	5	12	9	4	2	2	2	2	2
STUDENT, TWENTY	S	D	B	199		4	8	5	3	4	4	4	4	0	1
STUDENT, TWO	S	D	W	165		1	2	2	0	2	4	4	4	2	0

1 A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2013.
2 The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.
NA = Not Available

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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 220 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 220 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 220 in grade 3 *meets* standards while the score of 220 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 220 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 220 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, the 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, the 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 6 Mathematics – Spring 2014

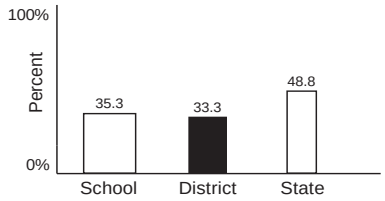
School: **SAMPLE MIDDLE SCHOOL A**
District: **SAMPLE DISTRICT**
School Code: **999999999011079**

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.

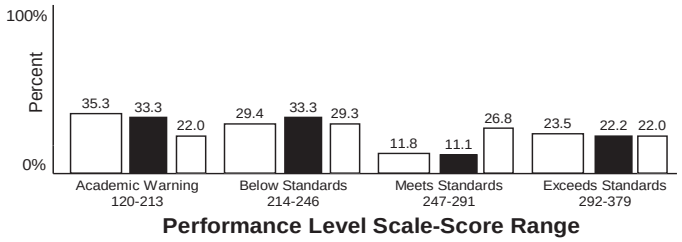
Overall Results

	Number of Scores	Average Scale Scores**
School	**17**	**237.5**
District	18	236.9
State	41	248.9

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
RP: Ratios and Proportional Relationships	**13**	**5.8**	5.7	6.7
NS: The Number System	**13**	**5.7**	5.7	6.5
EE: Expressions and Equations	**28**	**12.4**	12.2	14.0
G: Geometry	**11**	**4.5**	4.4	5.4
SP: Statistics and Probability	**0**			

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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 each of 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 6 Mathematics – Spring 2014

School: **SAMPLE MIDDLE SCHOOL A**
District: **SAMPLE DISTRICT**
School Code: **999999999011079**

Performance on Short- and Extended-Response Items

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

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

Percent of student scores at each score point*

		Short Response 1			Short Response 2		
		2	**1**	**0**	**2**	**1**	**0**
Total	School	41.2	41.2	17.6	58.8	29.4	11.8
	District	44.4	38.9	16.7	55.6	33.3	11.1
	State	51.2	34.1	14.6	51.2	36.6	12.2

		Extended Response				
		4	**3**	**2**	**1**	**0**
Mathematical Knowledge	School	17.6	11.8	17.6	23.5	29.4
	District	16.7	11.1	22.2	22.2	27.8
	State	19.5	9.8	22.0	24.4	24.4
Strategic Knowledge	School	17.6	11.8	17.6	23.5	29.4
	District	16.7	11.1	22.2	22.2	27.8
	State	19.5	9.8	22.0	24.4	24.4
Explanation	School	17.6	11.8	17.6	23.5	29.4
	District	16.7	11.1	22.2	22.2	27.8
	State	19.5	9.8	22.0	24.4	24.4

* Percents may not sum to 100 due to rounding.

Performance by Student Group

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

	Student Group Size[1]	**Percent of students in each Performance Level[2]**					**Scale Score**
	Number of Scores	**Meets or Exceeds Standards**	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Average
Overall	**17**	**35.3**	**35.3**	**29.4**	**11.8**	**23.5**	**237.5**
Male	- -	- -	- -	- -	- -	- -	- -
Female	10	30.0	30.0	40.0	10.0	20.0	234.4
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	- -	- -	- -	- -	- -	- -	- -
LEP	- -	- -	- -	- -	- -	- -	- -
Non-LEP	11	36.4	36.4	27.3	9.1	27.3	237.9
IEP	- -	- -	- -	- -	- -	- -	- -
Non-IEP	- -	- -	- -	- -	- -	- -	- -
Migrant							
Non-Migrant	12	41.7	33.3	25.0	16.7	25.0	239.9

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

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

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Figure 9. Page 2 of the School Performance Profile

District Roster by School

There are separate rosters 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.

District Roster by School

Illinois Standards Achievement Test (ISAT)

Reading – Spring 2014

District: **SAMPLE DISTRICT**
District Code: **99999999901**

	Group Size	Percent In Each Performance Level*					
	Number of Scores	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	Scale-Score Average
SAMPLE ELEMENTARY A **999999999012039**							
Grade 3	0	0.0	0.0	0.0	0.0	0.0	000.0
Grade 4	0	0.0	0.0	0.0	0.0	0.0	000.0
Grade 5	13	46.2	23.1	23.1	7.7	30.8	205.3
Grade 6	1	0.0	0.0	0.0	100.0	100.0	290.0
Grade 7	0	0.0	0.0	0.0	0.0	0.0	000.0
Grade 8	0	0.0	0.0	0.0	0.0	0.0	000.0
SAMPLE ELEMENTARY B **999999999012059**							
Grade 4	23	60.9	21.7	8.7	8.7	17.4	180.0
SAMPLE ELEMENTARY SCHOOL C **999999999012009**							
Grade 3	73	32.9	37.0	11.0	19.2	30.1	190.3
Grade 4	5	20.0	60.0	0.0	20.0	20.0	206.0
Grade 5	4	75.0	25.0	0.0	0.0	0.0	156.3
Grade 6	1	100.0	0.0	0.0	0.0	0.0	189.0
Grade 7	8	62.5	25.0	12.5	0.0	12.5	183.8
Grade 8	2	50.0	50.0	0.0	0.0	0.0	172.5
SAMPLE MIDDLE SCHOOL A **999999999011079**							
Grade 6	16	62.5	18.8	6.3	12.5	18.8	203.5
Grade 7	13	38.5	23.1	23.1	15.4	38.5	236.1
Grade 8	28	46.4	32.1	7.1	14.3	21.4	228.0

* Percents may not sum to 100 due to rounding.

