Assessment System and Alignment

Technical Advisory Committee

Friday, January 30, 2026

ILLINOIS STATE BOARD OF EDUCATION

Assessment Department Programs

KIDS

Kindergarten Independent Development Survey

Illinois Science Assessment (ISA)

Grade 5

Illinois Science Assessment (ISA)

Grade 8

Pre-ACT Secure 9

(ELA, Math, Science)

Pre-ACT Secure

(ELA, Math, Science)

ACT

(ELA, Math, Science, Writing)

Illinois Assessment of Readiness (IAR)
Content assessment for grades 3-8 (ELA, math)

K 1 2 3 4 5 6 7 8 9 10 11 12

Dynamic Learning Maps (DLM-AA)
Alternate content assessment for grades 3-11 (ELA, math, science)

ACCESS/Alternative ACCESS for ELLS- Annual assessment required of students K-12 qualifying for English language services

Used in accountability

Not used in accountability

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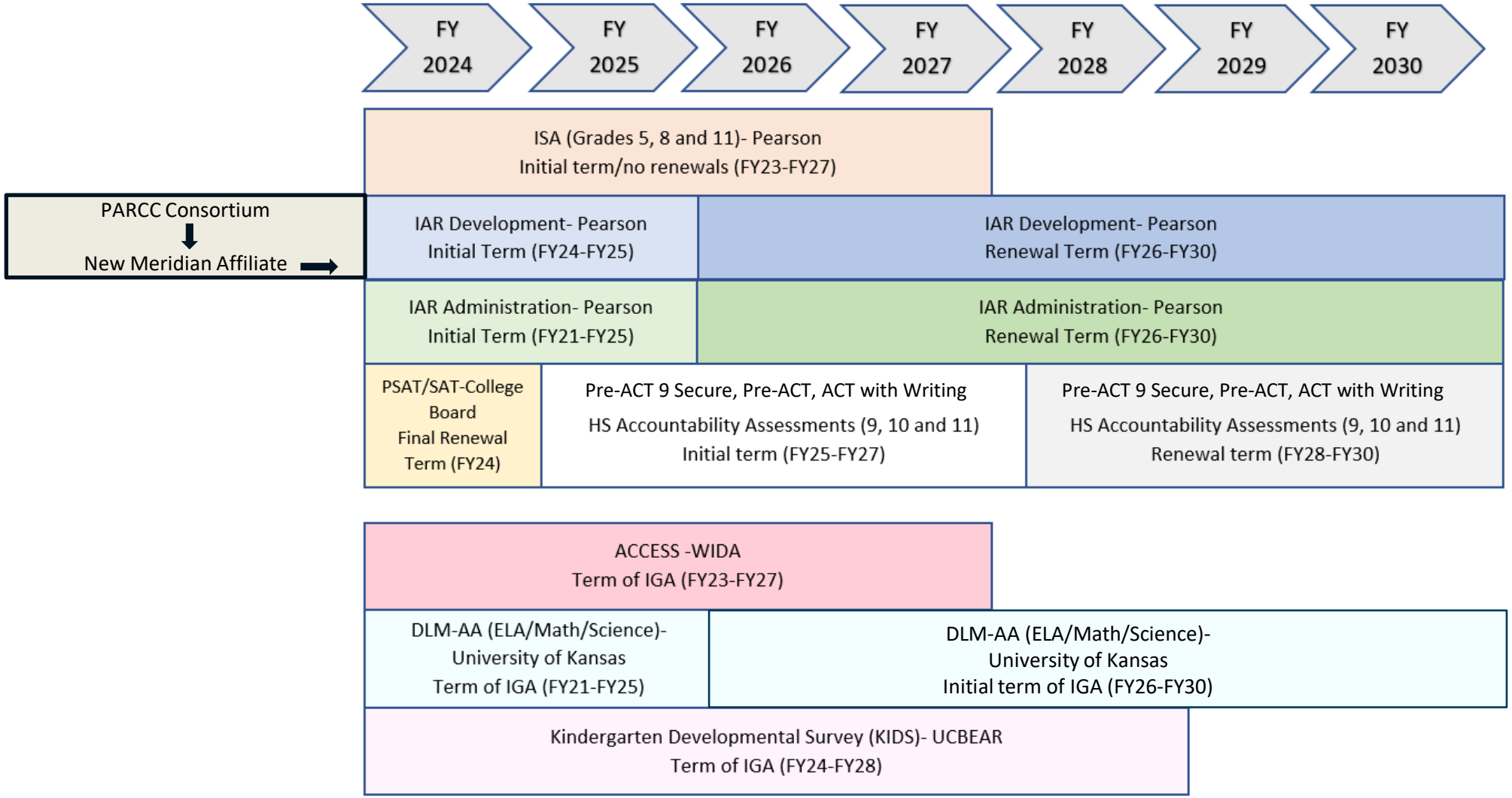
Illinois Assessment Programs



