



# Illinois Standards Achievement Test

## Guide to the 2 · 0 · 0 · 4 Illinois State Assessment

In Spring 2004, students in grades 3, 5, and 8 took Illinois Standards Achievement Tests (ISAT) in reading, mathematics, and writing. Students in grades 4 and 7 took ISAT tests in science and social science. Grade 4 and 7 students also participated in statewide studies in fine arts and physical development and health.

ISAT measures the extent to which students are meeting the Illinois Learning Standards (1997). Illinois teachers and curriculum experts developed the ISAT tests in cooperation with the Illinois State Board of Education (ISBE).

Schools and districts receive a summary report and student roster for each grade tested, Individual Student Reports for each student, and a student data disk for each school or district. Districts also receive a District Summary, which is a roster by grade of the results of all schools in the district. No individual student results are reported for fine arts or physical development and health.

## School/District Reports

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

A school or district receives one four-page ISAT Performance Profile for each grade tested. The Profile is a summary of a school or district's performance on ISAT. These reports were designed so that the same general format encompasses all ISAT areas tested. Differences between the reading/mathematics/writing reports and the science/social science reports are noted below.

Page 1 of the ISAT school/district Profile presents the percent of students in each of four performance levels relative to the Illinois Learning Standards. The four performance levels are defined in the Profile and in Table 1. The numeric cutoff scores are also presented in the Profile. A list of cutoff scores for all grades and subjects is presented in Table 2.

Chart B on the Profile shows the percent of multiple-choice test items answered correctly for sets of standards within each learning area. These standard sets are defined in the Appendix. The data reported in this section are for all students. To determine your school's strengths and weaknesses, comparisons should only be made between the school results in a particular standard set and corresponding district or state results. Because of potential differences in difficulty of items from one standard set to another, avoid direct comparisons among different standard sets. Only com-

parisons involving the same standard set are meaningful.

For reading and mathematics, tables on the Profile show how well students performed on the two extended-response items. The mathematics questions are scored on three dimensions: mathematical knowledge, strategic knowledge, and explanation. The reading questions are scored on one dimension. Each of the dimensions is scored on a scale of 0-4, with 4 representing the highest level of skill. The tables show the percent of scores at each score level. For writing, separate tables show the average writing score for each of the three prompt types and the percent of students at each feature score point.

The National Quarter Comparisons chart shows how students scored relative to national norms.<sup>1</sup> National norms are not reported for writing. The data reported in this section are for all students.

The final table on the Profile presents the percent of student scores in each of the four performance levels for subgroups designated by gender, race/ethnicity, low income, English proficiency, disability, and migrant status.

**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.

<sup>1</sup> 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.

## Individual Student Reports

Individual Student Reports help teachers and parent/guardians understand students' strengths and weaknesses in the subjects tested. The reports also compare each student's achievement to other students in the school, district, and state. The parent/guardian guide ("Understanding Your Child's ISAT Scores") that accompanies the Individual Student Reports describes all elements of the reports.

To determine student strengths and weaknesses, comparisons from Chart C for reading and mathematics and Chart B for science and social science should be made from the student results in a particular standard set to corresponding school, district, or state results. Because of potential differences in difficulty of items from one standard set to another, avoid direct comparisons among different standard sets for a given student.

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.

## 2004 Statewide Results (All Students)

School/District Performance Profiles present statewide results for comparative purposes. The next section of this Guide provides statewide results that may be useful in interpreting the reports. Refer to Table 2 for score ranges that are used to define the student performance levels. These cutoff scores do not change annually, although the percent of students who fall at each level may shift from year to year.

Table 3 shows the percent of student scores at each of these performance levels for 2004 as well as for 2000 through 2003. Table 3 also shows the percent of student scores that meet or exceed standards. For 2004 and 2003, these percents are reported to one-tenth of a decimal, just as they appear in the Performance Profiles.

