



Illinois Standards Achievement Test

Guide to the 1 • 9 • 9 • 9 Illinois State Assessment

Illinois State Board of Education • Division of Assessment
Ronald J. Gidwitz, Chairman • Glenn W. McGee, State Superintendent

In February 1999, students in grades 3, 5, 8, and 10 took Illinois Standards Achievement Tests (ISAT) in reading, mathematics, and writing. Students in grades 4, 7, and 11 took Illinois Goal Assessment Program (IGAP) tests in science and social sciences and statewide studies in fine arts and physical development and health.

ISAT measures the extent to which students are meeting the Illinois Learning Standards (1997), and IGAP measures the extent to which students are meeting the Illinois Learning Goals (1985). Illinois teachers and curriculum experts developed the ISAT and IGAP tests in cooperation with the Illinois State Board of Education (ISBE). 1998-99 was the last school year for IGAP testing. In the 1999-2000 school year, science, social science, fine arts, and physical development and health will be tested as ISAT areas.

For the 1999 ISAT and IGAP tests, schools and districts receive a summary report and student roster for each grade, Individual Student Reports for each student, and a data disk for each school or district. No individual student results are reported for fine arts or physical development and health.

This guide is divided into separate sections for ISAT and IGAP. The primary focus of the report is the statewide results of the 1999 ISAT and IGAP tests.

SECTION 1: ISAT

ISAT Scales

The ISAT scales for reading and mathematics range from 120 to 200. The ISAT scales for writing range from 6-32.

School/District Reports

A school or district receives one four-page ISAT report for each grade tested. The reports were designed so that a single format can encompass ISAT science and social sciences results when these tests are introduced in 2000.

Page 1 of the ISAT school/district report (“Performance Profile”) presents the percent of students in each of four performance levels relative to the Illinois Learning Standards. Separate percents are shown for all students, for students with IEPs, and for students without IEPs. The four performance levels are defined in Table 1. The numeric cutoff scores are presented in a separate table at the end of this section.

Page 2 (“Standards Analysis”) shows the percent of test items answered correctly for sets of standards within each learning area. These standard sets are defined in Table 2. The data reported on this page are for all students only.

Page 3 (“National Quarter Comparisons”) shows how students scored relative to national norms.¹ National norms do not exist for writing. Again, the data reported on this page are for all students.

The last page of the report (“Participation Summary”) provides a statistical summary of student participation in the test program. Table 3 defines terms used in the Participation Summary table. Most of the numbers in the table are taken directly from information school personnel code on the School/Test ID sheets that accompany each set of answer documents. Coding errors on that form may lead to significant distortion of the information reported in the Participation Summary table.

Finally, superintendents will receive a “District Summary,” which is a roster by grade of the results of all schools in the district.

Table 1
ISAT Performance Level Descriptions

Exceeds Standards: Students’ work is outstanding and shows comprehensive knowledge and skills in the learning area. Students can consistently use their knowledge and skills to solve problems and evaluate the results.

Meets Standards: Students’ work shows that they have the knowledge and skills in the learning area. Students can consistently use and apply their knowledge and skills to solve problems.

Below Standards: Students’ work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.

Academic Warning: Students’ work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious errors or misunderstanding.

¹ In order to provide national comparison data, samples of Illinois students took the ISAT tests and the Stanford Achievement Test, 9th Edition, a nationally normed test. Equating studies between scores on the two tests provided a basis for identifying points on the ISAT scales that split a national sample of students into equal quarters.

Table 2

Definitions of Standards Sets Reported in ISAT School/District and Individual Student Reports

Reading

Comprehension: Literary Works: Understanding of passages taken from sources such as novels, short stories, and periodicals. (Standards 1B, 1C, 2A, 2B, 5A, 5B, 5C)

Comprehension: Informational Sources: Understanding of non-fiction texts such as student periodicals, newspapers, and trade journals. (Standards 1B, 1C, 2A, 2B, 5A, 5B, 5C)

Application of Strategies: Explicit Ideas: Identifying important information directly stated in the text. (Standards 1B, 5A)

Application of Strategies: Inferences from Text: Analyzing important information in the text to draw logical conclusions about the text. (Standards 1C, 2A, 2B, 5B, 5C)

Vocabulary: Using contextual clues and other skills to understand key words, phrases, and concepts in literary and informational texts. (Standard 1A)

Word Analysis (3rd grade only): Using phonics, word pattern, and other word analysis skills to recognize new words. (Standard 1A)