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Figure 10. District Roster by School

District Roster by Grade

There are separate rosters 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 each performance level, and scale score averages for each grade in the school. District and state results are also included for comparison purposes.

District Roster by Grade

Illinois Standards Achievement Test (ISAT)

Reading – Spring 2014

District: **SAMPLE2 DISTRICT**
District Code: **99999999801**

		Group Size	Percent In Each Performance Level*					
		Number of Scores	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	Scale-Score Average
Grade 3								
School Name	**RCDTS**							
SAMPLE2 ELEMENTARY SCHOOL D	999999998012040	20	20.0	35.0	25.0	20.0	45.0	196.8
District Results		20	20.0	35.0	25.0	20.0	45.0	196.8
State Results		119	28.6	37.0	15.1	19.3	34.5	193.4
Grade 4								
School Name	**RCDTS**							
SAMPLE2 ELEMENTARY SCHOOL D	999999998012040	18	33.3	44.4	11.1	11.1	22.2	190.6
District Results		18	33.3	44.4	11.1	11.1	22.2	190.6
State Results		50	46.0	34.0	8.0	12.0	20.0	187.9
Grade 5								
School Name	**RCDTS**							
SAMPLE2 ELEMENTARY SCHOOL D	999999998012040	18	33.3	33.3	16.7	16.7	33.3	207.1
District Results		18	33.3	33.3	16.7	16.7	33.3	207.1
State Results		39	43.6	30.8	15.4	10.3	25.6	199.4
Grade 6								
School Name	**RCDTS**							
SAMPLE2 ELEMENTARY SCHOOL D	999999998012040	19	26.3	36.8	15.8	21.1	36.8	221.6
District Results		19	26.3	36.8	15.8	21.1	36.8	221.6
State Results		41	39.0	29.3	12.2	19.5	31.7	219.5
Grade 7								
School Name	**RCDTS**							
SAMPLE2 ELEMENTARY SCHOOL D	999999998012040	19	31.6	31.6	21.1	15.8	36.8	223.3
District Results		19	31.6	31.6	21.1	15.8	36.8	223.3
State Results		40	40.0	27.5	20.0	12.5	32.5	219.6
Grade 8								
School Name	**RCDTS**							
SAMPLE2 ELEMENTARY SCHOOL D	999999998012040	20	10.0	60.0	20.0	10.0	30.0	236.6
District Results		20	10.0	60.0	20.0	10.0	30.0	236.6
State Results		50	32.0	44.0	12.0	12.0	24.0	229.2

* Percents may not sum to 100 due to rounding.

Page 1

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Figure 11. 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. There are separate reports for each grade and subject tested.

Multiple-Choice Items

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.

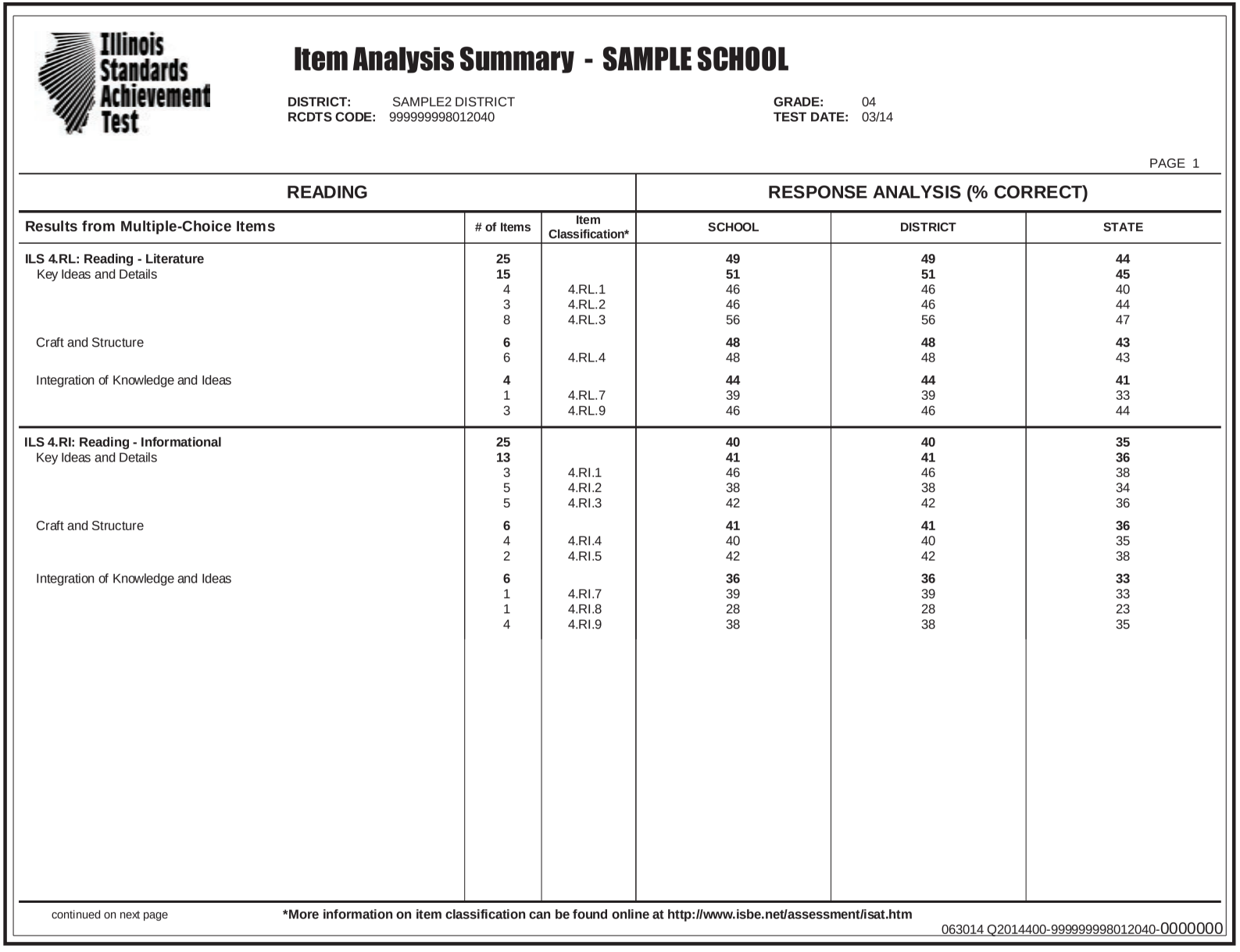
The last three columns—RESPONSE ANALYSIS (% CORRECT)—show the percent of these items that the students answered correctly in the school, the district, and the state.

