



Illinois Standards Achievement Test

**Guide to the
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Illinois State
Assessment**

In Spring 2005, students in grades 3, 5, and 8 took Illinois Standards Achievement Tests (ISAT) in reading and mathematics. Students in grades 4 and 7 took ISAT tests in science. Because of recent changes in state legislation, students in grades 3, 5, and 8 were not tested in writing, and students in grades 4 and 7 were not tested in social sciences, fine arts, or 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.

School/District Reports

The ISAT scales for reading, mathematics, and science range from 120 to 200. The data in the school and district reports include students regardless of their date of enrollment in the school or district. Except for the final table in the School and District Performance Profiles, the data reported are for all students.

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 reports and the 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 compari-

sons among different standard sets. Only comparisons 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. Please see the additional information on page 2 concerning the grade 5 ISAT reading results.

The National Quarter Comparisons chart shows how students scored relative to national norms.¹

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.

Individual Student Reports

Individual Student Reports help teachers and parent/guardians understand students' strengths

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.

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 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. If any section of the report contains an "NT," it means that the student was not tested and scores are not available.

2005 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 re-

ports. 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 2005 as well as for 2000 through 2004. Table 3 also shows the percent of student scores that meet or exceed standards. For 2003 through 2005 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, a representative group of students at each grade took both ISAT and the Stanford Achievement Test, 9th 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.

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.

Important Notice for the Grade 5 Reading Results

Prior to the administration of the grade 5 reading test, passage 1 on the test was inadvertently used in training workshops with teachers from around the state. Because of this security breach and to avoid disadvantaging any student or school, answers to questions associated with passage 1 were not used to compute grade 5 reading scores. The questions from passage 1 included multiple-choice questions and one extended-response question. Grade 5 reading results were computed with the questions from the remaining three reading passages on the test, which included multiple-choice questions and one other extended-response question.

The exclusion of these questions will affect how the results are displayed on the reports. Because of the time required for computer reprogramming, it was not possible to show blanks instead of zeroes on the Individual Student Reports, School Rosters, and Performance Profiles. We apologize for any confusion this may cause.

Individual Student Reports—In Chart C on the Individual Student Reports for Reading passage 1 you will see "NOT SCORED DUE TO A SECURITY BREACH" in the description box. Directly below this description you will see a zero (0) printed in the Student Score box. This 0 is not a real score. In addition, you will see a 0% for all score points (0 – 4) for the school, district, and state results for passage 1. These are not real scores either.

School Rosters—Students show a score of 0 for the extended-response question for reading passage 1. Just as on the Individual Student Report, this 0 is not a real score.

School and District Performance Profiles—In Chart C on the Performance Profiles for Reading passage 1 you will see "NOT SCORED DUE TO A SECURITY BREACH" in the description box. Directly below this description you will see a 0% for all score points (0 – 4). These are not real scores.

Results for all other grades and subjects are reported as usual. The parent brochure ("Understanding Your Child's ISAT Scores") that can be sent home with each Individual Student Report provides an explanation to parents/guardians about this issue on the bottom of page 3. If parents have questions, please direct them there.

If you have any questions, please call the Student Assessment Division at 217/782-4823 or Pearson Educational Measurement at 800/627-7990, ext. 814.

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
SCIENCE				
04	120-138	139-153	154-178	179-200
07	120-141	142-150	151-174	175-200

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
2005	6.6	26.7	45.1	21.5	66.6
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
2005	1.8	38.3	40.4	19.4	59.8
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
2005	0.7	26.6	61.3	11.5	72.8

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
2005	5.3	15.4	45.2	34.1	79.3

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
2005	3.2	23.6	60.8	12.4	73.2

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
2005	5.9	39.7	37.4	16.9	54.3

