



IAR Reports and Scores



**Illinois
State Board of
Education**



IAR Score Reports – School Level Reports

Score Report	Intended Audience	Description
Individual Student Report (ISR)	Students Parents Teachers	Provides detailed information about a student's performance on the IAR, including their scale score, performance level, and subclaim readiness estimates. The report also includes the student's growth percentile and the predicted Lexile and Quantile scores.
School Student Roster	Teachers School Administrators	Summarizes the achievement of each student who took the content area assessment, along with their overall scale score, performance level, and subclaim readiness estimates. The state, district, and school results are provided for comparison.
School Performance Level Summary	School Leadership Teams District Administrators	Displays the average scale score for the state, district, and school, as well as the number and percentage of students who achieved each performance level. Disaggregates the school's data by gender, ethnicity/race, economic, disability, English learner, and migrant status.
School Evidence Statement Analysis	School Leadership Teams District Administrators	Summarizes the average percent correct for the assessed Evidence Statement, in order of difficulty, at state, district, and school levels.



IAR Score Reports – District Level Reports

Score Report	Intended Audience	Description
District Performance Level Summary	District Administrators	Displays the average scale score for the state and district, as well as the number and percentage of students who achieved each performance level. Disaggregates the district's data by gender, ethnicity/race, economic, disability, English learner, and migrant status.
District Summary of Schools	District Administrators	Displays the percent of students achieving each performance level for the state, district, and each school in the district. Includes the average scale scores achieved and the percent of students at each readiness level by subclaim.
District Evidence Statement Analysis	District Administrators	Summarizes the average percent correct for the assessed Evidence Statement, in order of difficulty, at state and district levels.
School Content Standards Roster	District Administrators	Summarizes the percentage of points earned by each student in the district on the operational items. Organized by the ILS strand/domain and includes the average percent of points earned by all students across the state for comparison.



Types of Scores

Type of Score	Definition
Scale Score	Scale scores are standardized scores that account for the difficulty of the items on a test form. This allows comparisons to be made for the <i>same grade and content area</i> , regardless of test form taken or the year in which a student takes the test (e.g., 2022 vs 2023). IAR scale scores range from 650 to 850 for both ELA/L and Mathematics. Scale scores are also reported for Reading (10 to 90) and Writing (10 to 60).
Performance Level	<p>Classifications based on the scale score. Performance levels provide meaning to the scale score. Each level indicates what a typical student should know and be able to do based on their command of the grade-level standards. Students achieving a lower performance level demonstrate less mastery of the grade-level standards than those at the higher performance levels.</p> <p>The five IAR Performance Levels are: 5 – Exceeded Expectations 4 – Met Expectations 3 – Approached Expectations 2 – Partially Met Expectations 1 – Did Not Yet Meet Expectation</p>
Readiness Indicator	<p>Classifies student performance for each subclaim relative to the overall performance of students who met or nearly met expectations for the content area (ELA/L or Mathematics).</p> <p>The three levels of readiness include: H – High M – Middle L – Low</p>
Student Growth Percentile	A measure of how much growth or improvement a student has made in a content area, from one year to the next, in comparison to other academically similar students (i.e., those who had similar prior scale scores) from across the state. Growth percentiles range from 1 to 99. A student must have a <i>minimum of two consecutive years</i> of content area scale scores (current and prior year) to calculate an SGP.



IAR Interpretation Guide

[Illinois Assessment of Readiness \(IAR\) PLS, ESA,
and CSR Interpretation Guide
\(\[mypearsonsupport.com\]\(http://mypearsonsupport.com\)\)](#)