Mathematics

Estimation/Number Sense/Computation: Demonstrating an understanding of numbers, their representations, and number operations of addition, subtraction, multiplication, division, percentages, and fractions as appropriate to grade level. (Standards 6A, 6B, 6C, 6D, 8C)

Algebraic Patterns/Variables: Identifying, describing, and extending algebraic, geometric, and numeric patterns and constructing and solving problems using variables. (Standards 8A, 8C, 8D)

Algebraic Relationships/Representations: Representing and interpreting algebraic concepts with words, diagrams, tables, coordinate graphs, equations, and inequalities. (Standards 8B, 8C)

Geometric Concepts: Identifying and describing points, lines, two- and three-dimensional shapes and their properties, such as parallel; symmetry; perpendicular; and number of sides, faces, and vertices. (Standards 8C, 9A)

Geometric Relationships: Sorting, classifying, comparing, and contrasting geometric figures. This category includes such properties as similarity and congruency. (Standards 8C, 9B, 9D)

Measurement: Estimating, measuring, and comparing quantities using appropriate units and acceptable levels of accuracy. At higher grades, this category encompasses conversions within measurement systems. (Standards 7A, 7B, 7C, 8C)

Data Organization/Analysis: Creating, analyzing, displaying, and interpreting data using a variety of graphs (pictures, tallies, tables, charts, bar graphs, Venn diagrams), and computing the mean, median, mode, and range of given data. (Standards 8C, 10A, 10B)

Probability: Determining and describing, and applying elementary probability theory and applying fundamental counting principles. At higher grades, this category encompasses combinations and permutations of simple and complex events. (Standard 10C)

Writing Rubric Features

Focus: Maintaining a clear main idea/theme or point of view. (Standards 3B, 3C)

Support: Elaborating and/or explaining the main idea/theme or point of view by evidence and detailed reasons. (Standards 3B, 3C)

Organization: Exhibiting a clear structure or plan of development and a logical flow of ideas. (Standards 3A, 3B, 3C)

Conventions: Minimizing errors that interfere with communication, the number of errors in relation to the amount written, and the kinds of errors. (Standards 3A, 3B, 3C)

Integration: Using focus, support, organization, and conventions effectively to address the assignment. For persuasive tasks, students clearly and convincingly explain the position they took. For expository tasks, students clearly and coherently support the main point by specific details. For narrative tasks, students coherently develop the story through elaboration of actions, participants, and situations. (Standards 3B, 3C)

Table 3
Glossary of Terms Used on the Participation
Summary Page of ISAT School/District Reports

Enrolled: The larger of the following two numbers is reported:

“Total Enrollment as of February 1, 1999,” which is coded on the School/Test ID Sheet that accompanies each set of answer sheets

or

the number of answer documents received for scoring plus the number of IEP students not tested (from the School/Test ID Sheet) plus the number of LEP students not tested (from the School/Test ID Sheet).

Tested: The number of answer documents for students who passed the attemptedness criterion.^a

% Tested: “Tested” divided by “Enrolled.”

IEP Not Tested: The number of students who have an IEP that exempts them from an ISAT test (from the School/Test ID Sheet).

LEP Not Tested: The number of students in TBE/TPI programs for less than three years who did not take any ISAT test (from the School/Test ID Sheet).

Unscored: The number of students who took the test but failed the attemptedness criterion and did not receive a score. Students who do not pass the attemptedness criterion receive an “NA” (not available) on the Individual Student Report.

Absent: “Enrolled” minus “Tested” minus “IEP Not Tested” minus “LEP Not Tested” minus “Unscored.”

^a Attemptedness criterion: Students must complete a specified amount of the test in order for the score to be reported.

Parent/Guardian Guide (“Understanding Your Child’s ISAT Scores”) that accompanies the Individual Student Reports describes all elements of the reports.

Some blanks may appear in individual student reports. If any section of the report contains an “NA,” it means that these ISAT scores are not available. This could occur, for example, because of student absences during testing.

1999 Statewide Results (All Students)

School/District Reports present statewide results for comparative purposes. This section provides statewide results that may be useful in interpreting the reports. It also provides a table of score ranges that are used to define the student performance levels.

The first series of ISAT charts shows student performance statewide relative to the learning standards. The School/District Reports present this information separately by grade. These charts simultaneously show all grades assessed within a learning area for comparative purposes.