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

Short-Response and Extended-Response Items

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, the district, and the state.



Illinois Standards Achievement Test

Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE2 DISTRICT
RCDTS CODE: 999999998012040

GRADE: 04
TEST DATE: 03/14

READING			RESPONSE ANALYSIS (% CORRECT)		
Results from Multiple-Choice Items	**# of Items**	**Item Classification***	**SCHOOL**	**DISTRICT**	**STATE**
ILS 4.RL: Reading - Literature	**25**		**49**	**49**	**44**
Key Ideas and Details	**15**		**51**	**51**	**45**
	4	4.RL.1	46	46	40
	3	4.RL.2	46	46	44
	8	4.RL.3	56	56	47
Craft and Structure	**6**		**48**	**48**	**43**
	6	4.RL.4	48	48	43
Integration of Knowledge and Ideas	**4**		**44**	**44**	**41**
	1	4.RL.7	39	39	33
	3	4.RL.9	46	46	44
ILS 4.RI: Reading - Informational	**25**		**40**	**40**	**35**
Key Ideas and Details	**13**		**41**	**41**	**36**
	3	4.RI.1	46	46	38
	5	4.RI.2	38	38	34
	5	4.RI.3	42	42	36
Craft and Structure	**6**		**41**	**41**	**36**
	4	4.RI.4	40	40	35
	2	4.RI.5	42	42	38
Integration of Knowledge and Ideas	**6**		**36**	**36**	**33**
	1	4.RI.7	39	39	33
	1	4.RI.8	28	28	23
	4	4.RI.9	38	38	35

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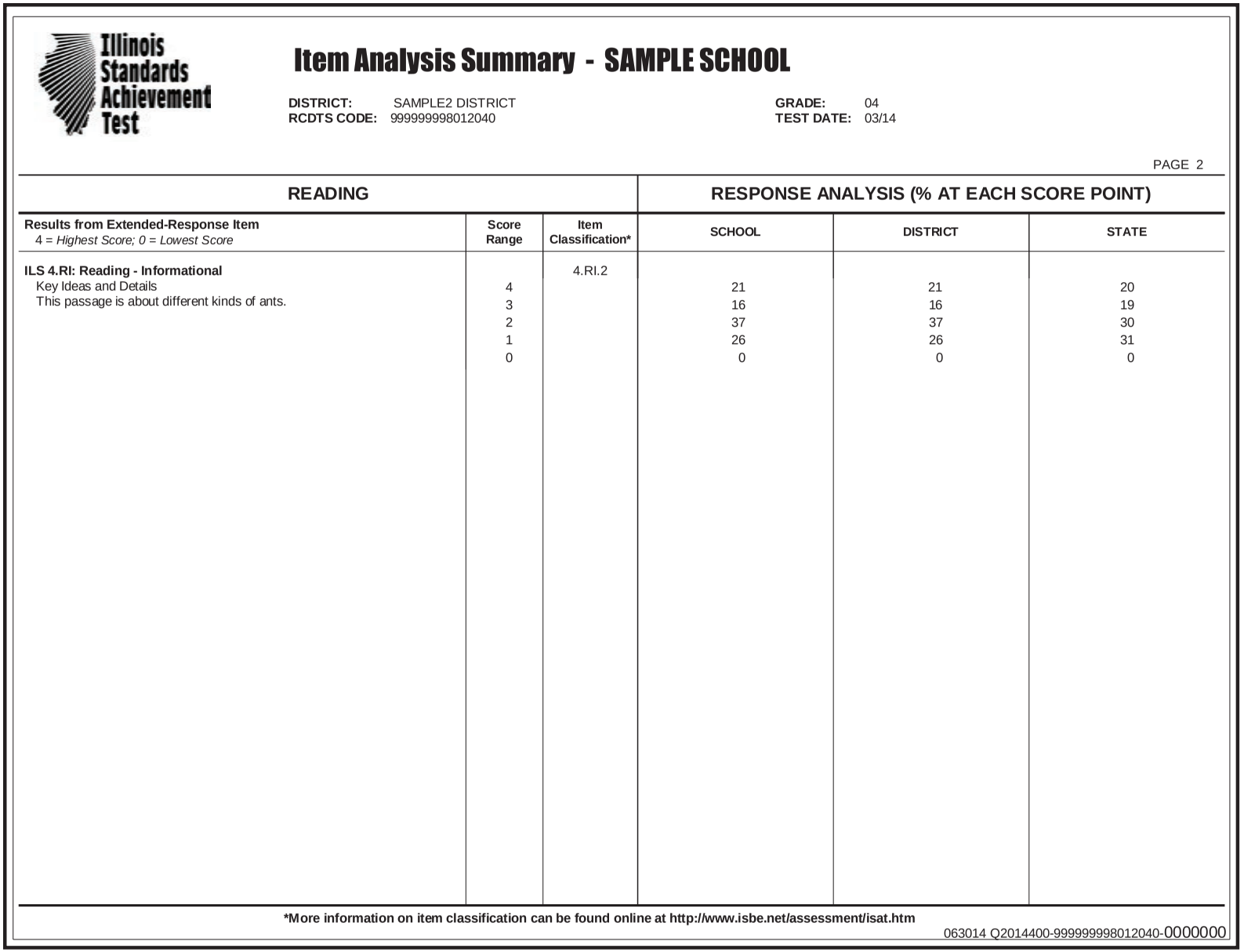
***More information on item classification can be found online at http://www.isbe.net/assessment/isat.htm**