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IAR Test Design and Alignment

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Mathematics Test Structure

Grade (s)	Unit 1	Unit 2	Unit 3
3 – 5	Non-calculator (*60 min*)	Non-calculator (*60 min*)	Non-calculator (*60 min*)
6	Non-calculator section and Calculator section (e.g., split) (*60 min*)	Calculator (*60 min*)	Calculator (*60 min*)
7	Non-calculator section and Calculator section (e.g., split) (*60 min*)	Calculator (*60 min*)	Calculator (*60 min*)
8	Non-calculator (*60 min*)	Calculator (*60 min*)	Calculator (*60 min*)

Mathematics Content Assessed:

1. Number
2. Operations and Algebraic Thinking
3. Measurement
4. Geometry
5. Data, Statistics, and Probability

Additional Resources:

- Test Blueprint
- Evidence Statements
- Performance Level Descriptors (PLD's)

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Mathematics Claim Structure

Claim: On-Track for college and career readiness. The degree to which a student is college and career ready (or "on-track" to being ready) in mathematics. The student solves grade-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

- **Sub-Claim A: Major Content** with Connections to Practices
- **Sub-Claim B: Additional & Supporting Content** with Connections to Practices
- **Sub-Claim C: Mathematical Reasoning** - The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.
- **Sub-Claim D: Mathematical Modeling** - The student solves real-world problems with a degree of difficulty appropriate to the grade by applying knowledge and skills articulated in the standards for the current grade/course

ELA Claim Structure

ELA/Literacy Claim

Students must demonstrate that they are college- and career-ready or on track to readiness as demonstrated through reading and comprehending of grade-level texts of appropriate complexity and writing effectively when using and/or analyzing sources.

Major Claims:

1) Reading and comprehending a range of sufficiently complex texts independently

2) Writing effectively when using and/or analyzing sources

Subclaims:

1. Reading - Vocabulary Interpretation and Use **(RV)**
2. Reading - Reading Literature **(RL)**
3. Reading - Reading Informational Text **(RI)**
4. Writing - Written Expression **(WE)**
5. Writing - Knowledge of Language and Conventions **(WKL)**

ELA Task Types & Item Types

Key Resources

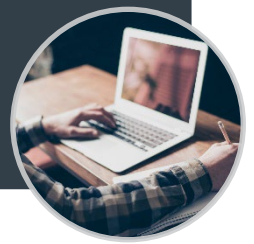
- Evidence Statements
- Test Blueprints
- Performance Level Descriptors
- Task Models
- Scoring Rubrics
- Anchor Sets: sample papers & annotations

Item Types

- Evidence-Based Selected Response (EBSR)
- Technology-Enhanced Constructed Response (TECR)
- Prose Constructed Response (PCR)

Task Types

- Task Models
  - Literary Analysis Task (LAT)
  - Research Simulation Task (RST)
  - Narrative Writing Task (NWT)
- Passage Sets
  - Literary
  - Informational



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Task Models and Passage Types

Literary Analysis Task (LAT):

- 2 literature passages
- Reading questions
- PCR task

Research Simulation Task (RST):

- 2-3 informational pieces
- Reading questions
- PCR task

Narrative Writing Task (NWT):