The second series of ISAT charts for reading and mathematics shows the breakdown by national quarters. In 1999 a representative group of students at grade 3, 5, 8, and 10 took both ISAT and a standardized achievement test that was nationally normed in 1995. Statistical links between these two sets of scores allow national quarters data to be estimated for all tested students at each grade. National quarters data are not available for writing.

Table 4 shows the scale scores used to define each of the ISAT student performance levels. These cutoff scores do not change annually. The percent of students who fall at each level may, of course, shift from year to year.

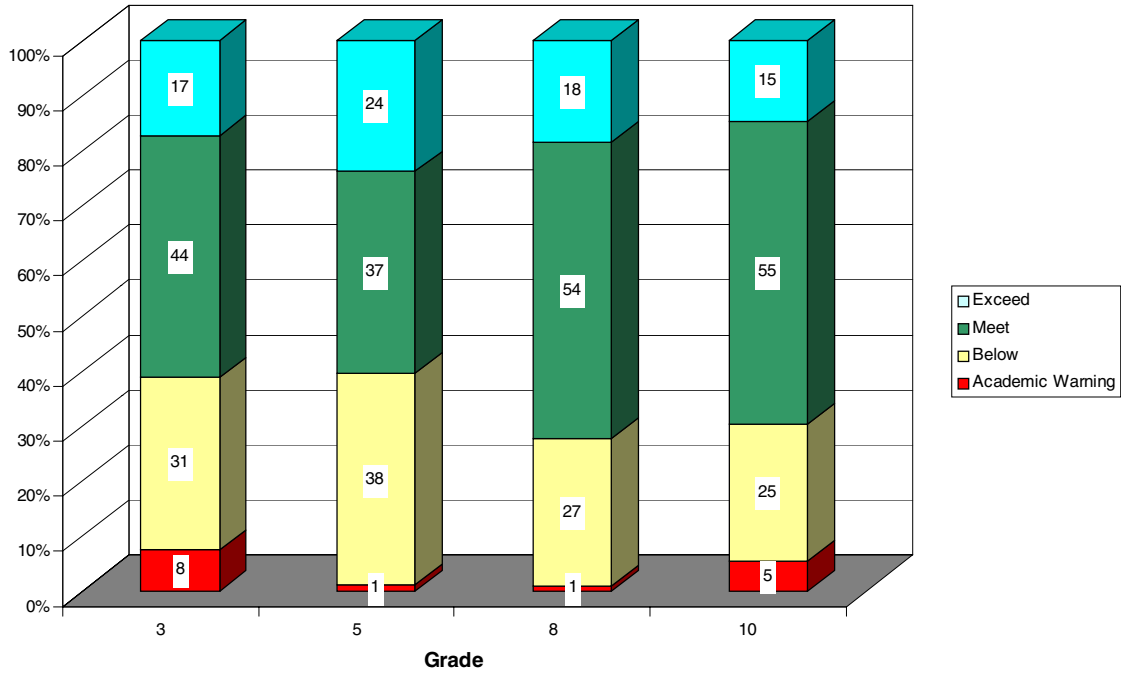
Table 4 shows ranges for each learning area on its respective scale. In reading, for example, a grade 3 student must obtain a scale score of 156 or higher to meet standards and a scale score of 174 or higher to exceed standards. Table 5 shows the percent of students at each of these performance levels for 1999.