Figure 12. Item Analysis Summary—Reading



Illinois Standards Achievement Test

Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE2 DISTRICT
RCDTS CODE: 999999998012040

GRADE: 04
TEST DATE: 03/14

PAGE 2

READING			RESPONSE ANALYSIS (% AT EACH SCORE POINT)		
Results from Extended-Response Item 4 = *Highest Score; 0 = Lowest Score*	**Score Range**	**Item Classification***	**SCHOOL**	**DISTRICT**	**STATE**
ILS 4.RI: Reading - Informational		4.RI.2			
Key Ideas and Details	4		21	21	20
This passage is about different kinds of ants.	3		16	16	19
	2		37	37	30
	1		26	26	31
	0		0	0	0

***More information on item classification can be found online at http://www.isbe.net/assessment/isat.htm**

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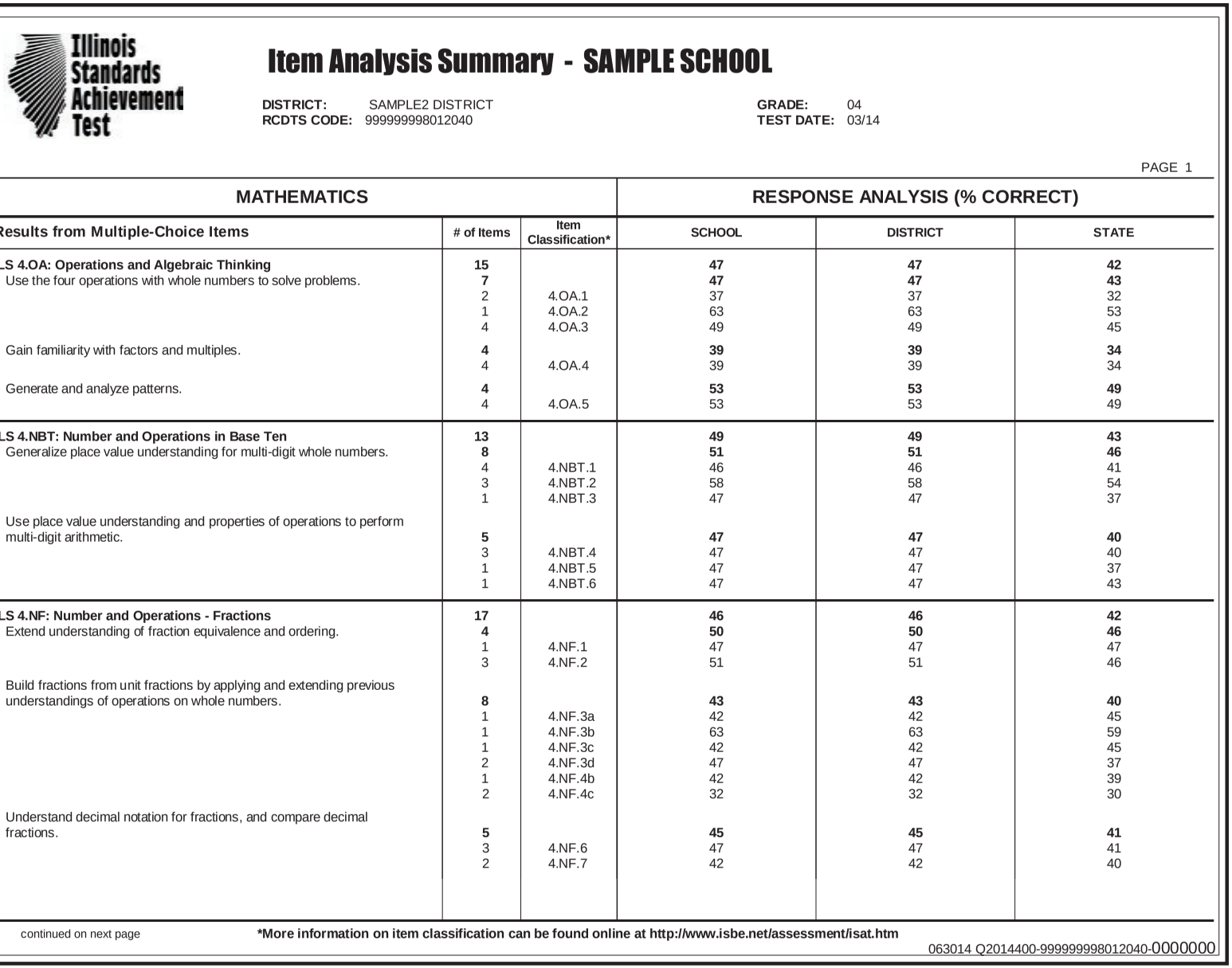
Figure 12 b. Item Analysis Summary—Reading



