



New Meridian

Illinois Assessment of Readiness

Illinois Board of Education
Technical Advisory Committee Meeting

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Illinois Assessment of Readiness (IAR)

- With the addition of a new TAC Member to the Illinois TAC, this general information is included to provide an overview of the IAR.
- The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district.
- IAR assesses the new Illinois Learning Standards incorporating the Common Core and is administered in English Language Arts and Mathematics to all students in grades 3-8.
 - Online Administration: March 11, 2019 – April 26, 2019
 - Paper Administration: March 25, 2019 – April 26, 2019
- ISBE has two contracts for the Illinois Assessment of Readiness
 - Content Development: New Meridian
 - Administration: Pearson

Summary of Key Operational Changes in 2019

- Shorter Test Blueprint for Mathematics and English Language Arts (ELA)
- Implementation of Pre-Equating for ELA for the first time
- Move from paper & pencil administration to online administration in large district for Grade 4

English Language Arts (ELA)

- Measure the knowledge, skills, and understandings essential to achieve college and career readiness
 - Aligned to common standards for college and career readiness
 - Focus on an integrated model of literacy assessed through analyzing complex texts and providing evidence to demonstrate understanding
- Passage Sets and Task Models assess
 - Analysis of a variety of complex texts
 - Ability to close read and provide support
 - Vocabulary skills
 - Understanding at all levels of cognitive complexity

ELA Task Models and Passages

- Task Models require students to
 - Analyze complex texts
 - Synthesize ideas
 - Write to demonstrate their understanding
- Three types of Task Models
 - Literary Analysis Tasks (LAT)
 - Research Simulation Task (RST)
 - Narrative Writing Task (NWT)
- Literary and Informational Passages
 - Additional short, long, or paired passages are included to balance out Literary vs. Informational text requirements for each grade.



ELA Task Generation Model Understanding Claims and Reporting Categories

Task Generation Models (TGM)

Task Models require students to analyze complex texts, synthesize ideas, and write to demonstrate their understanding. Task Models provide a framework for assessment units. Students read passage 1 and answer questions based on the passage. Then, students read a second passage and answer questions based on the second passage. Next, they'll answer questions which require them to synthesize information from both passages and produce an analytic written response. The task models are designed to elicit specific information about a student's ability to analyze complex texts, synthesize information, and write effectively to demonstrate their understanding.

There are three types of tasks:

- A. **Literary Analysis Tasks**—The Literary Analysis Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study, engage with the text by answering a series of questions, and then composing an analytic response to a prompt.
- B. **Research Simulation Task**—The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the college-and-career readiness skills of observation, deduction, and proper use and evaluation of evidence across text types. In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Multimedia as well as print texts can serve as the anchor text in RST tasks. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an argumentative or informative/explanatory response to a prompt.
- C. **Narrative Writing Task**—The Narrative Task requires students to respond to a literary text in a variety of creative ways not limited to extending a story or telling the story from another character's point of view. The Narrative Writing Task includes prompts designed to elicit narrative stories.

This document describes the relationships between the Common Core State Standards, observable evidence(s) of student performance, sub claims and reporting categories, major claims and reporting categories, and the overall “On Track” for college- and career-readiness master claim/reporting category.

ELA/Literacy for Grades 3-8
Master Claim/Reporting Category:
Students are “on track” to college and career readiness in ELA/Literacy

Major Claim: Reading Complex Text
 Students read and comprehend a range of sufficiently complex texts independently.

Major Claim: Writing
 Students write effectively when using and/or analyzing sources.

SC: Vocab. Interpretation and Use (RL/RI.X.4 and L.X.4-6)
 Students use context to determine the meaning of words and phrases.

SC: reading Literature (RL.X.1-10)
 Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading Informational Text (RL.X.1-10)
 Students demonstrate comprehension and draw evidence from reading of grade-level, complex informational texts.

SC: Written Expression (W.X.1-10)
 Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Conventions and Knowledge of Language (L.X.1-3)
 Students demonstrate knowledge of conventions and other important elements of language.

SC: Research (data taken from Research Simulation Task)
 Student build and present knowledge through integration, comparison, and synthesis of ideas.

ELA Unit Times & Blueprints

GRADE 3 FORM A

Unit 1	Literary Analysis Task	75 min
Unit 2	Research Simulation Task	75 min
		2.5 HRS Total

GRADE 3 FORM B

Unit 1	Narrative Writing Task	75 min
	Short Passage	
Unit 2	Research Simulation Task	75 min
		2.5 HRS Total

GRADES 4 – 8 FORM A

Unit 1	Literary Analysis Task	90 min
	Short Passage	
Unit 2	Research Simulation Task	90 min
		3 HRS Total

GRADES 4 – 8 FORM B

Unit 1	Narrative Writing Task	90 min
	Long or Paired Passage	
Unit 2	Research Simulation Task	90 min
		3 HRS Total