4.2.1 Sample Content Standards Roster Mathematics Report

Grade 7



ILLINOIS
Assessment of Readiness

Content Standards Roster

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A

SAMPLE SCHOOL NAME

SAMPLE DISTRICT NAME

ILLINOIS

SPRING 20XX

MATHEMATICS

Grade 7 Assessment, 20XX-20XX

IL = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Ratios & Proportional Relationships		The Number System		Expressions & Equations		Geometry		Statistics & Probability		Modeling & Reasoning			
		D E		7.NS.A.1 7.NS.A.1.a 7.NS.A.1.b 7.NS.A.1.c 7.NS.A.1.d 7.NS.A.2 7.NS.A.2.a 7.NS.A.2.b 7.NS.A.2.c 7.NS.A.2.d 7.NS.A.3		7.EE.A.1 7.EE.A.2 7.EE.B.3 7.EE.B.4 7.EE.B.4.A 7.EE.B.4.B		7.G.A.1 7.G.A.2 7.G.A.3 7.G.B.4 7.G.B.5 7.G.B.6		7.SP.A.1 7.SP.A.2 7.SP.B.3 7.SP.B.4 7.SP.C.5 7.SP.C.6 7.SP.C.7 7.SP.C.7.a 7.SP.C.7.b 7.SP.C.8 7.SP.C.8.a 7.SP.C.8.b 7.SP.C.8.c		On Grade Level		Securely Held Knowledge	
		IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST
1 LASTNAME 15, FIRSTNAME 15 A.	A25	28	60	35	100	32	80	n/a	n/a	n/a	n/a	62	50	56	30
2 LASTNAME 16, FIRSTNAME 16	O31	28	0	35	0	32	0	n/a	n/a	n/a	n/a	62	56	56	50
3 LASTNAME 17, FIRSTNAME 17	A25	28	0	35	0	32	0	n/a	n/a	n/a	n/a	62	69	56	50
4 LASTNAME 18, FIRSTNAME 18 I.	O32	28	0	35	27	32	10	n/a	n/a	n/a	n/a	62	100	56	100
5 LASTNAME 19, FIRSTNAME 19 H.	O32	28	10	35	18	32	20	n/a	n/a	n/a	n/a	62	69	56	40
6 LASTNAME 20, FIRSTNAME 20	A24	28	10	35	18	32	20	n/a	n/a	n/a	n/a	62	81	56	80
7 LASTNAME 21, FIRSTNAME 21 O.	O31	28	0	35	27	32	10	n/a	n/a	n/a	n/a	62	69	56	40
8 LASTNAME 22, FIRSTNAME 22 M.	A25	28	0	35	9	32	40	n/a	n/a	n/a	n/a	62	94	56	50
9 LASTNAME 23, FIRSTNAME 23 N.	O31	28	10	35	18	32	0	n/a	n/a	n/a	n/a	62	44	56	20
10 LASTNAME 24, FIRSTNAME 24 I.	O31	28	10	35	18	32	0	n/a	n/a	n/a	n/a	62	75	56	60
11 LASTNAME 25, FIRSTNAME 25 I.	O32	28	0	35	9	32	40	n/a	n/a	n/a	n/a	62	63	56	80
12 LASTNAME 26, FIRSTNAME 26 I.	A24	28	0	35	0	32	0	n/a	n/a	n/a	n/a	62	63	56	40
13 LASTNAME 27, FIRSTNAME 27 F.	A25	28	100	35	100	32	100	n/a	n/a	n/a	n/a	62	50	56	70

For more information about the Illinois Learning Standards go to <https://www.isbe.net/Documents/math-standards.pdf>

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK).

For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

Evidence Statements: <https://il.mypersonsupport.com/resources/training-resources/design/IARGrade7MathEvidenceStatements.pdf>

Page 1 of 2

Understanding the
IAR Content
Standards Roster
Report



4.2.2 Sample Content Standards Roster English Language Arts/Literacy Report page 1

Grade 7



Content Standards Roster

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A SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
ILLINOIS
SPRING 20XX

B ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 20XX-20XX

IL = State Average Percent Points Achieved
ST = Student Percent Points Achieved

IL = State Average Percent Points Achieved ST = Student Percent Points Achieved		C																	
		Reading: Literature								Reading: Informational Text									
				Key Ideas & Details		Craft & Structure		Integration of Knowledge & Ideas				Key Ideas & Details		Craft & Structure		Integration of Knowledge & Ideas			
		F		D E															
STUDENT		CORE FORM		OVERALL		RL.7.1 RL.7.2 RL.7.3		RL.7.4 RL.7.5 RL.7.6		RL.7.7 RL.7.8 RL.7.9		OVERALL		RI.7.1 RI.7.2 RI.7.3		RI.7.4 RI.7.5 RI.7.6		RI.7.7 RI.7.8 RI.7.9	
		IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST		
1 LASTNAME 1, FIRSTNAME 1 A.		A24	26	50	26	50	23	50	n/a	n/a	23	50	23	50	23	50	n/a	n/a	
2 LASTNAME 2, FIRSTNAME 2 J.		A35	26	13	26	13	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	
3 LASTNAME 3, FIRSTNAME 3 E.		O31	26	3	26	3	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	
4 LASTNAME 4, FIRSTNAME 4 F.		O32	26	13	26	13	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	
5 LASTNAME 5, FIRSTNAME 5 G.		O32	26	0	26	0	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	
6 LASTNAME 6, FIRSTNAME 6 B.		A24	26	88	26	88	23	100	n/a	n/a	23	100	23	100	23	100	n/a	n/a	
7 LASTNAME 7, FIRSTNAME 7		O31	26	6	26	6	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	
8 LASTNAME 8, FIRSTNAME 8		O31	26	6	26	6	23	0	n/a	n/a	23	0	23	0	23	0	n/a	n/a	