Illinois Standards Achievement Test

Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE2 DISTRICT
RCDTS CODE: 999999998012040

GRADE: 04
TEST DATE: 03/14

PAGE 1

MATHEMATICS			RESPONSE ANALYSIS (% CORRECT)		
Results from Multiple-Choice Items	**# of Items**	**Item Classification***	**SCHOOL**	**DISTRICT**	**STATE**
ILS 4.OA: Operations and Algebraic Thinking	**15**		**47**	**47**	**42**
Use the four operations with whole numbers to solve problems.	**7**		**47**	**47**	**43**
	2	4.OA.1	37	37	32
	1	4.OA.2	63	63	53
	4	4.OA.3	49	49	45
Gain familiarity with factors and multiples.	**4**		**39**	**39**	**34**
	4	4.OA.4	39	39	34
Generate and analyze patterns.	**4**		**53**	**53**	**49**
	4	4.OA.5	53	53	49
ILS 4.NBT: Number and Operations in Base Ten	**13**		**49**	**49**	**43**
Generalize place value understanding for multi-digit whole numbers.	**8**		**51**	**51**	**46**
	4	4.NBT.1	46	46	41
	3	4.NBT.2	58	58	54
	1	4.NBT.3	47	47	37
Use place value understanding and properties of operations to perform multi-digit arithmetic.	**5**		**47**	**47**	**40**
	3	4.NBT.4	47	47	40
	1	4.NBT.5	47	47	37
	1	4.NBT.6	47	47	43
ILS 4.NF: Number and Operations - Fractions	**17**		**46**	**46**	**42**
Extend understanding of fraction equivalence and ordering.	**4**		**50**	**50**	**46**
	1	4.NF.1	47	47	47
	3	4.NF.2	51	51	46
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	**8**		**43**	**43**	**40**
	1	4.NF.3a	42	42	45
	1	4.NF.3b	63	63	59
	1	4.NF.3c	42	42	45
	2	4.NF.3d	47	47	37
	1	4.NF.4b	42	42	39
	2	4.NF.4c	32	32	30
Understand decimal notation for fractions, and compare decimal fractions.	**5**		**45**	**45**	**41**
	3	4.NF.6	47	47	41
	2	4.NF.7	42	42	40