SCIENCE

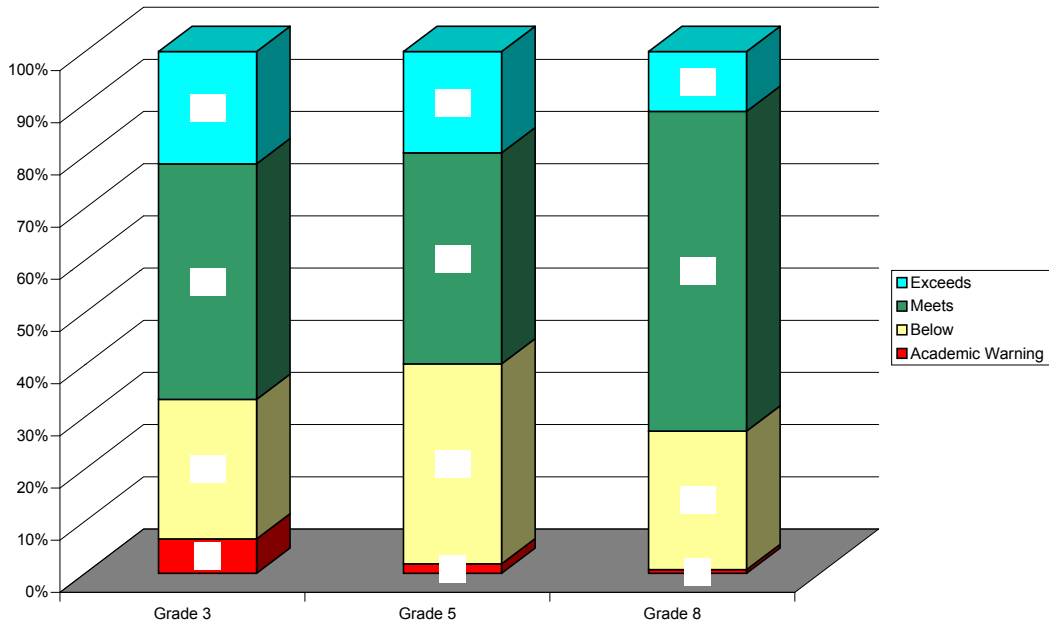
Grade 4	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets + Exceeds
2000	8	28	51	13	64
2001	8	26	54	11	65
2002	8	25	53	14	67
2003	7.0	26.5	52.2	14.3	66.5
2004	6.0	26.2	54.6	13.2	67.8
2005	5.0	23.6	55.1	16.3	71.4

Grade 7

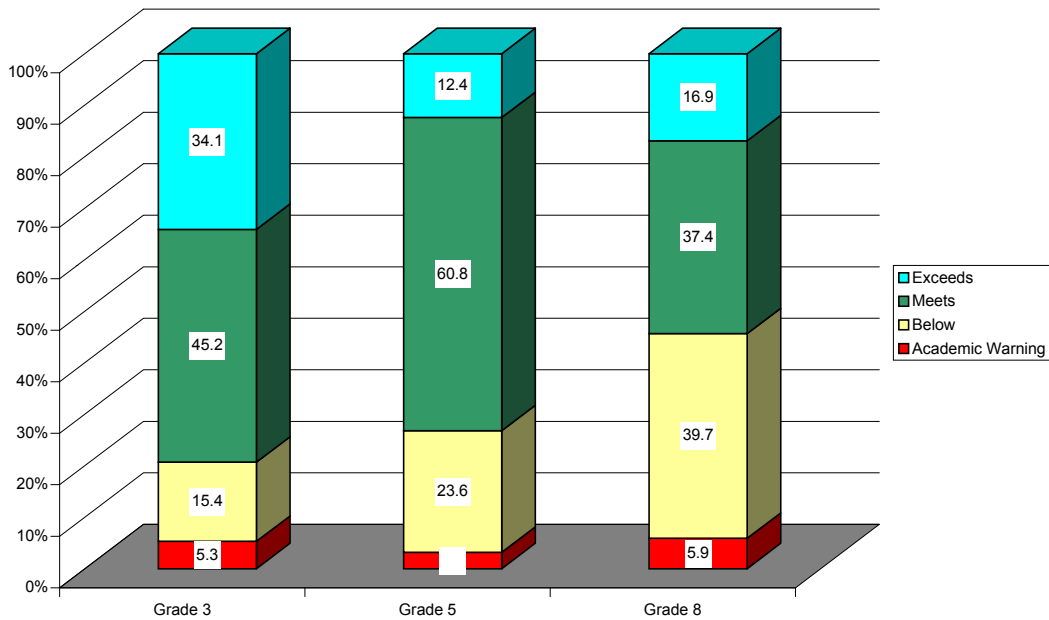
2000	12	16	54	18	72
2001	11	17	52	20	72
2002	10	17	56	17	73
2003	9.7	16.6	56.2	17.5	73.7
2004	10.4	15.2	57.8	16.6	74.4
2005	10.4	15.0	54.3	20.3	74.6