- 1 literature passage
- Reading questions
- PCR task

Traditional Passage Sets

- Grades 4-8 only
- Short Passage
- Medium/Long Passage
- Literature or Informational

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Strong Emphasis on Writing Tasks – Example from Grade 5

>50% of points are derived from the writing tasks

	LAT/RST Blueprint
Unit 1	**Literary Analysis Task (LAT) Model:** • 4 Reading items (2 parts) • 2 Vocab items (2 parts) • 1 PCR writing prompt **Short Passage Set:** • 3 Reading items (2 parts) • 1 Vocab (2 parts)
Unit 2	**Research Simulation Task (RST) Model:** 6 Reading items (2 parts) 2 Vocab items (2 parts 1 PCR writing prompt
Summary	13 Reading = 26 points 5 Vocab = 10 points 2 Writing = 38 Total **20** Total Items worth **74** Points

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Strong Emphasis on Writing Tasks – Example from Grade 5

38 points from the PCR Writing Tasks (>50% of ELA points)

Grade	Task	Claim	Subclaim	Rubric Max	Multiplier	Total	Max Pts. per Subclaim	Max Points
Grade 5	**LAT-WE**	Writing	Written Expression	4	3	12	16	**19**
		Reading	Reading Comprehension	4	1	4		
	LAT-WKL	Writing	Writing Knowledge and Conventions	3	1	3	3	
Grades 5	**RST-WE**	Writing	Written Expression	4	3	12	16	**19**
		Reading	Reading Comprehension	4	1	4		
	RST-WKL	Writing	Writing Knowledge and Conventions	3	1	3	3	

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IAR ELA and Math Alignment Approach

- Alignment study was conducted in Spring 2023 by edCount.
- Method evaluates translation points linking standards → targets → blueprints → PLDs → forms to ensure coherence.
- Unique approach: explicitly incorporates PLDs and blueprints, aligning with expectations in The Standards (AERA, APA, NCME, 2014).
- Examines all stages of assessment design to provide a more complete, rigorous evaluation than other models.

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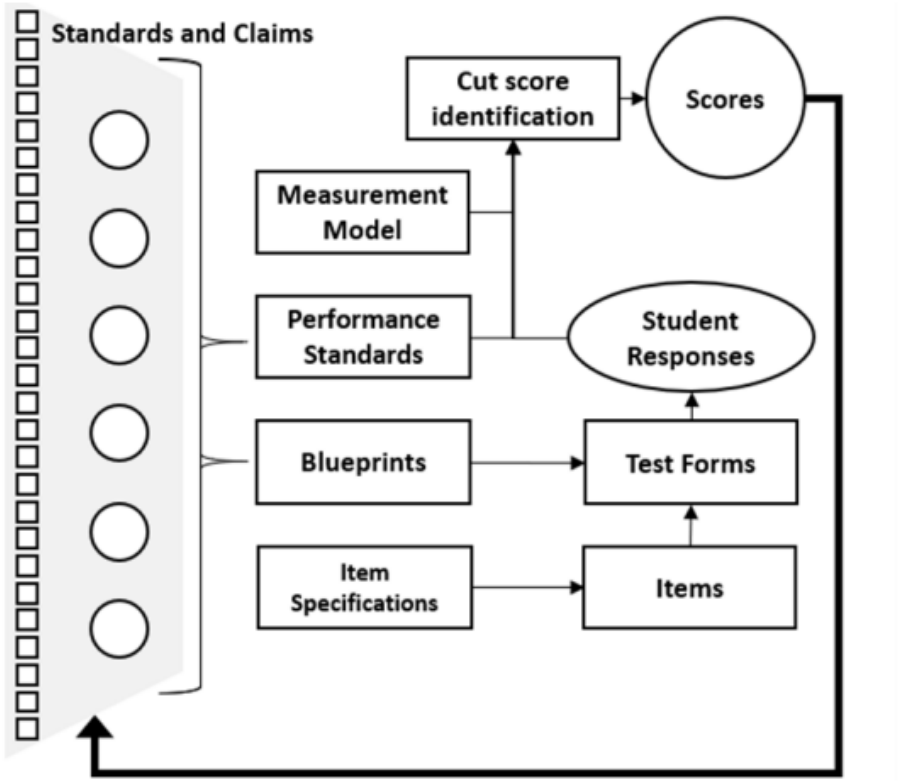
edCount IAR Alignment Framework

Exhibit 1. Alignment Evaluation Framework for IAR Assessments[1]



[1] Adapted from Forte (2013a, 2013b, 2017a, 2017b).