For more information about the Illinois Learning Standards go to <https://www.isbe.net/Documents/ela-standards.pdf>



SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 5



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IL ELEMENTARY SCHOOL

IL District

ILLINOIS

SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2021–2022

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	131,175	730	28,440	21.7%	28,351	21.6%	35,069	26.7%	36,008	27.5%	3,307	2.5%	39,315	30.0%
District	1,870	748	178	9.5%	246	13.2%	493	26.4%	866	46.3%	87	4.7%	953	51.0%
School	111	755	1	0.9%	17	15.3%	24	21.6%	63	56.8%	6	5.4%	69	62.2%
Gender														
Female	50	762	0	0.0%	5	10.0%	9	18.0%	30	60.0%	6	12.0%	36	72.0%
Male	61	749	1	1.6%	12	19.7%	15	24.6%	33	54.1%	0	0.0%	33	54.1%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	4	736	0	0.0%	1	25.0%	2	50.0%	1	25.0%	0	0.0%	1	25.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	73	758	1	1.4%	8	11.0%	13	17.8%	47	64.4%	4	5.5%	51	69.9%
Black or African-American	5	737	0	0.0%	2	40.0%	1	20.0%	2	40.0%	0	0.0%	2	40.0%

All reports have been redacted to protect the identity of the students, school, and district.



Unpacking Steps in Action...Step 1

School Performance Summary

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

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			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	131,175	730	28,440	21.7%	28,351	21.6%	35,069	26.7%	36,008	27.5%	3,307	2.5%	39,315	30.0%
District	1,870	748	178	9.5%	246	13.2%	493	26.4%	866	46.3%	87	4.7%	953	51.0%
School	111	755	1	0.9%	17	15.3%	24	21.6%	63	56.8%	6	5.4%	69	62.2%



STUDENT ROSTER

Grade 5

IL ELEMENTARY SCHOOL

IL District

ILLINOIS

SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2021–2022

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure
STATE AVERAGE	730	44	<div><div></div><div></div><div></div></div> 38 26 36	<div><div></div><div></div><div></div></div> 39 29 32	<div><div></div><div></div><div></div></div> 42 26 32	26	<div><div></div><div></div><div></div></div> 50 21 30	<div><div></div><div></div><div></div></div> 54 19 28	
DISTRICT AVERAGE	748	51	<div><div></div><div></div><div></div></div> 20 24 56	<div><div></div><div></div><div></div></div> 23 27 50	<div><div></div><div></div><div></div></div> 25 26 49	31	<div><div></div><div></div><div></div></div> 32 23 45	<div><div></div><div></div><div></div></div> 33 23 45	
SCHOOL AVERAGE	755	55	<div><div></div><div></div><div></div></div> 12 19 69	<div><div></div><div></div><div></div></div> 14 33 53	<div><div></div><div></div><div></div></div> 15 25 59	32	<div><div></div><div></div><div></div></div> 27 30 43	<div><div></div><div></div><div></div></div> 27 30 43	
Last Name, First Name	732	49	<div><div></div><div></div><div></div></div> H	<div><div></div><div></div><div></div></div> M	<div><div></div><div></div><div></div></div> M	10	<div><div></div><div></div><div></div></div> L	<div><div></div><div></div><div></div></div> L	905L
Last Name, First Name	712	34	<div><div></div><div></div><div></div></div> L	<div><div></div><div></div><div></div></div> L	<div><div></div><div></div><div></div></div> L	28	<div><div></div><div></div><div></div></div> M	<div><div></div><div></div><div></div></div> L	790L
Last Name, First Name	769	63	<div><div></div><div></div><div></div></div> H	<div><div></div><div></div><div></div></div> H	<div><div></div><div></div><div></div></div> H	35	<div><div></div><div></div><div></div></div> H	<div><div></div><div></div><div></div></div> M	1120L