The first series of ISAT charts shows student performance statewide relative to the four performance levels. The School/District Profiles 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 shows the breakdown by national quarters. In 1999 for reading and mathematics and 2000 for science and social science, a representative group of students at each grade took both ISAT and the Stanford Achievement Test, 9<sup>th</sup> edition, which 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.

If Illinois students were performing identically to their peers across the nation, 25% of the Illinois scores would fall in each national quarter. Percents higher than 25% in Q4 and Q3 indicate that students are performing better than their national counterparts based on their performance on the SAT-9.

**Table 2**  
**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
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
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
SCIENCE				
04	120-138	139-153	154-178	179-200
07	120-141	142-150	151-174	175-200
SOCIAL SCIENCE				
04	120-141	142-156	157-183	184-200
07	120-132	133-156	157-178	179-200

**Table 3**  
**Percent of Student Scores Falling into Each ISAT Performance Level**

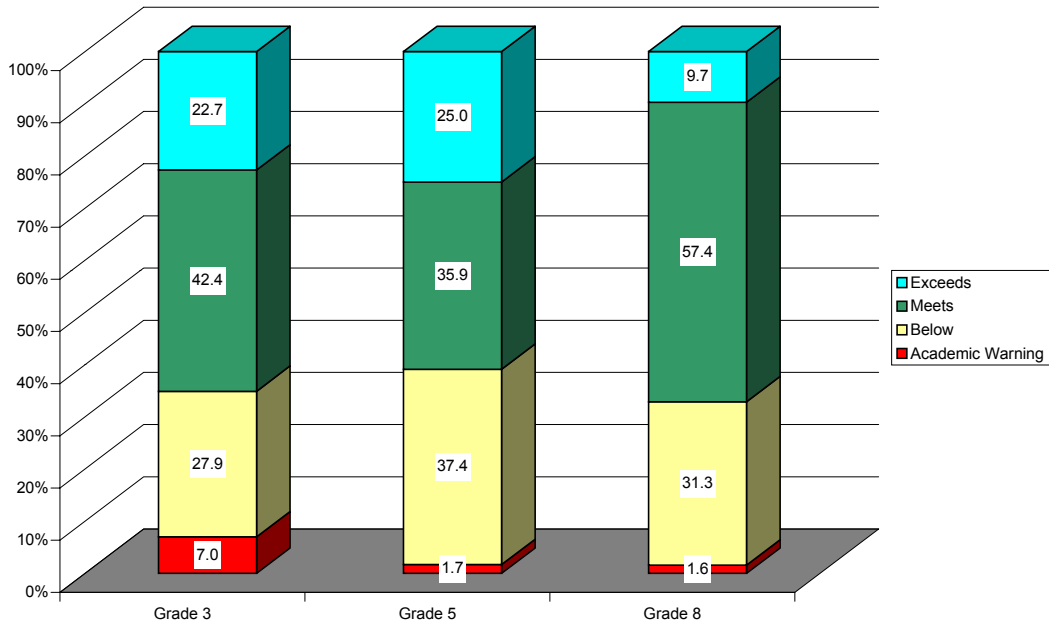
READING					
Grade 3	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
2000	6	32	41	21	62
2001	7	31	43	19	62
2002	7	31	44	19	63
2003	8.2	29.9	40.1	21.9	62.0
2004	7.0	27.9	42.4	22.7	65.1
Grade 5					
2000	0	41	39	20	59
2001	1	40	34	25	59
2002	1	39	37	22	59
2003	1.0	38.6	37.3	23.1	60.4
2004	1.7	37.4	35.9	25.0	60.9
Grade 8					
2000	0	28	56	16	72
2001	1	34	56	10	66
2002	1	31	58	10	68
2003	0.5	35.8	54.0	9.7	63.7
2004	1.6	31.3	57.4	9.7	67.1
MATHEMATICS					
Grade 3	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
2000	10	21	46	23	69
2001	8	18	46	28	74
2002	7	19	44	30	74
2003	6.8	17.4	44.6	31.1	75.7
2004	6.8	14.0	46.1	33.0	79.1
Grade 5					
2000	6	37	52	5	57
2001	4	34	55	6	61
2002	5	32	55	8	63
2003	3.5	28.1	58.6	9.7	68.3
2004	2.9	25.2	59.8	12.0	71.8
Grade 8					
2000	8	46	35	12	47
2001	7	42	37	13	50
2002	7	40	37	15	53
2003	6.3	40.6	37.6	15.5	53.1
2004	5.6	40.0	37.5	16.9	54.4

