

# Spring 2019



**ILLINOIS**  
Assessment of Readiness

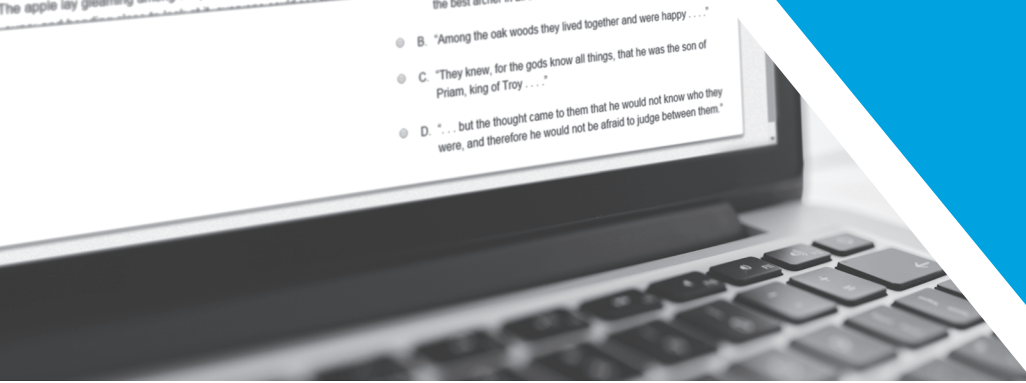
... she did—it seemed a small thing—was to toss down on the  
... a golden apple. Then she breathed upon the guests once, and  
... shed.

The apple lay gleaming among the piled fruits and the brimming

**Part B**

Which detail from paragraph 10 best supports the answer to Part A?

- A. "The boy grew tall and strong and beautiful, the swiftest runner, the best archer in all the country around."
- B. "Among the oak woods they lived together and were happy . . ."
- C. "They knew, for the gods know all things, that he was the son of Priam, king of Troy . . ."
- D. ". . . but the thought came to them that he would not know who they were, and therefore he would not be afraid to judge between them."



# Illinois Assessment of Readiness Score Report Interpretation Guide



## Table of Contents

|   |           |
|---|-----------|
| <b>1.0 General Information for Parents and Educators.....</b>         | <b>1</b>  |
| 1.1 Background.....   | 1         |
| 1.2 IAR Assessment .....  | 1         |
| 1.3 Confidentiality of Reporting Results .....                        | 1         |
| 1.4 Purpose of this Guide .....                                       | 1         |
| <b>2.0 Understanding the IAR Individual Student Report (ISR).....</b> | <b>2</b>  |
| 2.1 Types of Scores on the IAR ISR .....                              | 2         |
| 2.1.1 Scale Score .....   | 2         |
| 2.1.2 Performance Level .....   | 2         |
| 2.1.3 Subclaim Performance Indicators .....                           | 2         |
| 2.2 Sample ISR (ELA/L).....   | 3         |
| 2.3 Sample ISR (Mathematics).....                                     | 5         |
| 2.4 Description of Individual Student Reports.....                    | 7         |
| 2.4.1 General Information .....                                       | 7         |
| 2.4.2 Overall Assessment Scores .....                                 | 7         |
| 2.4.3 Performance by Subclaim Category.....                           | 9         |
| 2.4.4 Performance by Reporting Category.....                          | 9         |
| <b>3.0 Understanding the IAR School and District Reports .....</b>    | <b>11</b> |
| 3.1 Purpose and Use of IAR Results .....                              | 11        |
| 3.2 IAR School and District Reports.....                              | 11        |
| 3.2.1 Types of Scores on the IAR School and District Reports .....    | 11        |
| 3.2.2 Scale Score .....   | 11        |
| 3.2.3 Performance Level .....   | 11        |
| 3.2.4 Subclaim Performance Indicators .....                           | 12        |
| 3.3 Sample Student Roster Report (ELA/L).....                         | 12        |
| 3.4 Sample Student Roster Report (Mathematics) .....                  | 13        |
| 3.5 Description of Student Roster Reports.....                        | 13        |
| 3.5.1 General Information .....                                       | 13        |
| 3.5.2 Overall Assessment Scores .....                                 | 13        |
| 3.5.3 Performance by Reporting Category.....                          | 14        |
| 3.5.4 Performance by Subclaim Category.....                           | 14        |
| 3.6 Sample District Summary of Schools Report (ELA/L).....            | 15        |
| 3.7 Sample District Summary of Schools Report (Mathematics) .....     | 16        |
| 3.8 Description of District Summary of Schools Reports.....           | 16        |
| 3.8.1 General Information .....                                       | 16        |
| 3.8.2 Overall Assessment Scores .....                                 | 16        |
| 3.8.3 Performance by Reporting Category.....                          | 17        |
| 3.8.4 Performance by Subclaim Category.....                           | 17        |
| <b>Appendices .....</b>   | <b>19</b> |
| Appendix A Scale Score Ranges.....                                    | 19        |