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Evaluation Question 1: How well do the blueprints reflect the evidence statements and reporting categories?

Evaluation Question 1 Summary

The findings for each aspect of blueprint alignment are summarized in Exhibit 10, by content area.

Exhibit 10. Evaluation Question 1 Summary of Blueprint Alignment Findings

Aspect of Alignment	ELA/L	Mathematics
Domain Concurrence	Strong	Strong
Range of Knowledge	Strong	Strong
Balance of Representation	Moderate	Strong[1]
Cognitive Complexity	Limited	Limited

[1]The grade 4 mathematics blueprint was judged as having moderate evidence of alignment to the ILS.

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Recommendations for Q1

- We strongly encourage ISBE to develop blueprints that clearly outline the content (i.e., standards and evidence statements) assessed within each reporting category. The IAR assessment reflects a sophisticated design and the publicly available blueprints do not provide sufficient information to understand that design.

- We encourage ISBE to document the rationale for the distribution of points across reporting categories in the ELA/L and mathematics blueprints.

- We encourage ISBE to include a clear range of cognitive complexity expectations in the blueprint to mitigate significant, non-intentional variations in the cognitive demand at which the academic content is assessed. edCount does not recommend using DOK as a measure of cognitive complexity because it does not necessarily provide helpful information for item writers. Rather, edCount recommends using clear descriptions of the cognitive and stimulus demands for the set of items in the blueprint based on the standards and/or PLDs.

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Evaluation Question 2: How well do the PLDs capture the knowledge and skills expressed in the evidence statements and reporting categories?

Exhibit 15. Evaluation Question 2 Summary of PLD Alignment Findings

Grade	PLD-Domain Concurrence	Differentiation
	ELA/L	
3	Moderate	Moderate
4	Moderate	Moderate
5	Limited	Strong
6	Limited	Strong
7	Moderate	Strong
8	Moderate	Strong
	Mathematics	
3	Moderate	Moderate
4	Moderate	Moderate
5	Strong	Strong
6	Strong	Strong
7	Strong	Moderate
8	Strong	Moderate

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Performance Level Descriptors

- **New PLD were developed in SY2024-2025 replacing the legacy PARCC PLD.**
  - **Process was iterative and involved over 100 educators.**
  - **Public comment was collected at multiple junctures both online and in person.**

The resulting PLD are available:

Illinois Performance Level Descriptors

Text Complexity

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Evaluation Question 3:

How well do the sets of items that contribute to students' scores reflect the evidence statements and reporting categories?

Exhibit 26. Evaluation Question 3 Summary of Alignment Findings, by Content Area and Grade

Grade/Form	Alignment with Intended Evidence Statements	Domain Concurrence	Range of Knowledge	Balance of Representation	PLD Range
ELA/L					
3/Form 1	Strong	Strong	Limited	Limited	Moderate
3/Form 2	Strong	Strong	Limited	Moderate	Moderate
4/Form 1	Strong	Strong	Moderate	Moderate	Moderate
4/Form 2	Strong	Strong	Moderate	Strong	Moderate
5/Form 1	Moderate	Strong	Moderate	Strong	Moderate
5/Form 2	Strong	Strong	Moderate	Moderate	Moderate
6/Form 1	Strong	Strong	Moderate	Strong	Moderate
6/Form 2	Strong	Strong	Limited	Strong	Moderate
7/Form 1	Strong	Strong	Moderate	Strong	Moderate
7/Form 2	Strong	Strong	Strong	Strong	Moderate
8/Form 1	Strong	Strong	Moderate	Strong	Moderate
8/Form 2	Strong	Strong	Strong	Strong	Moderate
Mathematics					
3	Strong	Strong	Strong	Strong	Limited
4	Strong	Strong	Strong	Strong	Limited
5	Strong	Strong	Strong	Strong	Moderate
6	Strong	Strong	Moderate	Strong	Moderate
7	Strong	Strong	Moderate	Strong	Moderate
8	Strong	Strong	Strong	Strong	Moderate

Q3 Recommendations

• For both clarity and accuracy, edCount highly recommends all prose constructed response items include the writing evidence statement for each grade in the item metadata and that the writing evidence statement be included within the test maps along with the reading-related evidence statements.