**Table 3 (continued)**

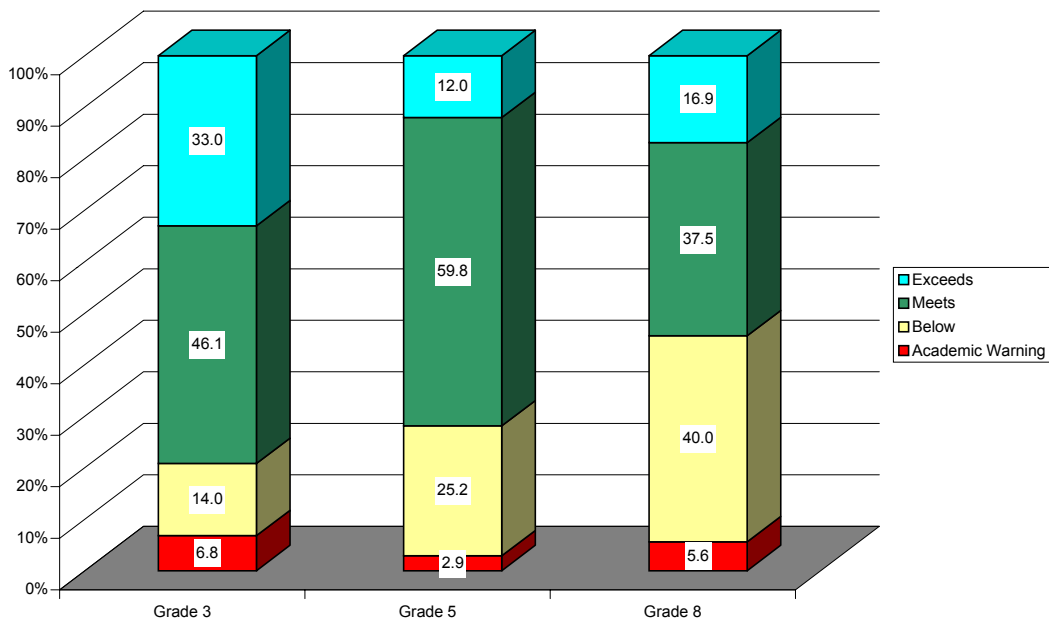
WRITING					
Grade 3	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
2000	6	38	53	2	55
2001	9	33	55	3	58
2002	9	34	54	3	57
2003	7.1	32.9	57.3	2.8	60.1
2004	5.2	31.1	61.0	2.8	63.7
Grade 5					
2000	3	26	57	14	71
2001	4	27	58	12	70
2002	6	35	54	5	59
2003	6.1	29.0	61.4	3.5	64.9
2004	4.4	25.7	65.7	4.3	70.0
Grade 8					
2000	3	27	59	11	70
2001	6	32	55	7	62
2002	5	32	57	5	62
2003	6.2	34.8	54.9	4.2	59.1
2004	4.9	31.5	58.7	4.9	63.6
SCIENCE					
Grade 4	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
2000	8	28	51	13	64
2001	8	26	54	11	65
2002	8	25	53	14	67
2003	7.0	26.5	52.2	14.3	66.5
2004	6.0	26.2	54.6	13.2	67.8
Grade 7					
2000	12	16	54	18	72
2001	11	17	52	20	72
2002	10	17	56	17	73
2003	9.7	16.6	56.2	17.5	73.7
2004	10.4	15.2	57.8	16.6	74.4
SOCIAL SCIENCE					
Grade 4	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
2000	11	30	53	6	59
2001	11	28	55	6	61
2002	10	31	54	6	60
2003	7.6	29.5	56.4	6.4	62.8
2004	9.7	29.3	53.9	7.1	61.0
Grade 7					
2000	3	39	46	12	58
2001	2	38	47	13	60
2002	2	40	47	11	58
2003	1.5	38.1	45.7	14.7	60.4
2004	1.7	39.3	44.3	14.7	59.0