## 1.0 General Information for Parents and Educators

### 1.1 Background

The Illinois Assessment of Readiness (IAR) assesses progress of students in grades 3-8 in meeting the Illinois Learning Standards in English language arts and mathematics.

### 1.2 IAR Assessment

The primary purpose of the IAR is to allow students to demonstrate what they know and can do in math and English language arts; assist educators in supporting student learning; make use of technology in assessments, and advance accountability at all levels; and provide a measure of college and career readiness for students.

The Spring 2019 Illinois Assessment of Readiness was administered in either computer-based or paper-based format. English language arts/literacy (ELA/L) assessments focused on writing effectively when analyzing text. Mathematics assessments focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In both content areas, students also demonstrated their acquired skills and knowledge by answering selected-response items and fill-in-the-blank items.

### 1.3 Confidentiality of Reporting Results

Individual student performance results on the IAR are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

### 1.4 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for IAR results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school and district reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any test administration.

## 2.0 Understanding the Illinois Assessment of Readiness Individual Student Report (ISR)

### 2.1 Types of Scores on the IAR Individual Student Report

Student performance on the IAR is described on the individual student report using scale scores, performance levels, and subclaim performance indicators. State average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students.

#### 2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. IAR reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. IAR scale scores range from 650 to 850 for all tests. Additionally, IAR English language arts/literacy reports provide separate scale scores for both Reading and Writing. IAR Reading scale scores range from 10 to 90, and IAR Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

#### 2.1.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are five performance levels for the Illinois Assessment of Readiness:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at <https://il.mypearsonsupport.com/reporting/>.

#### 2.1.3 Subclaim Performance Indicators

Subclaim performance indicators for the IAR are reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Higher level readiness - represented by the letter H **H**
- Middle level readiness - represented by the letter M **M**
- Lower level readiness - represented by the letter L **L**

## 2.2 Sample ISR (ELA/L)

**B**

**GRADE 7 ELA**

**English Language Arts/Literacy Assessment Report, 2018–2019**

Illinois Learning Standards describe the skills, content knowledge, and critical thinking abilities that students need at each grade level to be on track for college and career readiness at the end of high school. The Illinois Assessment of Readiness (IAR) estimates how successfully **FIRSTNAME** is keeping pace with Illinois Learning Standards.

**A**

**FIRSTNAME M. LASTNAME**

Date of Birth: 03/30/2006 ID: EL07040033 **Grade: 7**  
SAMPLE DISTRICT NAME  
SAMPLE SCHOOL ONE NAME  
ILLINOIS  
SPRING 2019

Understanding the IAR Individual Student Report (ISR)

**C**

### What Do Scores Mean?

The State Board of Education has divided IAR scores into five proficiency levels to describe current learning:

- Ask your teachers for examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 7th grade language arts/literacy.
- For a wider range of examples, visit <https://il.mypearsonsupport.com/reporting>.

**C**

### How Can I Use This Report?

Ask your teachers:

- What does this report say about my child's current strengths and challenges in language arts and literacy?
- What will teachers be doing this year to help my child make strong progress?
- What can we do at home to help my child make strong progress this year?