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

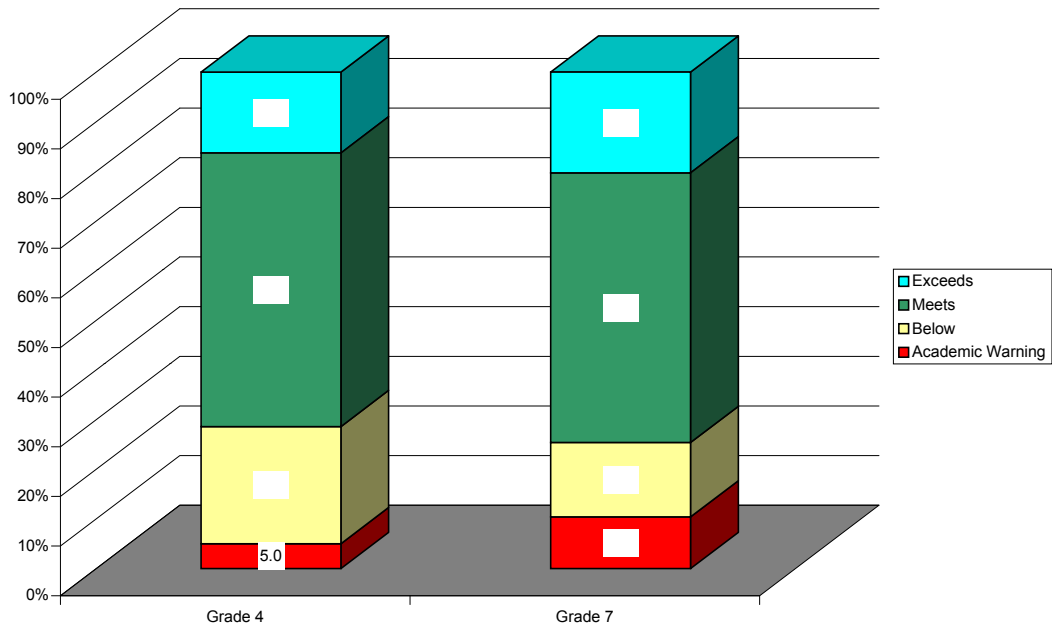
Reading Performance



Mathematics Performance

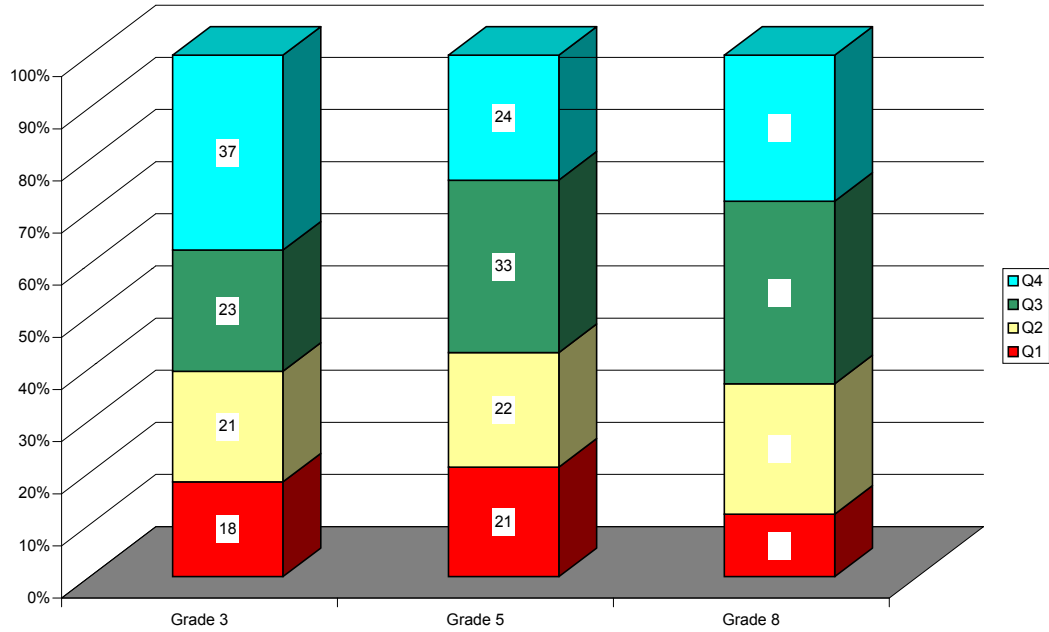


Science Performance

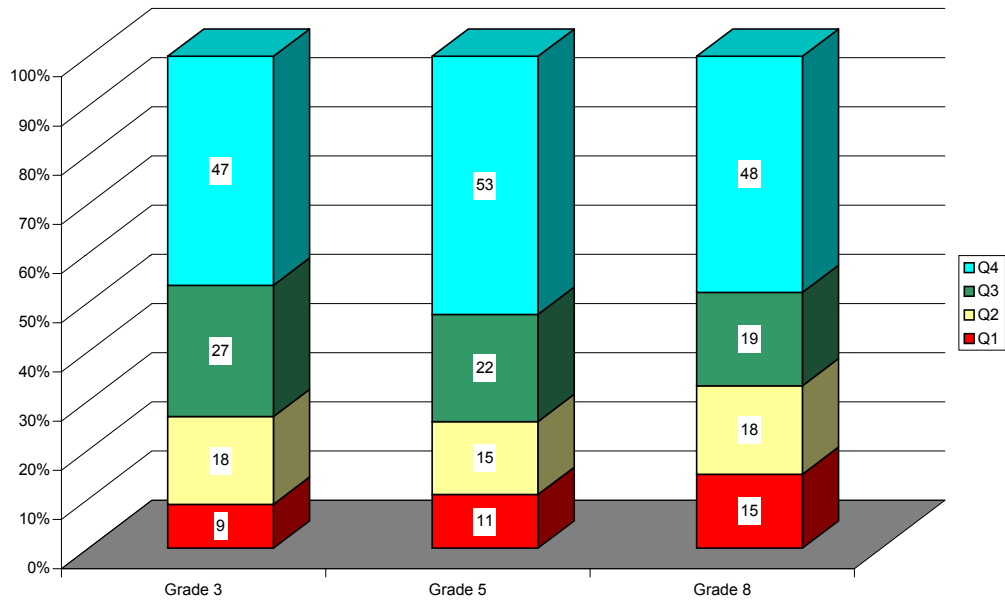