Individual Student Reports

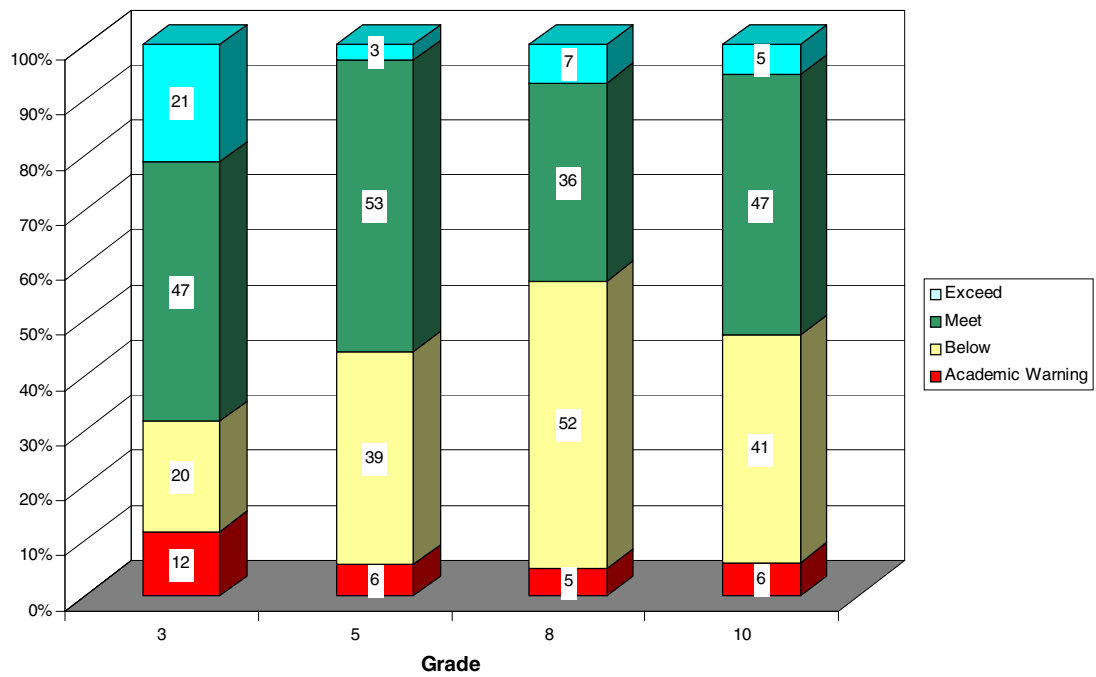
Individual Student Reports help teachers and parent/guardians understand students’ strengths and weaknesses in the areas tested. The reports also compare each student’s achievement to other students in the school, district, and state. The

ISAT: Percent of Students in Each Performance Level (All Students)