Students are assigned either Form A or Form B
at random

Example Blueprint: Form A

FORM A

Task/Item Set	Number of Passages	Claims/Sub-Claims	Max Points from EBSR/TECR Items	Max Points from PCRs
Unit 1				
Literary Analysis Task	2	Reading: Literary Text	8	4
		Reading: Vocabulary	4	0
		Writing: Written Expression	0	12
		Writing: Knowledge of Language and Conventions	0	3
Short Passage Set	1	Reading: Literary Text	6	N/A
		Reading: Vocabulary	2	N/A
Unit 2				
Research Simulation Task	3	Reading: Informational Text	12	4
		Reading: Vocabulary	4	0
		Writing: Written Expression	0	12
		Writing: Knowledge of Language and Conventions	0	3
Totals	6		36 Reading	8 Reading 30 Writing

Example Blueprint: Form B

FORM B

Task/Item Set	Number of Passages	Claims/Sub-Claims	Max Points from EBSR/TECR Items	Max Points from PCRs
Unit 1				
Narrative Writing Task	1	Reading: Literary Text	8	0
		Reading: Vocabulary	0	0
		Writing: Written Expression	0	9
		Writing: Knowledge of Language and Conventions	0	3
Long or Paired Passage Set	1 or 2	Reading: Literary Text	8	N/A
		Reading: Vocabulary	4	N/A
Unit 2				
Research Simulation Task	3	Reading: Informational Text	12	4
		Reading: Vocabulary	4	0
		Writing: Written Expression	0	12
		Writing: Knowledge of Language and Conventions	0	3
Totals	5–6		36 Reading	4 Reading 27 Writing

ELA Item Types

- **Evidence-Based Selected Response (EBSR)**
- **Technology-Enhanced Constructed Response (TECR)**
- **Range of Prose Constructed Responses (PCR)**



Evidence-Based Selected Response (EBSR)

Two-part items

- Part A: Answer a question about the text
- Part B: Support answer with evidence from the text

Technology-Enhanced Constructed Response (TECR)

- Can be 1- or 2-part items
- Allow for machine scoring
- Utilize electronic technology such as:
 - Drag and drop
 - Text highlight
 - Inline choice
 - Match Table grid
 - Text extraction

Prose Constructed Response (PCR)

- Included only within performance-based tasks
- Reflect the focus of the assigned ELA Task Model
- Elicit evidence(s) supporting the Sub Claim for Written Expression and the Sub Claim for Conventions and Knowledge of Language
- Allow students to address larger concepts, ideas, claims, & themes
- Provide students with the ability to generate a thorough written response

Mathematics Items and Sets

- Measure the knowledge, skills, and understandings essential to achieve college and career readiness
 - Aligned to Career and College Readiness Standards for Mathematics
 - Connections to the Standards for Mathematical Practices
- Items/Tasks assess
 - Conceptual understanding
 - Procedural skills
 - Mathematical reasoning by using mathematical arguments and critiques
 - Solving real-world problems by engaging the modeling practice
 - Understanding at all levels of cognitive complexity

This document describes the relationships between the Common Core State Standards, observable evidence(s) of student performance, sub claims and reporting categories, major claims and reporting categories, and the overall “On Track” for college- and career-readiness master claim/reporting category.

Master 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 /course-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

The student solves problems involving the Major Content for her grade/course with connections to the Standards for Mathematical Practice.

Sub-Claim B: Additional & Supporting Content with Connections to Practices

The student solves problems involving the Additional and Supporting Content for her grade/course with connections to the Standards for Mathematical Practice.

Sub-Claim C: Highlighted Practices MP 3 and 6 with Connections to Content (expressing 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: Highlighted Practice MP 4 with Connections to Content (modeling/application)

The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them (MP. 1), reasoning abstractly and quantitatively (MP. 2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

Overview of Task Types

The assessments for mathematics will involve three primary types of tasks: Type I, II, and III. Each task type is described on the basis of several factors, principally the purpose of the task in generating evidence for certain sub claims.

Task Type	Description of Task Type
I. Tasks assessing <i>concepts, skills and procedures</i>	Balance of conceptual understanding, fluency, and application
	Can involve any or all mathematical practice standards
	Machine scorable including innovative, computer-based formats
	Sub-claims A and B
II. Tasks assessing <i>expressing mathematical reasoning</i>	Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6).
	Can involve other mathematical practice standards
	May include a mix of machine scored and hand scored responses
	Sub-claim C
III. Tasks assessing <i>modeling/applications</i>	Each task calls for modeling/application in a real-world context or scenario (MP.4)
	Can involve other mathematical practice standards
	May include a mix of machine scored and hand scored responses
	Sub-claim D

High-Level Blueprint: Mathematics

Math item counts per form*

Items		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Type 1	1 point	24	20	20	18	20	20
	2 points	3	5	5	4	5	3
	4 points	-	-	-	1	0	1
Type 2	3 points	2	2	2	2	2	2
	4 points	1	1	1	1	1	1
Type 3	3 points	2	2	2	2	2	2
	6 points	1	1	1	1	1	1
Type I Totals		27	25	25	23	25	24
Type II Totals		3	3	3	3	3	3
Type III Totals		3	3	3	3	3	3

*The assessment will also include embedded field-test items which will not count towards a student's score.



Mathematics Assessment Unit 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)



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