• Along the same lines, ISBE may wish to examine test forms where panelists identified fewer than 50% of the standards in a reporting category as associated with score points on the test, to ensure representation of the full range of standards within a reporting category across forms.

• ISBE may wish to examine test forms where panelist-selected standard alignments for items on the form reflect a substantially different distribution by reporting category than that defined in the blueprint.

• ISBE may wish to consider incorporating PLD guidance within the test blueprints to ensure that every test form includes the range of performance level opportunities that can appropriately recognize student achievement across the full scale. ISBE may also wish to review forms identified as not having a sufficient representation of items aligned to each performance level to be able to differentiate student performance across the full continuum.

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ISA Test Design and Alignment

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Illinois Science Assessment (ISA)

- Illinois adopted the NGSS in 2014 as the state science standards.

- NGSS Performance Expectations integrate:
  - Science & Engineering Practices (SEPs)
  - Disciplinary Core Ideas (DCIs)
  - Crosscutting Concepts (CCCs)

- ISA first administered 2015–16. It was a substantively different test than the current test, as it relied on items borrowed from D.C. and later from Oklahoma.

- ISA was redesigned for 2022, maintaining NGSS three-dimensional performance expectations.

- Administered online as fixed forms with paper as an accommodation.

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ISA Assessment Design and Test Build

- Each form includes 75 operational items administered across three sessions. Items include a mix of multiple-choice and constructed-response tasks. Items are built to sample NGSS Performance Expectations across each tested grade.

- Items are grouped into topic-based clusters that align to NGSS.

- Results reported as overall scale score and domain-level scores for each of physical science, life science, and earth & space science.

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Illinois Science Assessment

High-Level Blueprints: Science

Science Item counts per form*

		Section 1			Section 2			Section 3			All Sections		
		MC/TE	CR	Clusters	MC/TE	CR	Clusters	MC/TE	CR	Clusters	MC/TE	CR	Clusters
Physical		12	1	2*	6	0	1	6	0	1	24	1	4
Earth and Space		6	0	1	12	1	2*	6	0	1	24	1	4
Life		6	0	1	6	0	1	12	1	2*	24	1	4
Counts		24	1	4	24	1	4	24	1	4	72	3	12
Points		24	3	27	24	3	27	24	3	27	72	9	81

One cluster includes six MC/TE items; the other cluster includes six MC/TE items and one CR item

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Science Item Types

Multiple Choice (MC)

- 4 choices, Single-select
- 1 point
- Approximately 1 minute to read and answer

Technology-Enhanced (TE)

- Various types of interactions
- 1 point
- Approximately 1 minute to read and answer
- Field tested in 2025
- Will become operational in 2026

Constructed Response (CR)

- Student responds in writing to prompts that clearly solicit three distinct responses
- 3 points
- Approximately 5 minutes to respond

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ISA Alignment Approach

- edCount conducted the alignment study in 2025.
- Similar to the IAR alignment study, the intent was to determine the degree to which the alignment evidence supported the interpretation and use of scores, and to outline recommendations for continuous improvement.
- Traditional alignment methods are insufficient for NGSS's multidimensionality.
- The alignment questions were specifically designed for NGSS.

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Evaluation Question 1: To what extent do the blueprints support the consistent creation of test forms that reflect the standards and the score scale?

- edCount evaluators considered evidence regarding the test blueprints for the ISA in relation to two sub-questions:
  - a. How were the blueprints developed to reflect the multidimensional standards?
  - b. How well do the blueprints reflect the multidimensional nature of the standards?