continued on next page

***More information on item classification can be found online at http://www.isbe.net/assessment/isat.htm**

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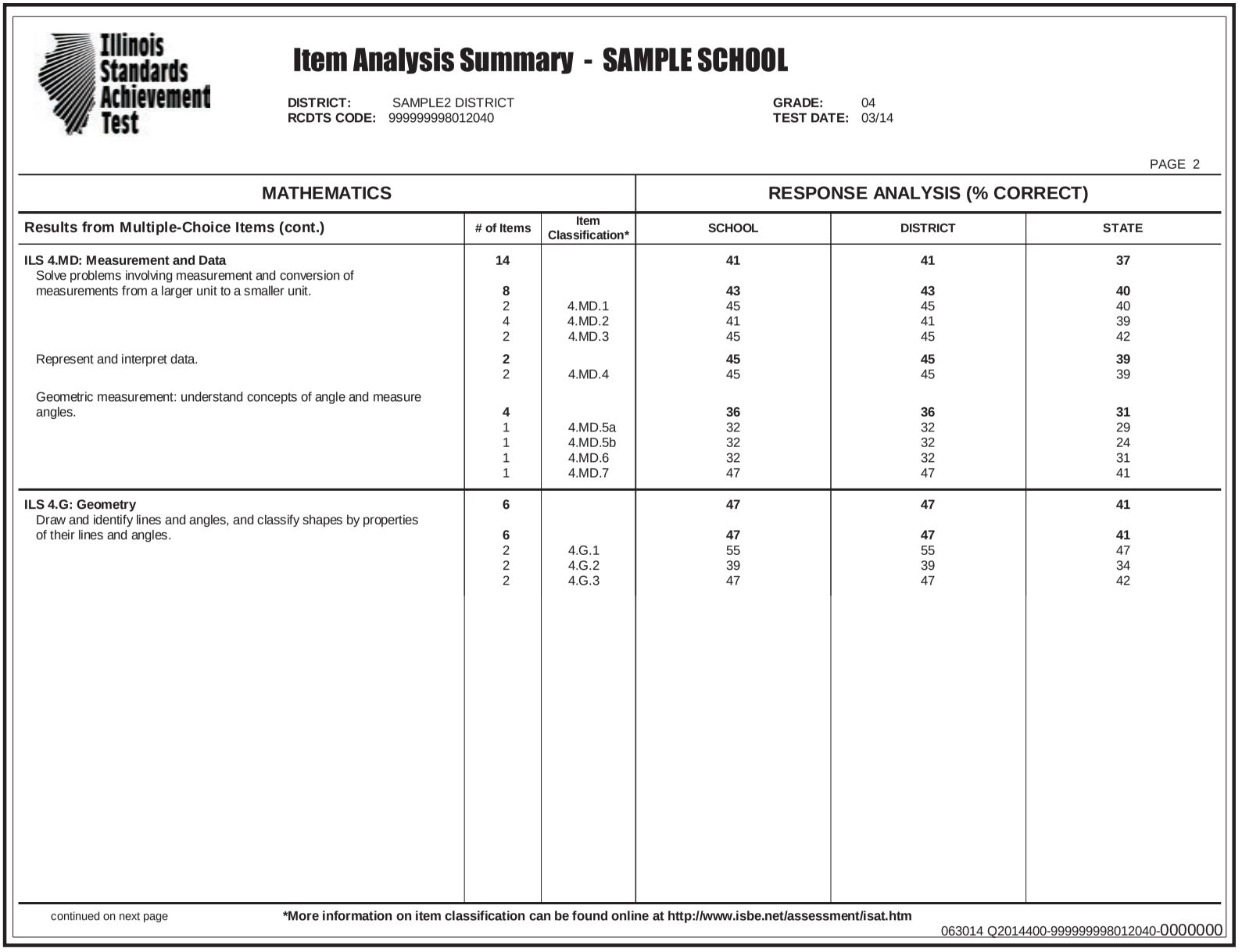
Figure 13. Item Analysis Summary—Mathematics



Illinois Standards Achievement Test

Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE2 DISTRICT
RCDTS CODE: 999999998012040

GRADE: 04
TEST DATE: 03/14

MATHEMATICS			RESPONSE ANALYSIS (% CORRECT)		
Results from Multiple-Choice Items (cont.)	**# of Items**	**Item Classification***	**SCHOOL**	**DISTRICT**	**STATE**
ILS 4.MD: Measurement and Data	**14**		**41**	**41**	**37**
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	**8**		**43**	**43**	**40**
	2	4.MD.1	45	45	40
	4	4.MD.2	41	41	39
	2	4.MD.3	45	45	42
Represent and interpret data.	**2**		**45**	**45**	**39**
	2	4.MD.4	45	45	39
Geometric measurement: understand concepts of angle and measure angles.	**4**		**36**	**36**	**31**
	1	4.MD.5a	32	32	29
	1	4.MD.5b	32	32	24
	1	4.MD.6	32	32	31
	1	4.MD.7	47	47	41
ILS 4.G: Geometry	**6**		**47**	**47**	**41**
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	**6**		**47**	**47**	**41**
	2	4.G.1	55	55	47
	2	4.G.2	39	39	34
	2	4.G.3	47	47	42

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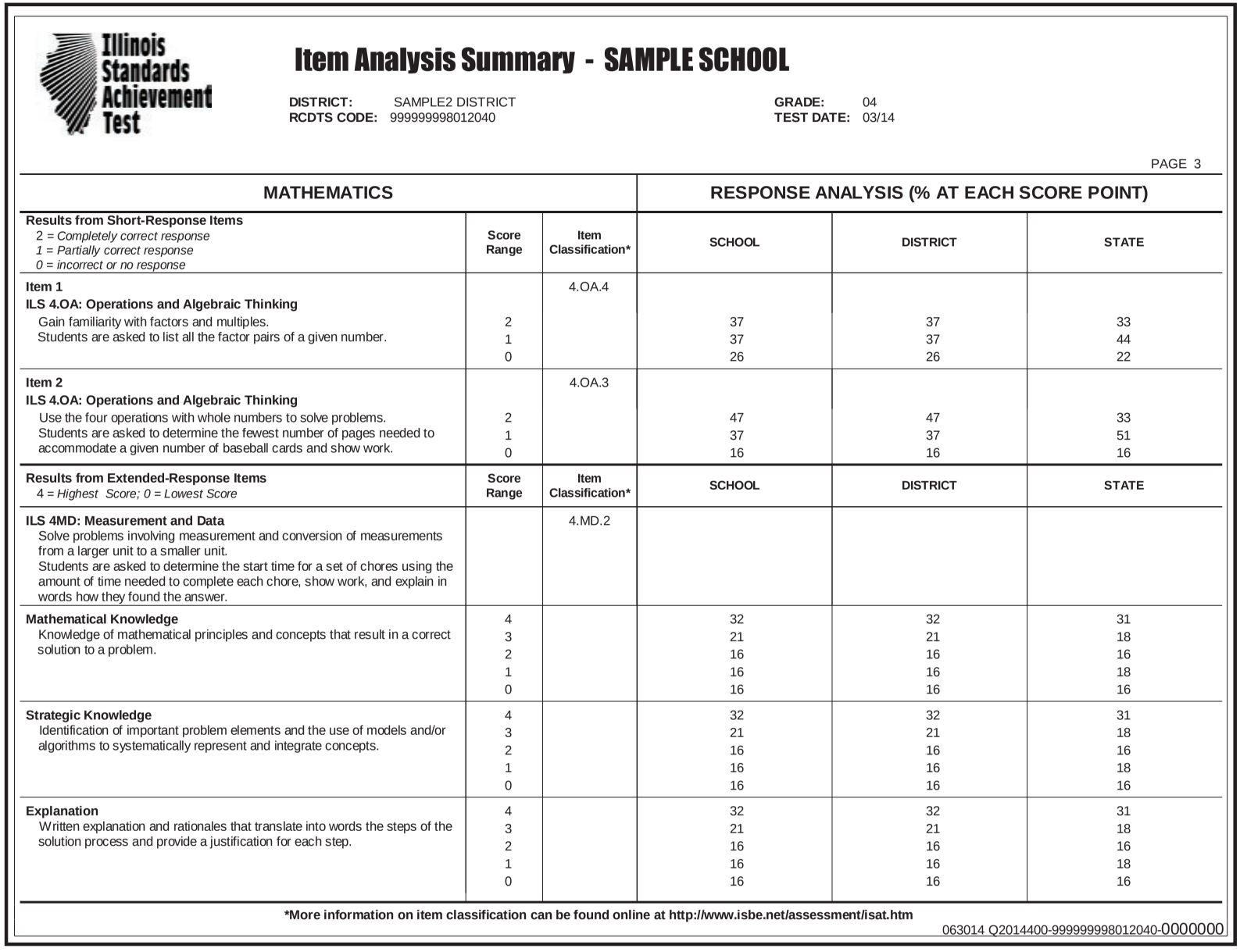
***More information on item classification can be found online at http://www.isbe.net/assessment/isat.htm**