ISAT: Percent of Student Scores in Each National Quarter (All Students)

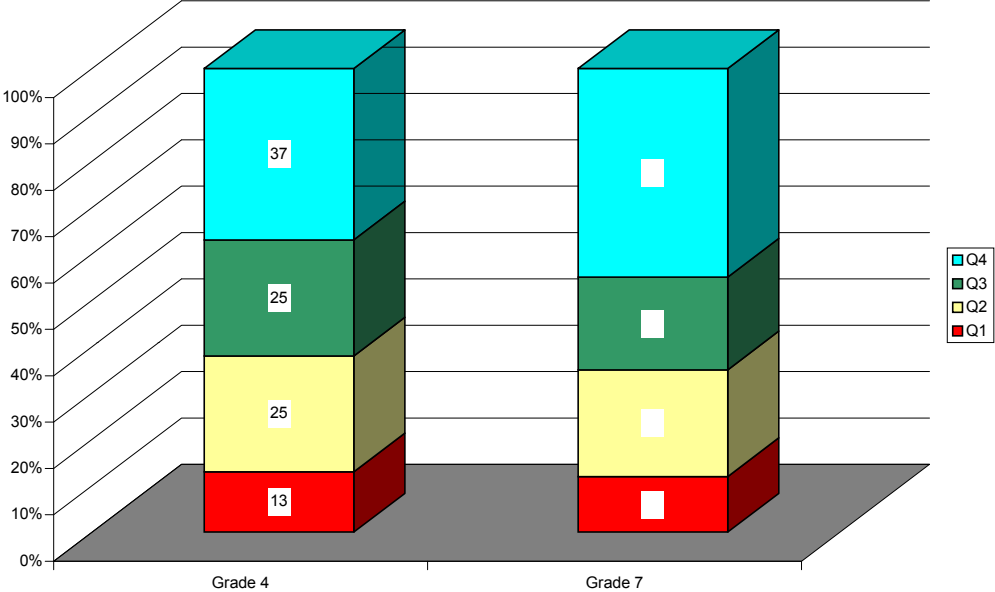
Reading National Quarters



Mathematics National Quarters



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)

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)