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Evaluation Question 1: Blueprint Alignment

Exhibit 6. Evaluation Question 1 Summary of Blueprint Alignment Findings

Evaluation Question	Aspect of Alignment	Grade 5 Rating	Grade 8 Rating
1a	Blueprint Development	Somewhat Documented	Somewhat Documented
1b	Domain Concurrence	Moderate	Moderate
	Range of Knowledge	Strong	Strong
	Balance of Representation	Strong	Strong
	Cognitive Complexity	Limited	Limited

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Evaluation Question 2: How well do the PLDs capture the knowledge and skills expressed in the content domains and multidimensional standards?

Exhibit 9. Evaluation Question 2 Summary of PLD Alignment Findings

Evaluation Question	Aspect of Alignment	Grade 5 Rating	Grade 8 Rating
2a	PLD Development	Well Documented	Well Documented
2b	PLD-Domain Concurrence	Somewhat Represents	Fully Represents
	Differentiation	Adequately Reflects Progression	Adequately Reflects Progression

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Evaluation Question 3:

To what extent does the set of items, clusters, and test forms reflect the blueprints and provide performance opportunities across the full range of the score scale?

Exhibit 19. Evaluation Question 3 Summary of Alignment Findings

Evaluation Question	Aspect of Alignment	Grade 5 Rating	Grade 8 Rating
3a	Item and Cluster Development Process	Somewhat documented	Somewhat documented
	Test Form Development Process	Well documented	Well documented
3b	Alignment with Intended Targets	Strong	Strong
	Domain Concurrence	Strong	Strong
	Range of Knowledge	Strong	Strong
	Balance of Representation	Strong	Strong
	Distribution of Items Across Performance Levels	Moderate	Moderate
	Cognitive Complexity	Strong	Strong

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PreACT 9 Secure, PreACT Secure, ACT with Writing

- ISBE implemented the ACT Suite at high school during the 2024-2025 school year.
  - Grades 9, 10, and 11 are required tests.
- ACT will be administering the ACT Enhanced version for state testing in spring 2026.
  - Illinois will continue to administer the full battery (Core + Writing + Science).
- edCount conducted the alignment study in summer of 2025.

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Enhanced ACT (Core + Writing + Science)

Table 1. Summary of the Number of Items and Testing Time on the Legacy and Enhanced ACT by Section

The following table shows a comparison of the total number of items and testing time by section for the legacy and enhanced ACT test.

	ACT - Legacy		ACT - Enhanced	
	Items	Total Time (Min)	Items	Total Time (Min)
English	75	45	50*	35
Math	60	60	45*	50
Reading	40	35	36*	40
Science	40	35	40*	40
Writing	1	40	1	40
Core ACT Administration**	215	175	131*	125

*Number includes embedded field-test items that do not contribute to score points.
**The core administration is the shortest administration of the test and results in a college-reportable Composite Score. The core administration for the legacy ACT is English, Math, Reading, and Science. The core administration for the enhanced ACT is English, Math, and Reading.

https://www.act.org/content/dam/act/secured/documents/pdfs/ACT-Reporting-Category-Tables-Comparison-IL.pdf

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ELA Overview

- The Reading section measures a student's ability to read closely, reason about texts using evidence, and integrate information from multiple sources. Students read passages, which include both literary narrative and informational texts from humanities, natural sciences, and social sciences. Content and skills assessed include: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.
- The English section focuses on students' ability to revise and edit text. Similar to the Reading section, students read a set of passages and respond to questions related to those passages. The content of the questions relates to skills associated with Production of Writing, Knowledge of Language, and Conventions of Standard English.
- The Writing section is a single writing task that assesses students' ability to compose an effective argumentative essay. Students are asked to write an essay responding to a prompt and stimulus material. Within the essay, students are expected to demonstrate ability related to four criteria that serve as the basis for the evaluation rubric. All writing tasks are scored using the same rubric. These rubric criteria are Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions.

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Math and Science Overview (STEM)

The Mathematics section measures students' mathematical development of topics, typically taught in high school, related to five content areas: Number & Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Questions are included that ask students to apply knowledge and skills from each content area separately, as well as integrating these skills to solve questions of moderate to high complexity. In addition, students are also expected to engage with the practice of Modeling across the five content areas.