1

Did Not Yet Meet
Expectations
(650-699)

2

Partially Met
Expectations
(700-724)

3

Approached
Expectations
(725-749)

4

Met
Expectations
(750-798)

5

Exceeded
Expectations
(799-850)



Did Not Yet Meet or
Partially Met
Expectations



Approached
Expectations



Met or Exceeded
Expectations

* Numbers are percentages



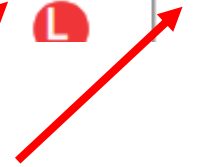
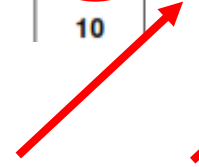
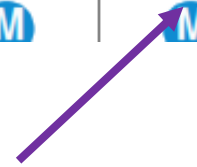
Unpacking Steps in Action...Step 2

Student Roster

SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

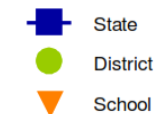
STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	Lexile® Measure
STATE AVERAGE	730	44	<div><div></div><div></div><div></div></div> <div>38 26 36</div>	<div><div></div><div></div><div></div></div> <div>39 29 32</div>	<div><div></div><div></div><div></div></div> <div>42 26 32</div>	26	<div><div></div><div></div><div></div></div> <div>50 21 30</div>	<div><div></div><div></div><div></div></div> <div>54 19 28</div>	
DISTRICT AVERAGE	748	51	<div><div></div><div></div><div></div></div> <div>20 24 56</div>	<div><div></div><div></div><div></div></div> <div>23 27 50</div>	<div><div></div><div></div><div></div></div> <div>25 26 49</div>	31	<div><div></div><div></div><div></div></div> <div>32 23 45</div>	<div><div></div><div></div><div></div></div> <div>33 23 45</div>	
SCHOOL AVERAGE	755	55	<div><div></div><div></div><div></div></div> <div>12 19 69</div>	<div><div></div><div></div><div></div></div> <div>14 33 53</div>	<div><div></div><div></div><div></div></div> <div>15 25 59</div>	32	<div><div></div><div></div><div></div></div> <div>27 30 43</div>	<div><div></div><div></div><div></div></div> <div>27 30 43</div>	
Last Name, First Name	732	49	<div><div></div><div></div><div></div></div> <div>H</div>	<div><div></div><div></div><div></div></div> <div>M</div>	<div><div></div><div></div><div></div></div> <div>M</div>	10	<div><div></div><div></div><div></div></div> <div>L</div>	<div><div></div><div></div><div></div></div> <div>L</div>	905L