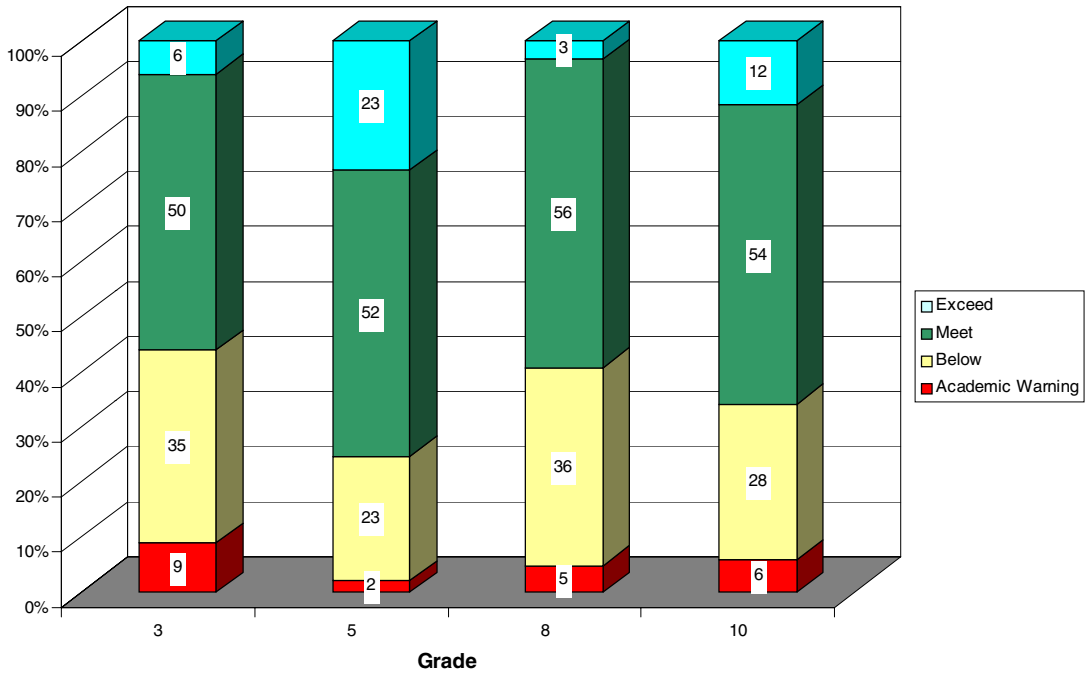
Reading



Mathematics

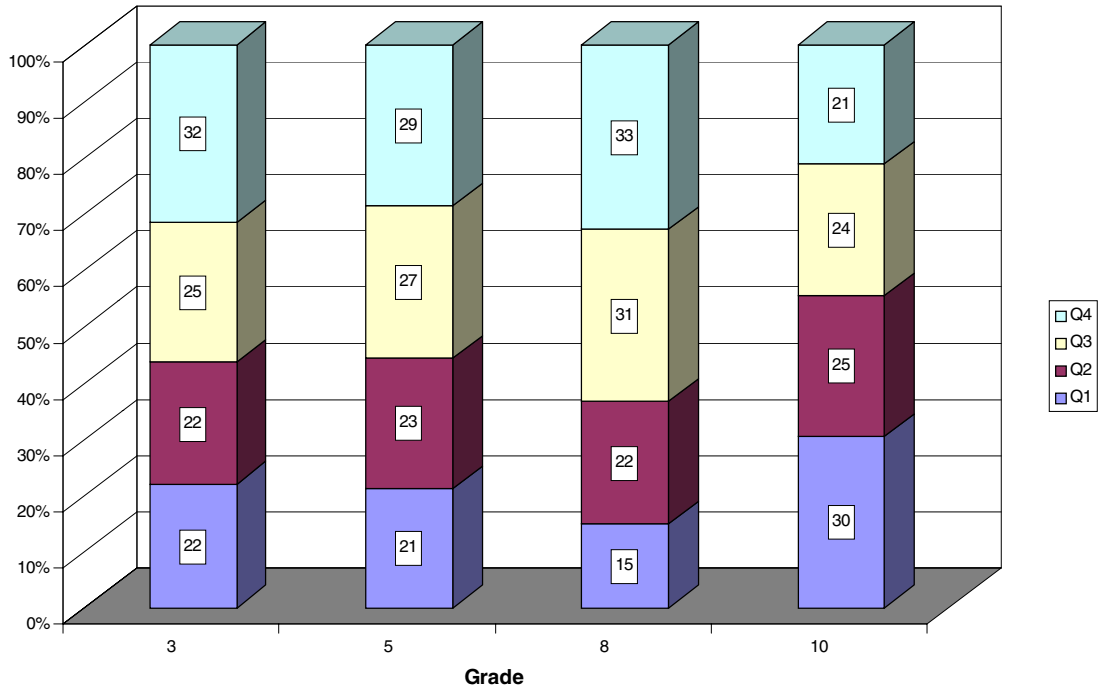


Writing



ISAT: Percent of Students in Each National Quarter (All Students)