The Science section measures science and engineering knowledge and skills highly correlated with college success. While the science assessment covers content across the domains of Biology, Chemistry, Physics, and Earth and Space Science, the focus of the assessment is on three categories of science practices. These categories include Interpretation of Data (focusing on locating, translating, inferring, extending from, and evaluating data and information in various forms and of various complexity), Scientific Investigation (focusing on understanding the tools, procedures, and designs of scientific experiments and comparing, extending, and modifying these experiments), and the Evaluation of Models, Inferences, and Experimental Results (focusing on evaluating the validity of scientific claims based on evidence and formulating conclusions and predictions based on information).

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Illinois Graduation Requirements

https://www.isbe.net/documents/grad_require.pdf

Illinois graduation requirements 105 ILCS 5/27-22, 27-22.05, 27-22.10

		Entering 9th Grade in				
Requirement	**Description of Requirement**	**SY 2016-2022**	**SY 2022-2023**	**SY 2023-2024**	**SY 2024-2025 thru 2027-2028**	**SY 2028-2029 (and beyond**
Language Arts	4 years: 1 year must include a writing-intensive English course.	✓	✓	✓	✓	✓
Writing-Intensive	2 years: 1 year must be in an English course; 1 year can be embedded as part of any course offered. Can be counted toward the fulfillment of other graduation requirements.	✓	✓	✓	✓	✓
Mathematics	3 years: Algebra I or integrated equivalent (1 year); nonspecified course, including geometry content (1 year); Advanced Placement (AP) computer science is eligible.	✓	✓	✓	✓	✓
Computer Literacy	One year of a course that includes intensive instruction in computer literacy, which may be English, social science, or any other subject and which may be counted toward the fulfillment of other graduation requirements. (PA 101-0654)		✓	✓	✓	✓
Science	2 years: no content specified.	✓	✓	✓		
	2 years of laboratory science: no content specified.*				✓	✓

Alignment Study Methodology

To address the unique aspects of this alignment, edCount used the following evaluation questions:

1. To what extent are the content and skills outlined in the ILS (CCSS and NGSS) reflected in the standards targeted by the ACT?

2. To what extent do the PLDs reflect a reasonable range of performance expectations in relation to the set of content expectations and any associated claims.

3. To what extent do the items on the test forms reflect a reasonable set of performance opportunities based on the ILS?

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Q1- Standards Alignment

- Evaluation Question 1 focuses on the extent to which the standards used by ACT to develop the three assessments cover the ILS. For each ILS standard, edCount content experts reviewed the ACT standards and identified ACT standards that align with the ILS. Content experts also rated the degree of alignment for each of the standards and identified if the ILS is covered by the set of ACT standards.

- We found that 46% of the grade 9 and 10 ELA standards that are typically assessed are fully covered, and 25% are partially covered by the ACT standards. For the grade 11 and 12 ELA standards, we found 25% of the typically-assessed standards are fully covered, while 39% are partially covered.

- For the non-advanced mathematics standards, we found 42% are fully covered, and 35% are partially covered.

- While the ACT science standards do not explicitly include content, ACT included a list of topics that are typically covered. A standard is considered covered if the content is included in the list and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) are included in an ACT standard. We found 52% of the science standards are fully covered and 48% are partially covered.

Q2-PLD

- Evaluation Question 2 focuses on how well the PLDs capture the knowledge and skills expressed in the standards. Panelists rated the PLD-Domain Concurrence (the degree to which the PLDs represent the standards) and the PLD Differentiation (the degree to which the PLDs reflect a progression).

- The panelists rated the ELA PLDs as fully representing the ILS. The panel rated both the mathematics and science PLDs as somewhat represents. For both mathematics and science, panelists indicated that there are some critical skills that are not captured in the PLDs. Panelists rated the differentiation as adequately reflecting progression for ELA, mathematics, and science. Panelists noted that the descriptors for the Earth and Space Science domain do not provide the level of detail included in the descriptors for the other domains.