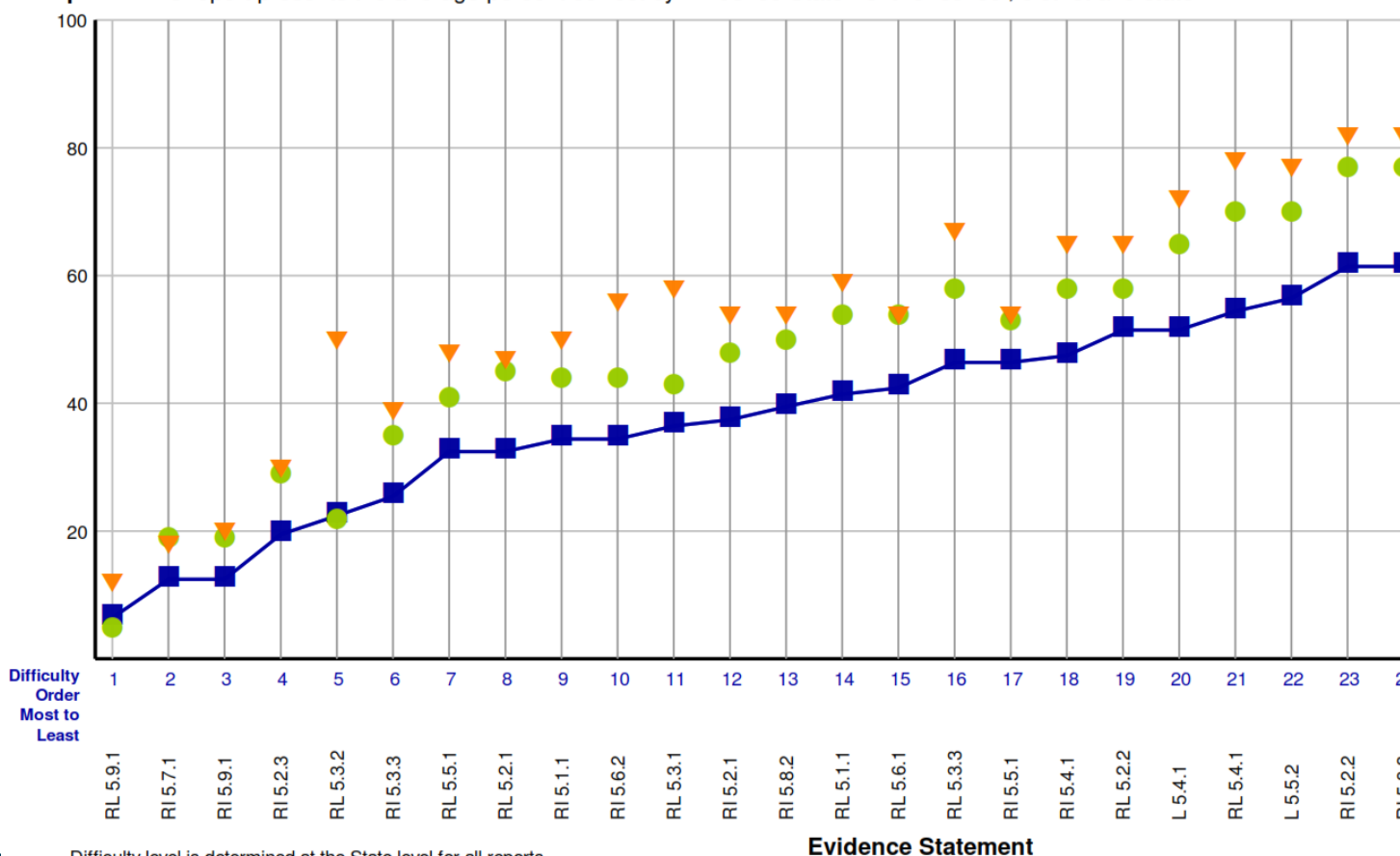
ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2021–2022

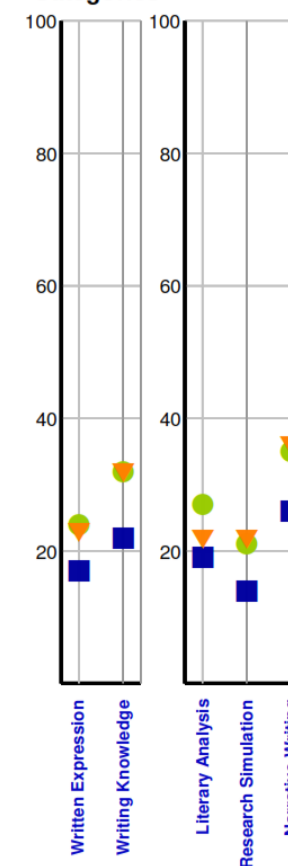


Students with Valid Scores (111)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Writing Categories PCR Task



Difficulty level is determined at the State level for all reports.

Evidence Statements not tested in district or school are left blank.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

All reports have been redacted to protect the identity of the students, school, and district.