Reading



Mathematics

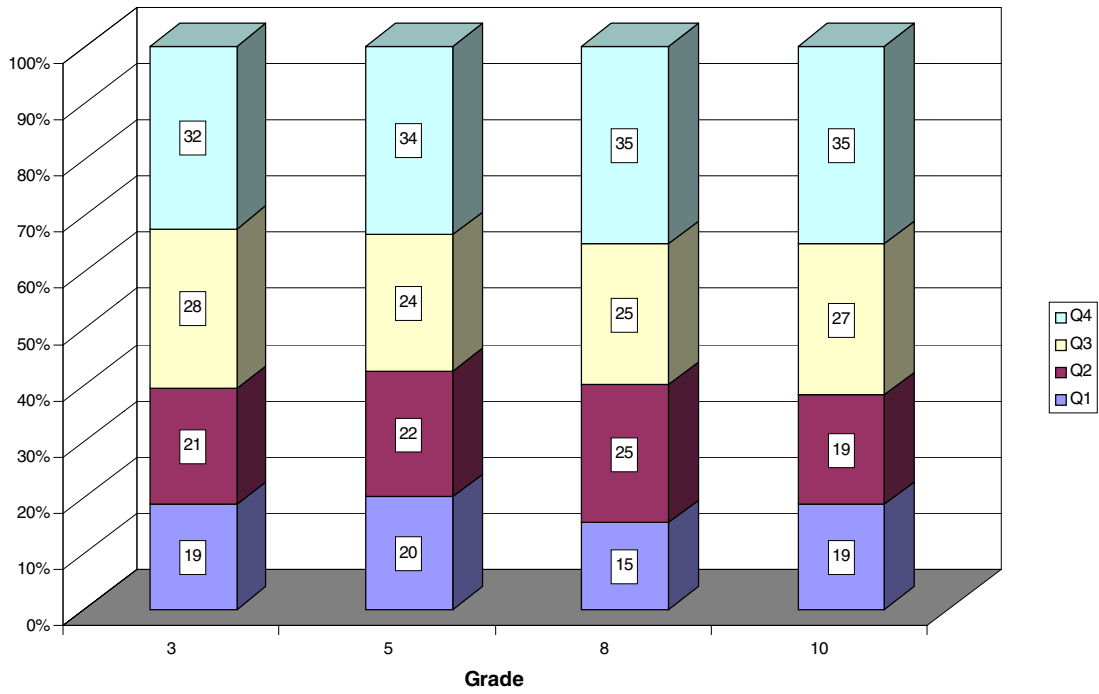


Table 4
Scale Score Ranges That Define ISAT Student Performance Levels

Grade	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
READING				
03	120-137	138-155	156-173	174-200
05	120-129	130-155	156-170	171-200
08	120-128	129-151	152-172	173-200
10	120-135	136-152	153-174	175-200
MATHEMATICS				
03	120-141	142-152	153-172	173-200
05	120-137	138-157	158-190	191-200
08	120-137	138-161	162-184	185-200
10	120-138	139-157	158-187	188-200
WRITING				
03	6-13	14-21	22-29	30-32
05	6-13	14-20	21-27	28-32
08	6-14	15-20	21-27	28-32
10	6-14	15-20	21-27	28-32

Table 5
Percent of Students Falling Into Each ISAT Performance Level

Grade	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
READING				
03	8	31	44	17
05	1	38	37	24
08	1	27	54	18
10	6	25	55	15
MATHEMATICS				
03	12	20	47	21
05	6	39	53	3
08	5	52	36	7
10	6	41	47	5
WRITING				
03	9	35	50	6
05	2	23	52	23
08	5	36	56	3
10	6	28	54	12

SECTION 2: IGAP

IGAP Scale

The IGAP scale for science, social sciences, fine arts, and physical development and health ranges from 0-500. Next year, science, social science, fine arts, and physical development and health will be placed on the same 120-200 scale used for ISAT.

IGAP Reports

IGAP results for science, social sciences, fine arts, and physical development and health are reported in the same format as last year.

1999 Statewide Results (All Students)

School/District Reports present statewide results for comparative purposes. This section provides additional statewide results in science and social sciences that may be useful in interpreting the reports. It also provides a table of scores that are used to define the student performance levels.

The first series of IGAP charts shows student performance statewide relative to the 1985 learning goals. The school and district reports present this information separately by grade. These charts simultaneously show all grades assessed within a learning area for comparative purposes. No performance standards have been set for fine arts or physical development and health.

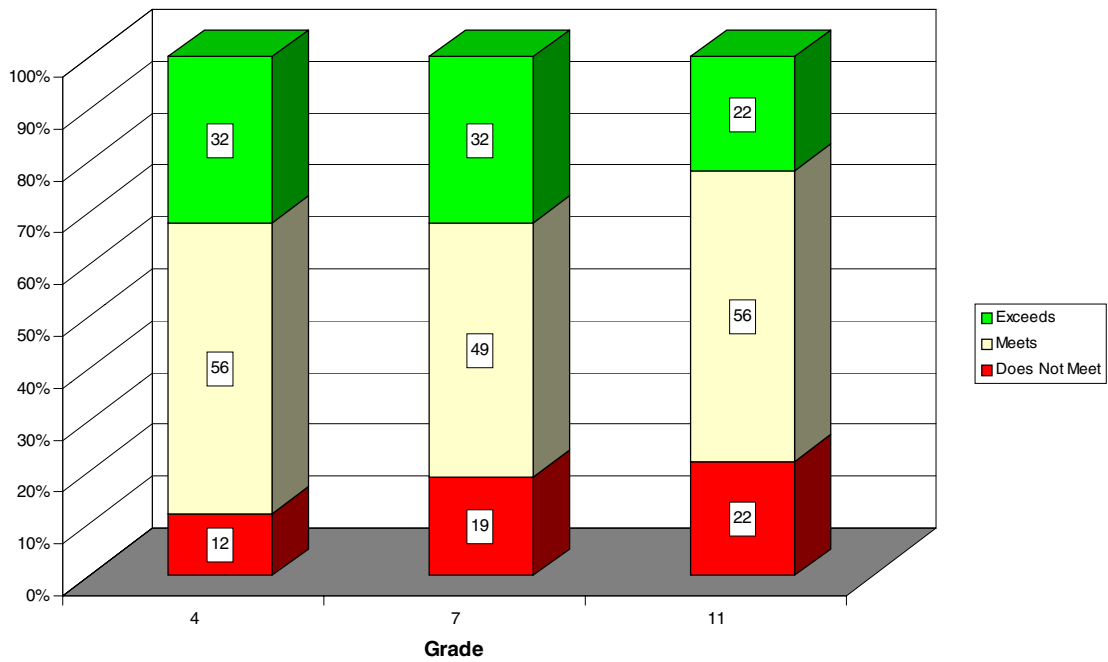
The second series of charts for science and social sciences shows the breakdown by national quarters. National quarters are not available for fine arts or physical development and health.