**D**

| Score Range | Percentage of Students at Each Level | Child's Score |
|-------------|--------------------------------------|---------------|
| 850         | Level 5  9%                          | 746<br>↑<br>↓ |
| 785         | Level 4  30%                         |               |
| 750         | Level 3  27%                         |               |
| 725         | Level 2  19%                         |               |
| 700         | Level 1  14%                         |               |
| 650         | ◆ State Average 739                  |               |

**E**

### Your Child's Score

**FIRSTNAME** achieved a 7th grade score of **746** on the 2019 IAR. This score estimates current levels of academic skill and knowledge and current ability to apply that learning to new academic tasks. Higher scores normally reflect a stronger range of language arts/literacy knowledge and greater ability to apply that knowledge to more complex academic tasks and problems.

It is important to remember that your child's IAR score is an **estimate** of their current learning. Your child's score might be as much as **6.3** points higher or lower. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

It is important to remember that past performance does not determine future academic growth and success. High quality education and student effort and engagement help shape future performance.

Page 1 of 2

SPRING 2019 IAR SCORE REPORT INTERPRETATION GUIDE **3**

### Student Growth Percentile **F**

A student growth percentile compares your child's academic growth with the growth of other Illinois students over time. A growth percentile of 50 is average. Growth percentiles above 50 indicate greater-than-average progress. Growth percentiles below 50 indicated less-than-average progress.

Your child's score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

### A CLOSER LOOK AT FIVE AREAS OF READING AND WRITING READINESS **G**

To stay on track for college and career readiness, students need to learn a wide range of skills, content knowledge, and critical-thinking abilities at every grade level. Often, these develop at different rates because of differences in the curricular priorities of individual teachers and schools, differences in students' interests and out-of-school experiences, and many other factors.

The IAR describes readiness in five areas of reading and writing by placing your child's performance at either the **H-Higher, M-Middle, or L-Lower** level of the range for each area. Knowing your child's performance in critical content domains enables you to have a more effective conversation with your child's teachers to support future academic growth.

**H** For **Higher** level readiness estimates, ask your teacher(s) how your child can be challenged to build even deeper strengths both in school and at home.

**M** For **Middle** level readiness estimates, ask your teacher(s) how your child can be helped to exceed in this area through work at school and activities at home.

**L** For **Lower** level readiness estimates, ask your teacher(s) about the additional supports your child needs at school to meet grade-level expectations and what resources are available to help you support your child at home.

#### **I** Students who are ready in these five areas are successfully:

**H** **LITERARY TEXT**

Reading and analyzing fiction, drama, and poetry

**L** **INFORMATIONAL TEXT**

Reading and analyzing non-fiction, history, science, and the arts

**H** **VOCABULARY**

Using experience, context and analysis to determine what words mean

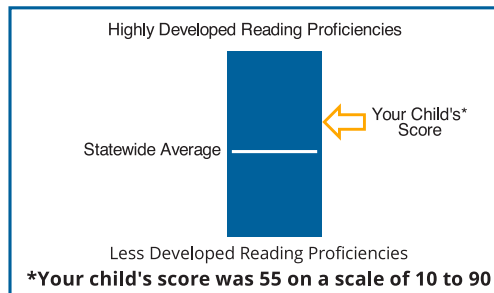
**M** **WRITTEN EXPRESSION**

Composing well-developed writing from what students have read

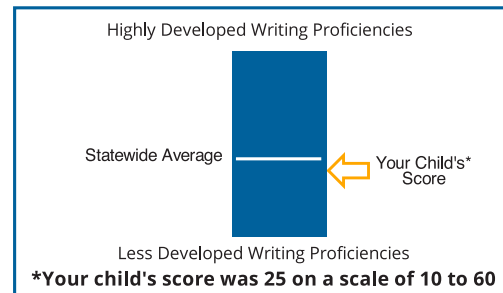
**M** **KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS**