Figure 13 b. Item Analysis Summary—Mathematics



Illinois Standards Achievement Test

Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE2 DISTRICT
RCDTS CODE: 999999998012040

GRADE: 04
TEST DATE: 03/14

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**	**Item Classification***	**SCHOOL**	**DISTRICT**	**STATE**
Item 1 **ILS 4.OA: Operations and Algebraic Thinking** Gain familiarity with factors and multiples. Students are asked to list all the factor pairs of a given number.	 2 1 0	4.OA.4	 37 37 26	 37 37 26	 33 44 22
Item 2 **ILS 4.OA: Operations and Algebraic Thinking** Use the four operations with whole numbers to solve problems. Students are asked to determine the fewest number of pages needed to accommodate a given number of baseball cards and show work.	 2 1 0	4.OA.3	 47 37 16	 47 37 16	 33 51 16
Results from Extended-Response Items *4 = Highest Score; 0 = Lowest Score*	**Score Range**	**Item Classification***	**SCHOOL**	**DISTRICT**	**STATE**
ILS 4MD: Measurement and Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Students are asked to determine the start time for a set of chores using the amount of time needed to complete each chore, show work, and explain in words how they found the answer.		4.MD.2			
Mathematical Knowledge Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	4 3 2 1 0		32 21 16 16 16	32 21 16 16 16	31 18 16 18 16
Strategic Knowledge Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	4 3 2 1 0		32 21 16 16 16	32 21 16 16 16	31 18 16 18 16
Explanation Written explanation and rationales that translate into words the steps of the solution process and provide a justification for each step.	4 3 2 1 0		32 21 16 16 16	32 21 16 16 16	31 18 16 18 16

***More information on item classification can be found online at http://www.isbe.net/assessment/isat.htm**

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Figure 13 c. Item Analysis Summary—Mathematics

Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE2 DISTRICT
RCDTS CODE: 999999998012040

GRADE: 04
TEST DATE: 03/14

SCIENCE			RESPONSE ANALYSIS (% CORRECT)		
Results from Multiple-Choice Items	**# of Items**	**Item Classification***	**SCHOOL**	**DISTRICT**	**STATE**
State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	**15**		**51**	**51**	**48**
Standards 11A, 11B: Scientific Inquiry and Technological Design	**15**		**51**	**51**	**48**
	1	11.4.01	39	39	41
	3	11.4.03	61	61	59
	3	11.4.04	61	61	56
	7	11.4.05	46	46	42
	1	11.4.06	39	39	41
State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	**45**		**48**	**48**	**45**
Standards 12A, 12B: Life and Environmental Sciences	**15**		**44**	**44**	**43**
	2	12.4.01	53	53	49
	2	12.4.02	44	44	36
	1	12.4.03	39	39	41
	2	12.4.04	50	50	51
	1	12.4.06	39	39	39
	1	12.4.07	44	44	33
	1	12.4.08	39	39	47
	2	12.4.09	42	42	45
	1	12.4.10	39	39	41
	2	12.4.12	42	42	39
Standards 12C, 12D: Matter, Energy, and Forces	**15**		**49**	**49**	**46**
	1	12.4.15	44	44	35
	1	12.4.16	44	44	43
	1	12.4.17	61	61	59
	1	12.4.20	61	61	63
	1	12.4.21	61	61	57
	1	12.4.23	61	61	59
	1	12.4.24	39	39	43
	1	12.4.25	61	61	59
	3	12.4.26	43	43	41
	3	12.4.27	43	43	37
	1	12.4.28	44	44	37