Table 6 shows the scale score ranges used to define each of the IGAP student performance levels. The cutoffs have not changed since they were originally established between 1991 and 1993. However, the percent of students who fall at each level may shift annually.

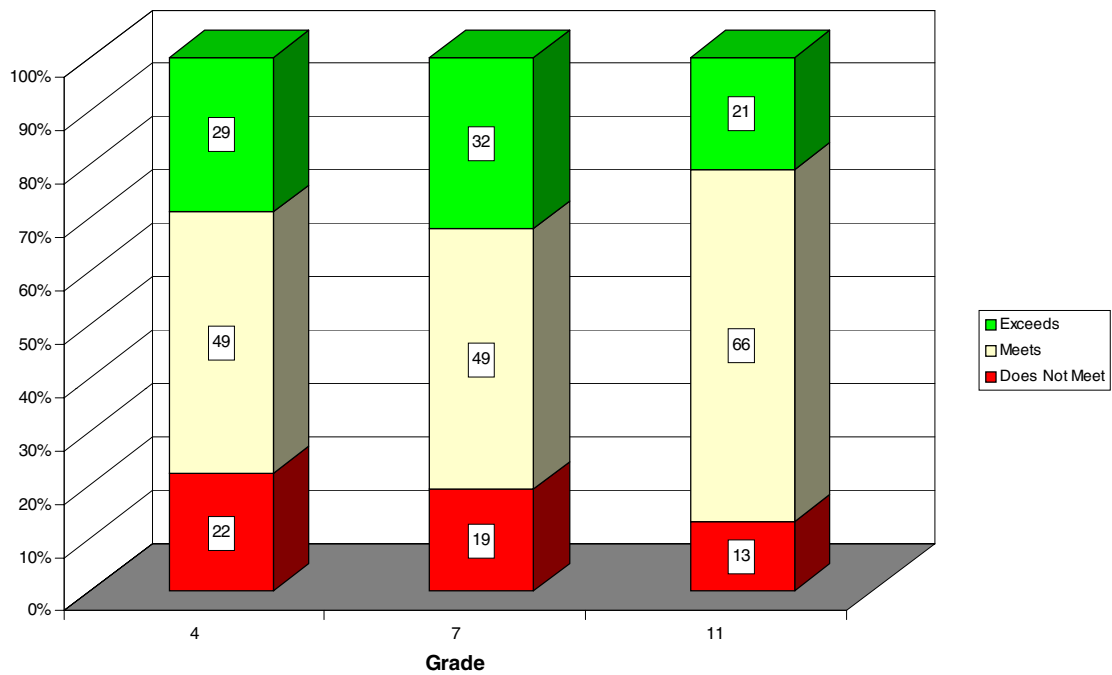
Table 7 shows the percent of students at each of these performance levels for 1999 for science and social sciences.

IGAP: Percent of Students in Each Performance Level (All Students)