Composing writing using the rules of standard English

#### **J** OVERALL READING



#### **K** OVERALL WRITING





## 2.3 Sample ISR (Mathematics)



**A** **FIRSTNAME M. LASTNAME**

Date of Birth: 12/31/2006 ID: MA08040042 **Grade: 7**  
 SAMPLE DISTRICT NAME  
 SAMPLE SCHOOL ONE NAME  
 ILLINOIS  
 SPRING 2019

GRADE 7 MATH

**B** **Mathematics Assessment Report, 2018–2019**

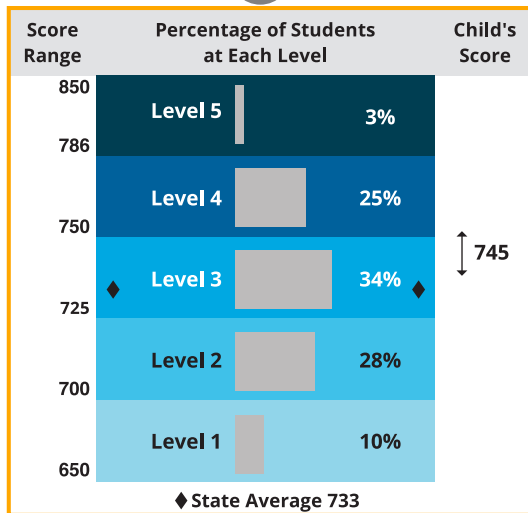
Illinois Learning Standards describe the skills, content knowledge, and critical thinking abilities that students need at each grade level to be on track for college and career readiness at the end of high school. The Illinois Assessment of Readiness (IAR) estimates how successfully FIRSTNAME is keeping pace with Illinois Learning Standards.

**What Do Scores Mean?**

- The State Board of Education has divided IAR scores into five proficiency levels to describe current learning:
- Ask your teachers for examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 7th grade mathematics.
  - For a wider range of examples, visit <https://il.mypearsonsupport.com/reporting>.

7

**D**



**C** **How Can I Use This Report?**

- Ask your teachers:
- What does this report say about my child's current strengths and challenges in mathematics?
  - What will teachers be doing this year to help my child make strong progress?
  - What can we do at home to help my child make strong progress this year?

**E** **Your Child's Score**

FIRSTNAME achieved a 7th grade score of **745** on the 2019 IAR. This score estimates current levels of academic skill and knowledge and current ability to apply that learning to new academic tasks. Higher scores normally reflect a stronger range of mathematics knowledge and greater ability to apply that knowledge to more complex academic tasks and problems.

It is important to remember that your child's IAR score is an **estimate** of their current learning. Your child's score might be as much as **6.1** points higher or lower. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

It is important to remember that past performance does not determine future academic growth and success. High quality education and student effort and engagement help shape future performance.

Understanding the IAR Individual Student Report (ISR)

### Student Growth Percentile **F**

A student growth percentile compares your child's academic growth with the growth of other Illinois students over time. A growth percentile of 50 is average. Growth percentiles above 50 indicate greater-than-average progress. Growth percentiles below 50 indicated less-than-average progress.

Your child's score this year is the same as or better than 43 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

### A CLOSER LOOK AT FOUR AREAS OF MATHEMATICS READINESS **G**

To stay on track for college and career readiness, students need to learn a wide range of skills, content knowledge, and critical-thinking abilities at every grade level. Often, these develop at different rates because of differences in the curricular priorities of individual teachers and schools, differences in students' interests and out-of-school experiences, and many other factors.

The IAR describes readiness in five areas of reading and writing by placing your child's performance at either the **H-Higher, M-Middle, or L-Lower** level of the range for each area. Knowing your child's performance in critical content domains enables you to have a more effective conversation with your child's teachers to support future academic growth.