Unpacking Steps in Action...Step 3

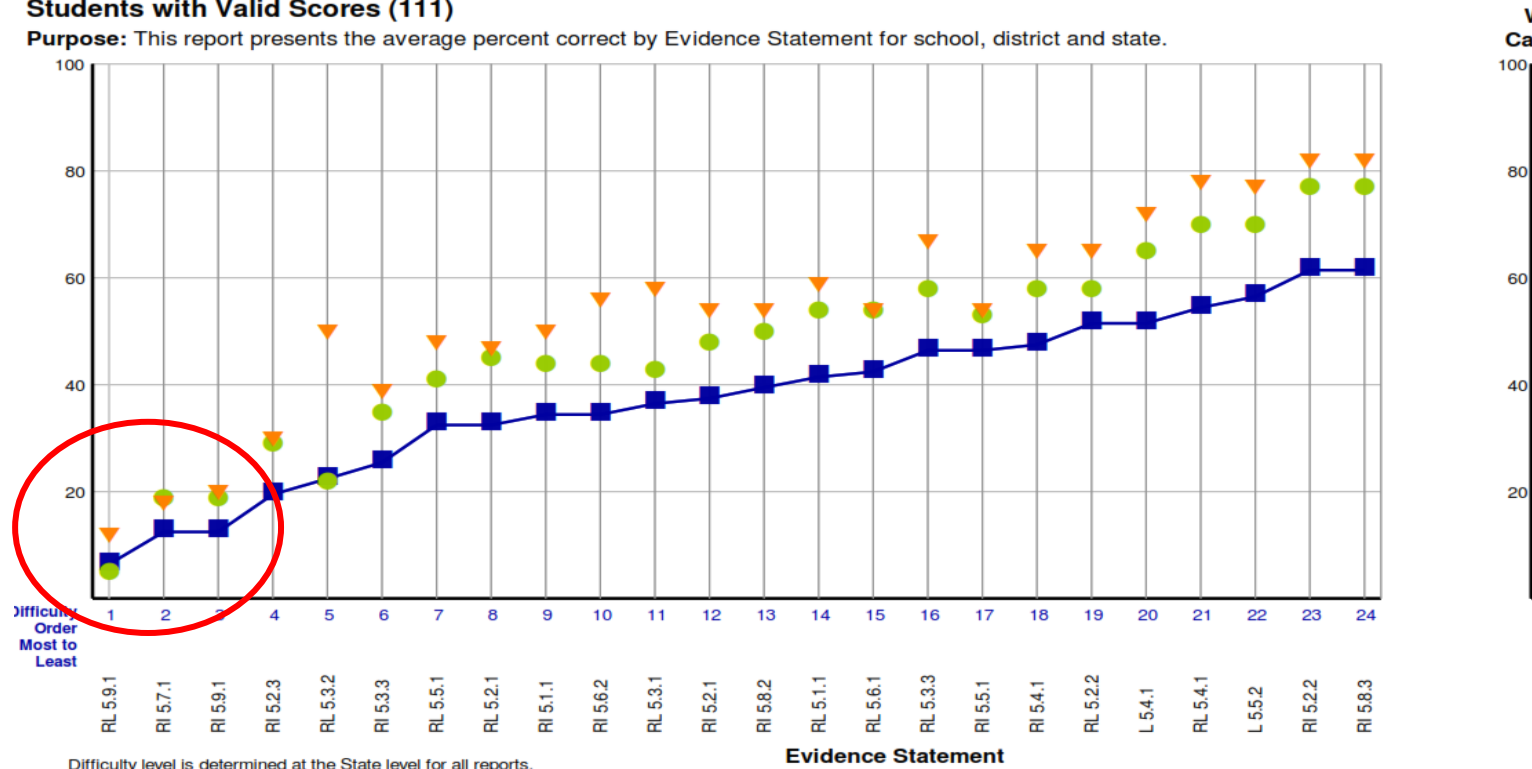
School Evidence Statement Analysis

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2021–2022

■ State
● District
▼ School

Students with Valid Scores (111)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Difficulty level is determined at the State level for all reports.



Unpacking Steps in Action...Step 3

School Evidence Statement Analysis

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2021–2022

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	RI.5.9.1	RI.5.9	Reading: Literature	ELA-PCR	2
2	RI.5.7.1	RI.5.7	Reading: Informational Text	ELA-PCR	62
3	RI.5.9.1	RI.5.9	Reading: Informational Text	ELA-PCR	111
4	RI.5.2.3	RI.5.2	Reading: Informational Text	Reading-TECR	60
5	RI.5.9.2	RI.5.9	Reading: Literature	Reading-PCR	1

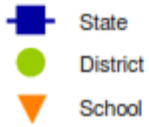
RI 5.7.1: Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.

RI 5.9.1: Provides a statement that integrates information from several texts on the same topic.

RI 5.2.3: Provides a summary of the text.