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Q3: To what extent do the items on the test forms reflect a reasonable set of performance opportunities based on the ILS?

- Evaluation Question 3 focuses on the relationship between the standards, items, and test forms that contribute to a student's score. edCount evaluators examined panelists' ratings of items to standards, PLDs, and Cognitive Complexity level to evaluate the test forms with relation to the overall Domain Concurrence, Range of Knowledge, Balance of Representation, Distribution of Items across Performance Levels, and Cognitive Complexity.

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Exhibit 139. Exact and Majority Rater Agreement for the PreACT 9 Secure Assessments, by Subject Area

Exhibit 139. Exact and Majority Rater Agreement for the PreACT 9 Secure Assessments, by Subject Area

Course	Agreement Type	Standard Alignment	Stimulus Complexity	Response Development Complexity	Response Production Complexity	PLD Rating
Reading	5/5	68.0	84.0	68.0	54.0	36.0
	3/5	100.0	100.0	100.0	100.0	100.0
English	5/5	21.2	27.3	31.8	25.8	28.8
	3/5	98.5	100.0	100.0	100.0	100.0
Mathematics	4/4	50.0	45.0	35.0	60.0	43.3
	3/4	96.7	96.7	96.7	100.0	96.7
Science	5/5	32.6	15.2	15.2	21.8	17.4
	3/5	100.0	100.0	97.8	100.0	97.8

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Exhibit 140. Exact and Majority Rater Agreement for the PreACT Secure Assessments, by Subject Area

Exhibit 140. Exact and Majority Rater Agreement for the PreACT Secure Assessments, by Subject Area

Course	Agreement Type	Standard Alignment	Stimulus Complexity	Response Development Complexity	Response Production Complexity	PLD Rating
Reading	5/5	74.0	84.0	54.0	38.0	36.0
	3/5	100.0	100.0	100.0	100.0	100.0
English	5/5	12.5	22.2	31.9	15.3	25.0
	3/5	100.0	100.0	100.0	100.0	100.0
Mathematics	4/4	77.3	45.5	36.4	65.2	50.0
	3/4	98.5	93.9	95.5	98.5	97.0
Science	5/5	20.0	18.3	21.7	38.3	16.7
	3/5	100.0	98.3	100.0	100.0	98.3

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Exhibit 141. Exact and Majority Rater Agreement for the ACT Assessments, by Subject Area

Course	Agreement Type	Standard Alignment	Stimulus Complexity	Response Development Complexity	Response Production Complexity	PLD Rating
Reading	4/4	71.6	100.0	85.2	90.1	93.8
	3/4	98.8	100.0	98.8	97.5	100.0
English	3/3	57.5	46.7	59.2	55.0	68.3
	2/3	99.2	100.0	100.0	100.0	100.0
Writing	3/3	75.0	75.0	0.0	25.0	62.5
	2/3	100.0	100.0	100.0	100.0	100.0
Mathematics	5/5	51.2	19.5	26.8	42.3	41.5
	3/5	99.2	100.0	100.0	100.0	100.0
Science	5/5	7.8	17.6	22.5	18.6	8.9
	3/5	96.1	99.0	100.0	98.0	

*Note that due to time constraints, panelists did not discuss disagreements for the last form. The agreement rate for the first two percent.

Final Recommendations:

- ISBE may want to review the sampled ILS domains and standards, as identified by edCount content experts (standards review) and the educator panelists (item alignment), to ensure the sampling meets the intention of the state in terms of reflecting the key concepts and skills expected of Illinois high school students enrolled in the assessed grades.

- ISBE may wish to review the Mathematics PLDs to ensure the desired standards are captured and that the identified critical skills are articulated across the four performance levels.

- ISBE may wish to review the Physical Science PLDs to ensure the desired standards are included.

- ISBE may wish to review the Earth and Space Science PLDs to ensure they capture the desired standards and there is a reasonable progression articulated across the performance levels.

- ISBE may want to review the distribution of items across the performance levels, for all content areas, to ensure there is sufficient information to support interpretation of student performance within each of the four levels.

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