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

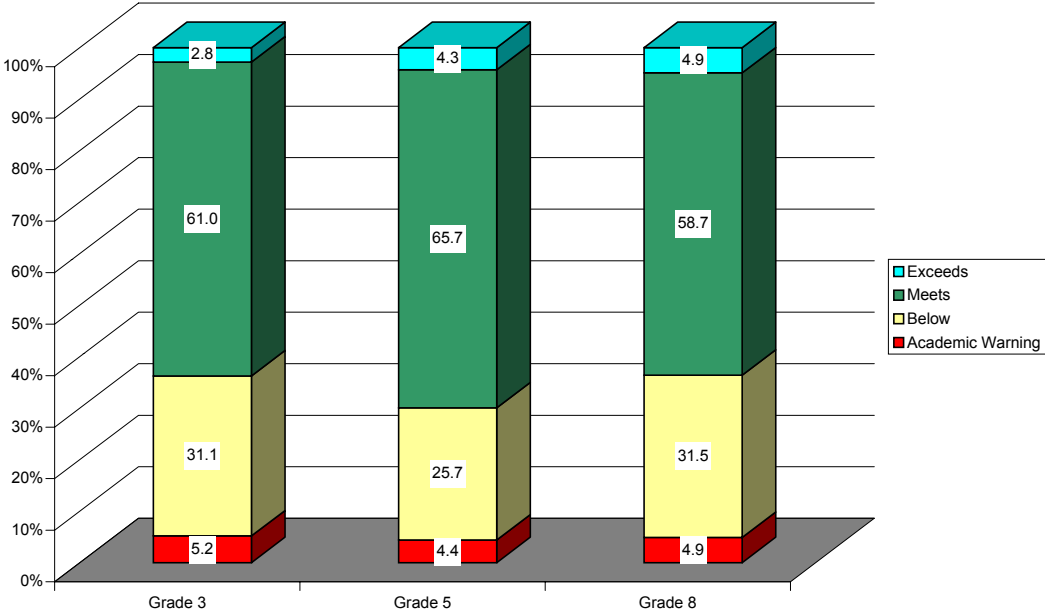
## Reading Performance



## Mathematics Performance

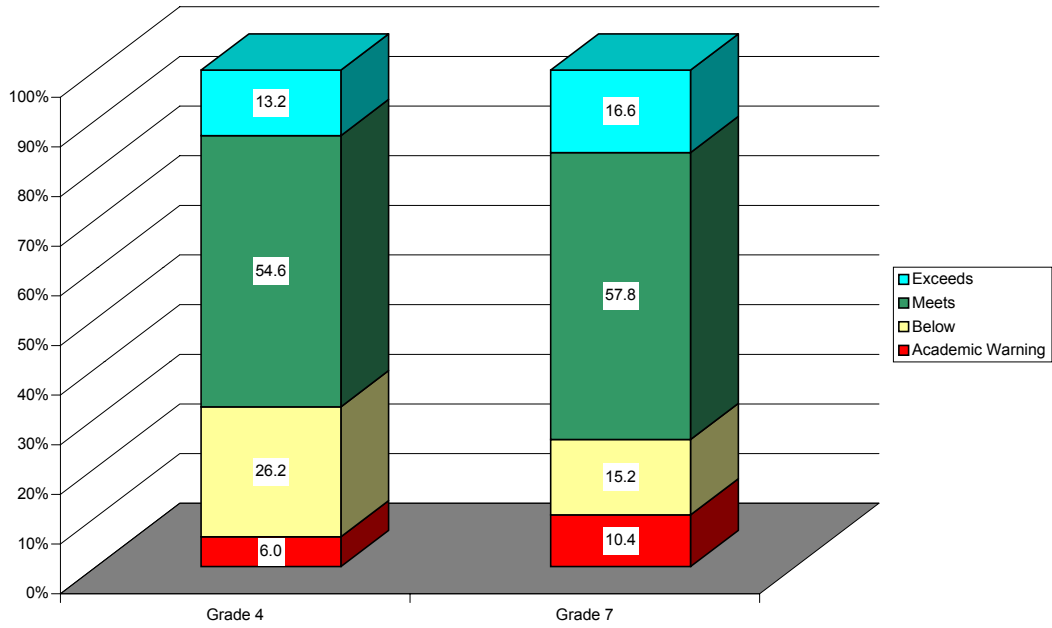


# Writing Performance

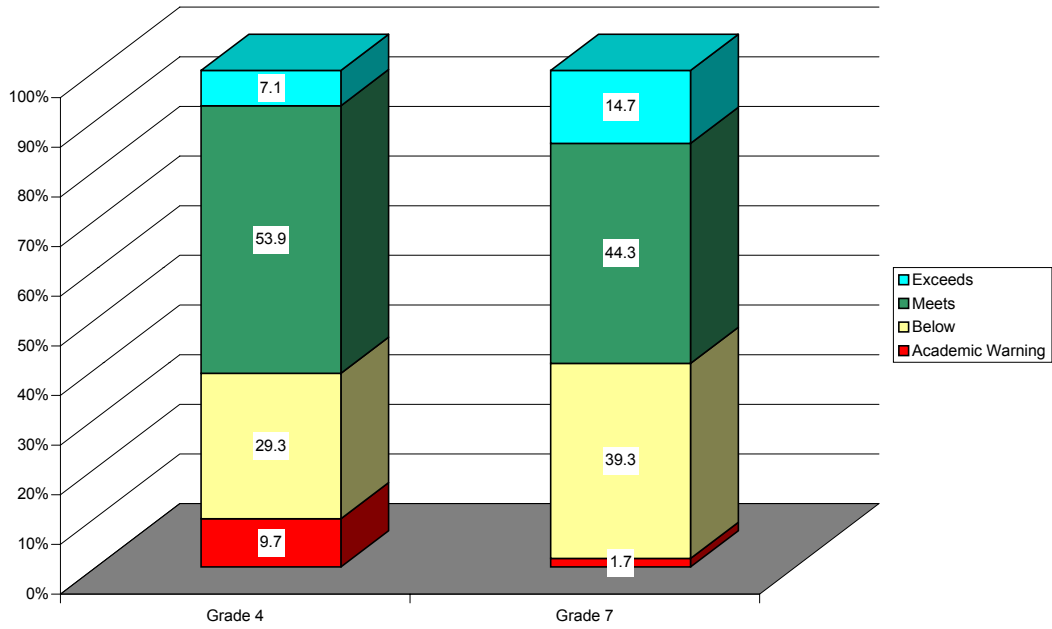




### Science Performance

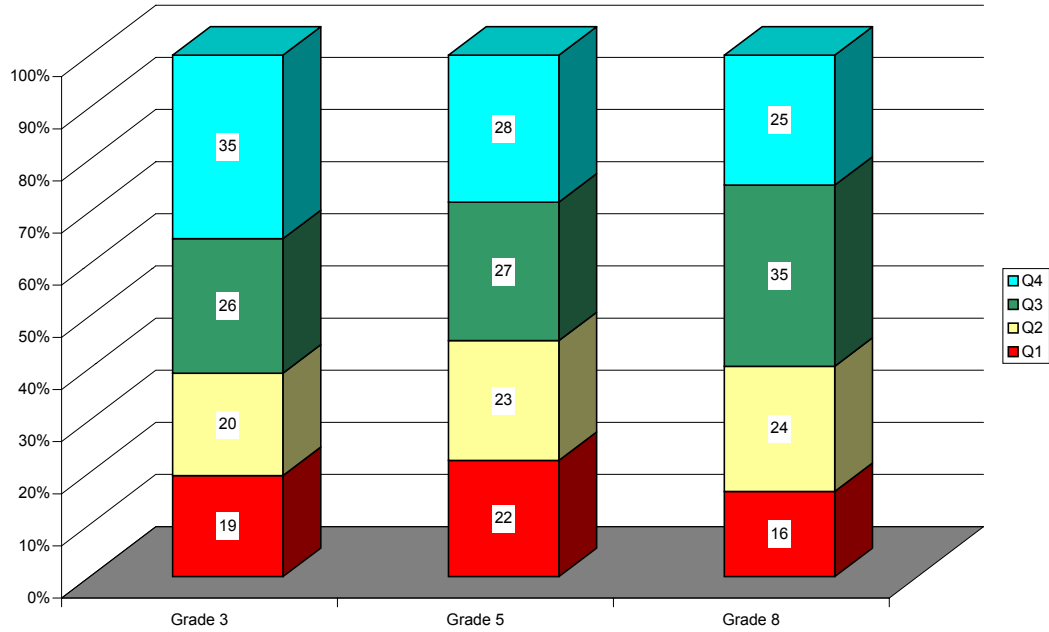