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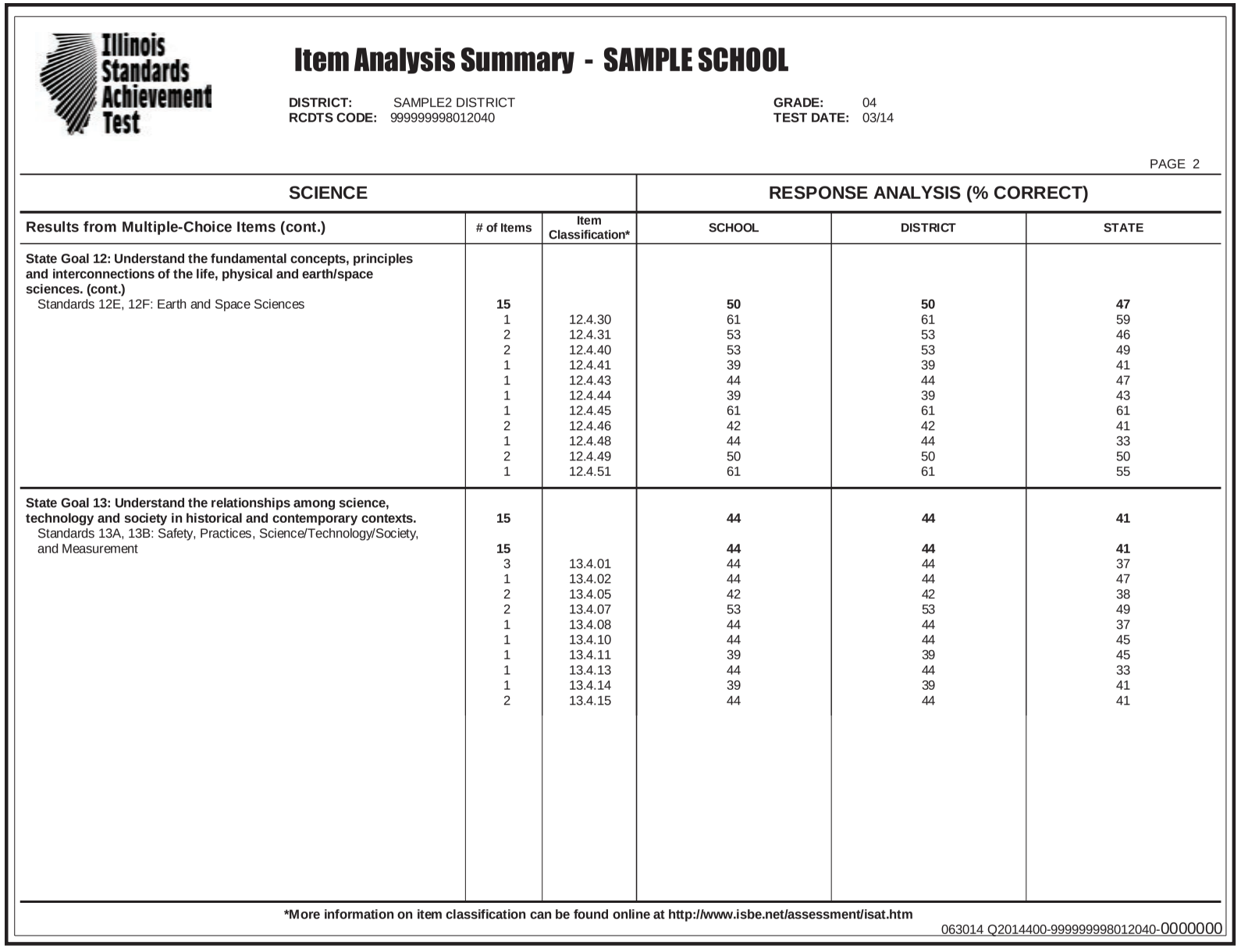
***More information on item classification can be found online at http://www.isbe.net/assessment/isat.htm**

Figure 14. Item Analysis Summary—Science



Illinois Standards Achievement Test

Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE2 DISTRICT
RCDTS CODE: 999999998012040

GRADE: 04
TEST DATE: 03/14

SCIENCE			RESPONSE ANALYSIS (% CORRECT)		
Results from Multiple-Choice Items (cont.)	**# of Items**	**Item Classification***	**SCHOOL**	**DISTRICT**	**STATE**
State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. (cont.)					
Standards 12E, 12F: Earth and Space Sciences	**15**		**50**	**50**	**47**
	1	12.4.30	61	61	59
	2	12.4.31	53	53	46
	2	12.4.40	53	53	49
	1	12.4.41	39	39	41
	1	12.4.43	44	44	47
	1	12.4.44	39	39	43
	1	12.4.45	61	61	61
	2	12.4.46	42	42	41
	1	12.4.48	44	44	33
	2	12.4.49	50	50	50
	1	12.4.51	61	61	55
State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.	**15**		**44**	**44**	**41**
Standards 13A, 13B: Safety, Practices, Science/Technology/Society, and Measurement	**15**		**44**	**44**	**41**
	3	13.4.01	44	44	37
	1	13.4.02	44	44	47
	2	13.4.05	42	42	38
	2	13.4.07	53	53	49
	1	13.4.08	44	44	37
	1	13.4.10	44	44	45
	1	13.4.11	39	39	45
	1	13.4.13	44	44	33
	1	13.4.14	39	39	41
	2	13.4.15	44	44	41

***More information on item classification can be found online at http://www.isbe.net/assessment/isat.htm**

Figure 14 b. Item Analysis Summary—Science

Glossary for Student Data Disk Interpretation

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

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

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.

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 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.

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.

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.

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