Science

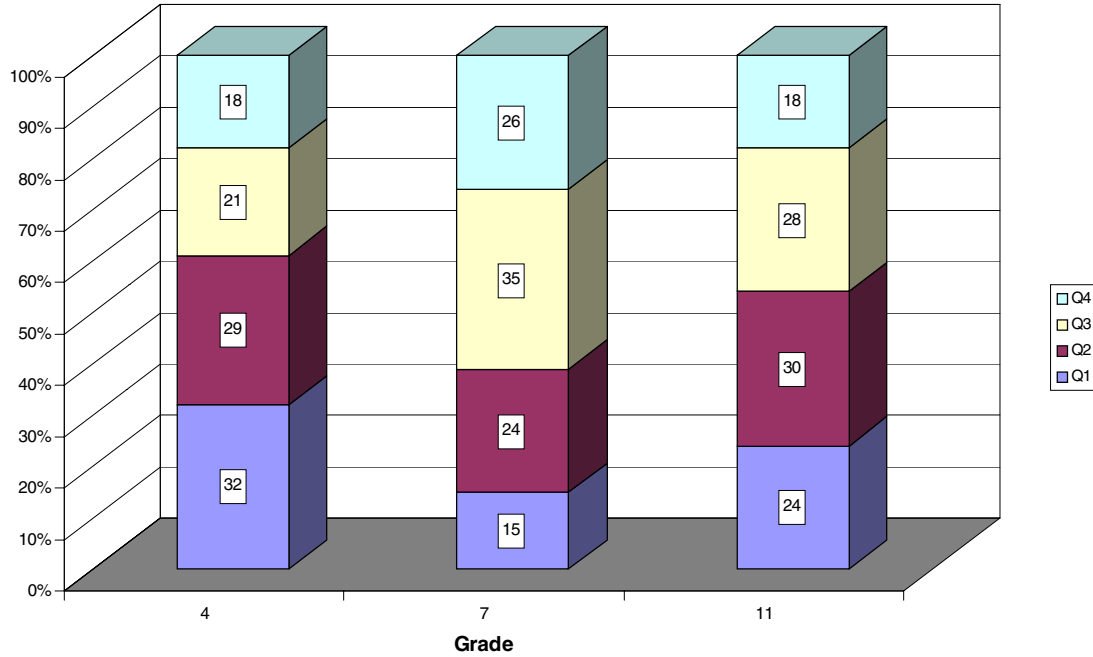


Social Sciences



IGAP: Percent of Students in Each National Quarter (All Students)

Science



Social Sciences

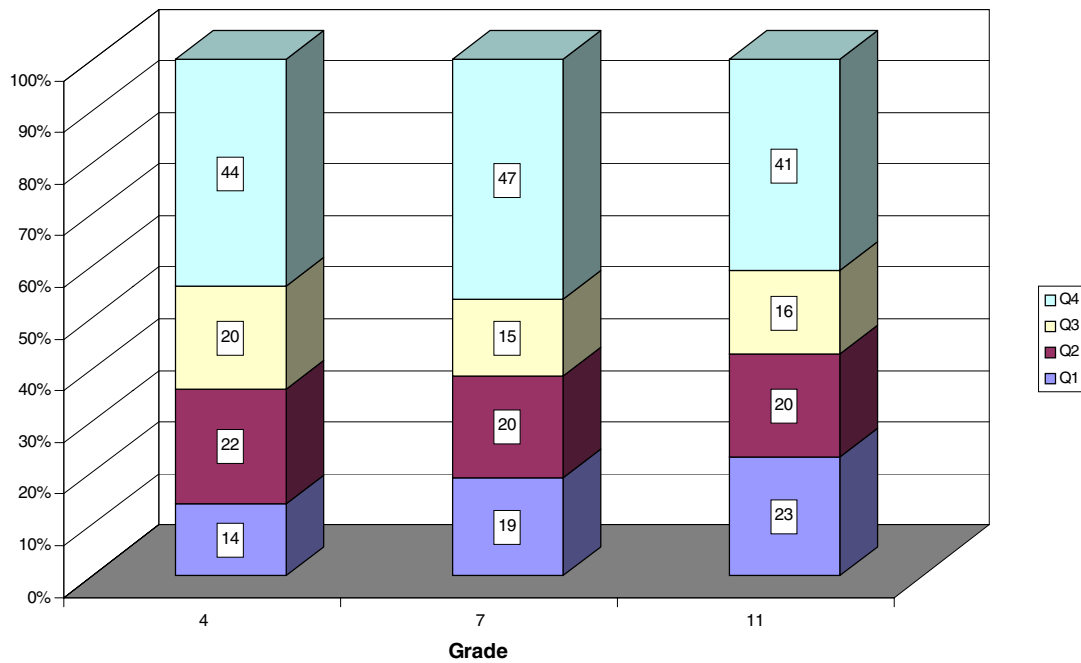


Table 6
Scale Score Ranges That Define IGAP Student Performance Levels

Grade	Does Not Meet Standards	Meets Standards	Exceeds Standards
SCIENCE			
04	0-123	124-286	287-500
07	0-161	162-295	296-500
11	0-185	186-326	327-500
SOCIAL SCIENCES			
04	0-157	158-305	306-500
07	0-135	136-295	296-500
11	0-121	122-321	322-500

Table 7
Percent of Students Falling Into Each IGAP Performance Level

Grade	Does Not Meet Standards	Meets Standards	Exceeds Standards
SCIENCE			
04	12	56	32
07	19	49	32
11	22	56	22
SOCIAL SCIENCES			
04	22	49	29
07	19	49	32
11	13	66	21