### Social Science Performance

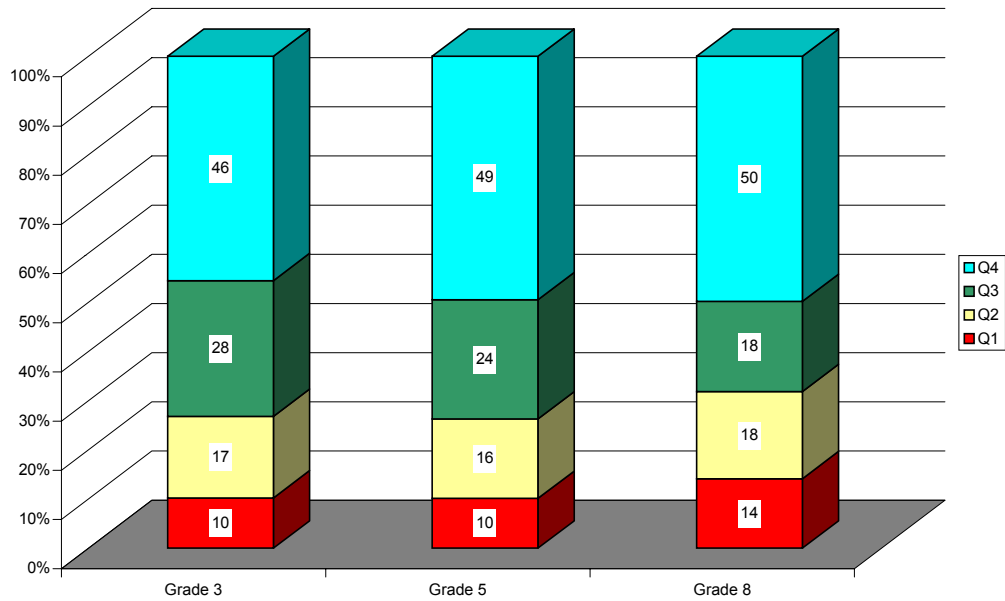


# ISAT: Percent of Student Scores in Each National Quarter (All Students)

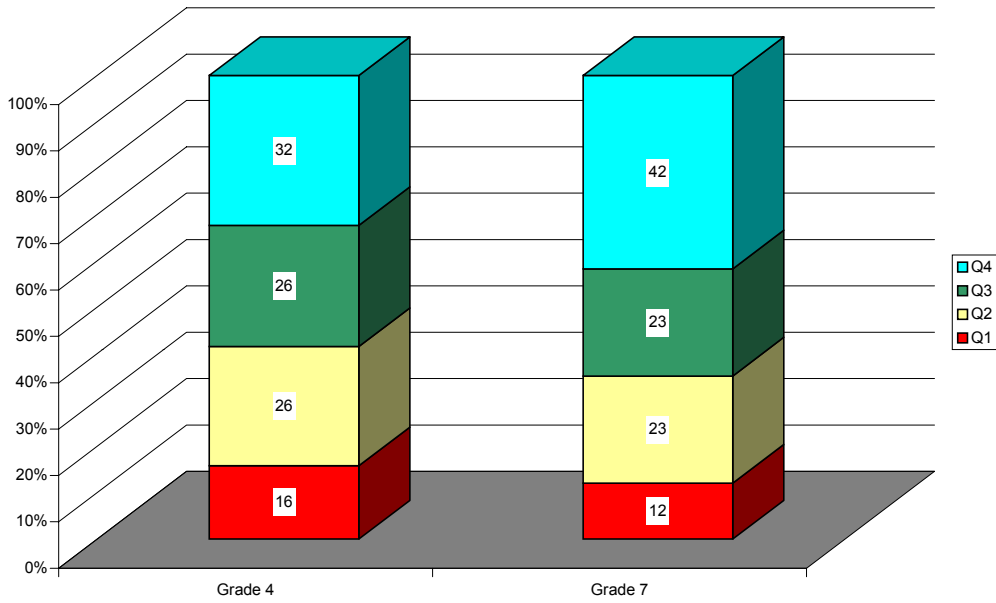
## Reading National Quarters



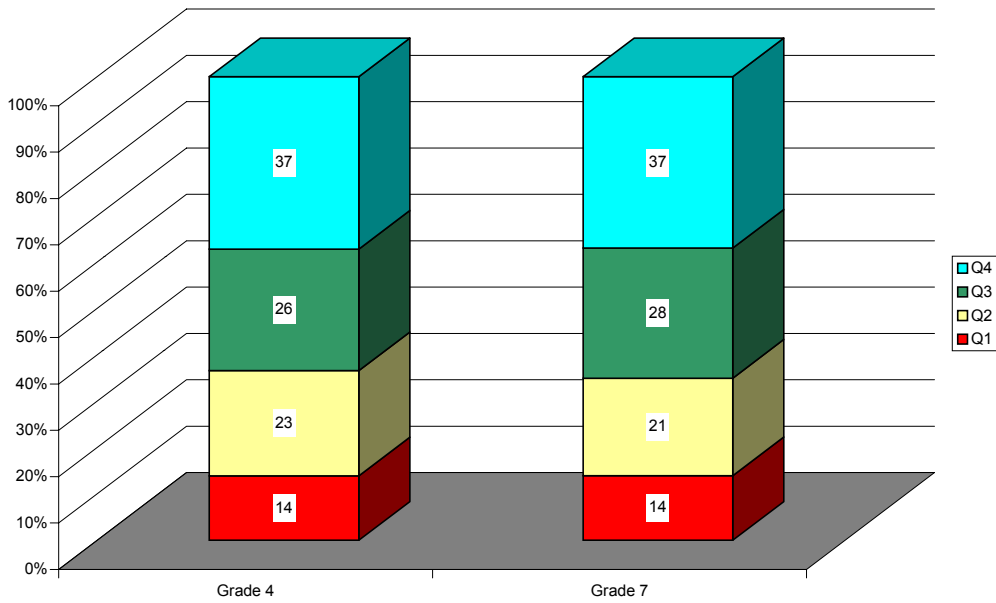
## Mathematics National Quarters



### Science National Quarters



### Social Science National Quarters



## Appendix

### Definitions of Standards Sets Reported in 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 nonfiction 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:* Includes items that may require students to demonstrate an understanding of numbers and their representations, estimate and perform number operations involving addition, subtraction, multiplication, division, percentages, fractions, ratios, and proportions of rational and irrational numbers, as appropriate to grade level. (Standards 6A, 6B, 6C, 6D, 8C)