IL ELEMENTARY SCHOOL
IL District
ILLINOIS
SPRING 2022



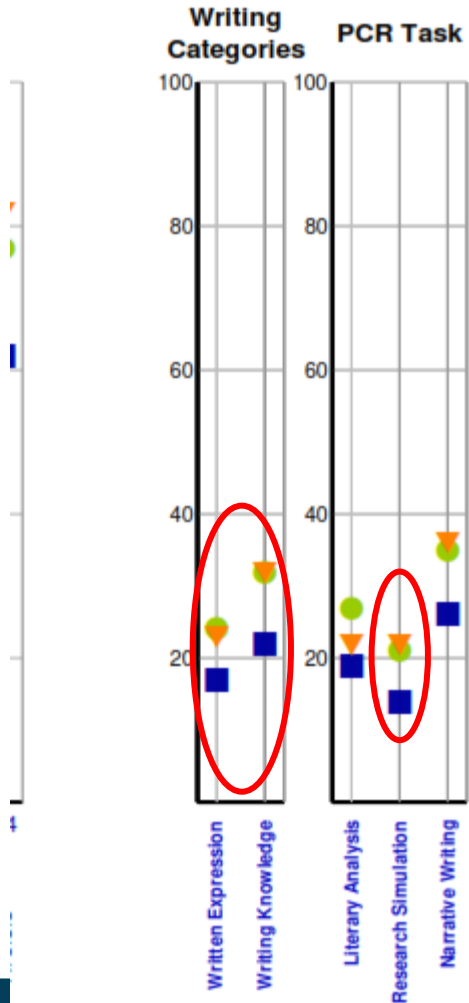
Unpacking Steps in Action...Step 3

School Evidence Statement Analysis

Performance in Written Expression is low for the school, as is Knowledge of Language and Conventions.

Of the three opportunities to write, student performance was somewhat stronger on the Narrative Writing Task than on the Literary Analysis Task. Student performance on the Research Simulation Task, taken by all students in the grade, was on the weaker side.

Perhaps an area to investigate further is the Research Simulation Task (RST).





Unpacking Steps in Action...Step 3

In reviewing the Evidence Statement Analysis, I note additional evidence statements related to the prose constructed response (PCR) with a high student count. These include:

- **RI 5.3.3:** Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text.
- **RI 5.1.1:** Demonstrates the ability to quote from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Other related evidence statements include:

RI 5.6.2: Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent.

RI 5.8.2: Provides an explanation of how an author uses evidence to support particular points in a text.

I note that students achieved a higher percent correct on items measuring these evidence statements.



Unpacking Steps in Action...Step 4

- The Grade 5 Task Models are another resource to guide reflection. Task foci for the Research Simulation Tasks include:
 - Analyzing the relationship between a series of concepts
 - Analyzing the role of illustrations
 - Analyzing multiple accounts
 - Analyzing author's use of evidence
- What opportunities were provided to students around the identified evidence statements, including using informational texts to make and support claims?



Unpacking Steps in Action...Step 4

- Released Grade 5 Research Simulation Tasks, along with PCR student exemplars, can help to unpack the expectations and inform reflection on the instructional activities and assignments provided to students.
 - Reflection: Did my lessons, tasks, and assignments cover the skills associated in the evidence statements, task models, and released items? Were my expectations calibrated to the scored student exemplars?



Unpacking Steps in Action...Steps 5 & 6

- How did 5th grade students perform in previous years?
- How did students in grades 3 and 4 perform on the Research Simulation Task and the evidence statements identified for grade 5?
- What other evidence of student performance in this area is available?
 - Does that evidence support the results? Is it calibrated to a similar expectation?

Discuss your findings with your colleagues.
Look for trends and examine other sources of evidence.



Unpacking Steps in Action...Step 7

- What instructional plans and student assignments worked well for students?
- What tweaks or adjustments in instructional plans and associated tasks/assignments may be of benefit to future grade 5 students based on what I've learned?
- Devise a plan of action for the upcoming school year. Think about how you will monitor student learning to ensure students are on-track.

The steps are best completed by district, school, and grade-level teams, along with individual reflection.



Additional Reporting Resources

[Illinois Assessment of Readiness Score Report Interpretation Guide
\(mypearsonsupport.com\)](http://mypearsonsupport.com)

[IAR Score Interpretation \(isbe.net\)](http://isbe.net)

<https://www.youtube.com/watch?v=YTdK8fGYydg&feature=youtu.be>