*Algebraic Patterns and Variables:* Includes items that may require students to identify, describe, and extend geometric and numeric patterns and to construct and solve problems using variables, as appropriate to grade level. (Standards 8A, 8D)

*Algebraic Relationships/Representations:* Includes items that may require students to represent and interpret algebraic concepts with words, diagrams, tables, function notations, number lines, coordinate graphs, equations and inequalities, as appropriate to grade level. (Standard 8B)

*Geometric Concepts:* Includes items that may require students to identify and describe points, lines, angles, two- and three-dimensional shapes and their properties (including the Pythagorean Theorem). This may also include topics involving symmetry, parallel and perpendicular lines, number of sides, faces, and vertices, as appropriate to grade level. (Standard 9A)

*Geometric Relationships:* Includes items that may require students to sort, classify, compare, and contrast geometric figures. This may include properties such as similarity and congruency, as appropriate to grade level. (Standards 9B, 9D)

*Measurement:* Includes items that may require students to estimate, measure, compare, and convert (within measurement systems) quantities using appropriate units and acceptable levels of accuracy. This may include items that involve computing area, surface area, and volume, as appropriate to grade level. (Standards 7A, 7B, 7C)

*Data Organization and Analysis:* Includes items that may require students to create, analyze, display, and interpret data using a variety of graphs. This may include items such as pictures, tallies, tables, charts, bar graphs, and Venn diagrams, and the computation of mean, median, mode, and range for a set of data, as appropriate to grade level. (Standards 10A, 10B)

*Probability:* Includes items that may require students to determine, describe, and apply the probability of an event and to use fundamental counting principles, such as permutations and combinations of simple and complex events, as appropriate to grade level. (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)

## Science

*Scientific Inquiry:* Understanding and applying knowledge of experimental and technological design, including data analysis, use of scientific instruments, and the metric system. (Standards 11A, 11B)

*Life Sciences:* Understanding and applying knowledge of biology and ecology. (Standards 12A, 12B)

*Physical Sciences:* Understanding and applying knowledge of chemistry and physics. (Standards 12C, 12D)

*Earth and Space Sciences:* Understanding and applying knowledge of geology, weather, renewable resources, astronomy, and space science. (Standards 12E, 12F)

*Science, Technology, and Society:* Understanding and applying knowledge of safety, valid sources of data, and ethical practices. Understanding and applying knowledge of the history and sociology of science, ethics, environmental issues, and recycling. (Standards 13A, 13B)

## Social Science

*Government:* Understanding and applying knowledge of political systems, including the basic principles and traditions of the U.S. government, the structure and functions of government, the election process, and foreign policy. (Standards 14A, 14B, 14D, 14F, 18B)

*Economics:* Understanding and applying knowledge of economic systems and the nature of the U.S. economy, including the choices people make in the production and distribution of goods and services and the relationship of governments to trade and economic practices. (Standards 15A, 15B, 15C, 15D, 15E)

*Geography:* Demonstrating the ability to locate places, regions, and features; to understand characteristics of Earth's physical system and the relationship between geographic factors and society; and to understand the historical significance of geography. (Standards 17A, 17B, 17C, 17D)

*United States History:* Understanding and analyzing the development of political events, economic systems, and social systems. (Standards 16A, 16B, 16C, 16D, 16E, 18A, 18B, 18C)

*Global Perspectives:* Understanding and applying knowledge of the political, economic, historical, social, and environmental events and conditions in the world beyond the United States. (Standards 14B, 14E, 16A, 16B, 16C, 16D, 16E, 18A, 18B, 18C)