- H** For **Higher** level readiness estimates, ask your teacher(s) how your child can be challenged to build even deeper strengths both in school and at home.
- M** For **Middle** level readiness estimates, ask your teacher(s) how your child can be helped to exceed in this area through work at school and activities at home.
- L** For **Lower** level readiness estimates, ask your teacher(s) about the additional supports your child needs at school to meet grade-level expectations and what resources are available to help you support your child at home.

**I** **Students who are ready in these four areas are successfully:**

- |  |  |
|--|--|
| <p><b>L MAJOR CONTENT</b></p> <p>Solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities</p> | <p><b>M EXPRESSING MATHEMATICAL REASONING</b></p> <p>Creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others</p>                               |
| <p><b>H ADDITIONAL &amp; SUPPORTING CONTENT</b></p> <p>Solving problems involving circumference, area, surface area, volume, statistics, and probability</p>   | <p><b>M MODELING &amp; APPLICATION</b></p> <p>Solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools</p> |

## 2.4 Description of Individual Student Reports

### 2.4.1 General Information

#### A. Identification Information

An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, district name, school name, and state. The grade level when assessed is also shown in a box on the left side of the report.

#### B. Description of Report

The description of the report provides the grade level assessed, content area (English language arts/literacy or mathematics) assessed, and assessment year. It also provides a general overview of the assessment and score report.

#### C. How to Use the Report

This section provides guidance for how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support his or her education.

### 2.4.2 Overall Assessment Scores

#### D. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level

This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels in both ELA/L and mathematics. The scale score needed to reach Performance Level 5 varies. Also included in this section is the average overall scale score for the state and the state performance level percentages. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

#### E. Your Child's Score

This section of the report provides information related to your child's overall scale score as well as an estimate of expected changes to that score if he/she were to take the test many times.

## F. Student Growth Percentile (SGP)

Student growth percentiles estimate individual student progress by tracking student scores from one year to the next. With a range of 1 to 99, higher numbers represent higher growth and lower numbers represent lower growth. In addition to performance levels, this information is being provided to help students, educators, and caregivers better understand student learning. Looking at both the SGP and the student's current score provides a more comprehensive picture of what the student learned from one year to the next.

Student growth percentiles compare a student's performance to that of his or her academic peers within the state. "Academic peers" are students in the state who took a similar assessment as the student in prior year(s) and achieved a similar score. The student growth percentile indicates the percentage of academic peers equal to or above whom the student scored higher.

On the wall in most pediatricians' offices, there is a growth chart for height and weight. This helps one to understand where a child stands relative to other children. For example, a child whose height falls in the 45th percentile is as tall as or taller than 45% of the children at this age. Student growth percentiles are interpreted similarly, but the measurement is in terms of growth. A student's test score in points may be below "met expectations", but that student may have high growth (improvement in score) relative to her or his academic peers. Conversely, a student with a high test score may not have a high student growth percentile if the student did not show as much improvement over time compared to her or his academic peers.

Student growth percentiles are useful for determining how a student is performing year to year. For example, if a student's total score in math changes from the prior year, is this meaningful or not? If the student's growth percentile is 50, then this student shows typical growth. A student growth percentile of 50 means this student is in the 50th percentile: 50% of students had less gain in scores over time, and 50% had a greater or no gain in scores over time.

Student growth percentiles are calculated using as much data as possible. Student growth is measured relative to academic peers with similar scores. For example, a student with scores in the "met expectations" category for grade 3 mathematics and grade 4 mathematics will have a percentile rank for this year's grade 5 mathematics assessment that is based on their growth relative to peers who scored similarly (met expectations) on the mathematics assessments in grades 3 and 4. If this student does not have a score for grade 3 mathematics, then the student growth percentile will be based on a score for one prior year. If this is the first year a student has participated in this assessment, a student growth percentile calculation is not possible.

Individual Student Reports for students in grade 3 will not include student growth percentile, as these students did not participate in similar assessments in prior years.

### 2.4.3 Performance by Subclaim Category




#### G. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the IAR. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student’s performance, and an explanation of whether the student has met the expectations of the subclaim.

#### H. Subclaim Performance Indicators

A student’s subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as “Lower level readiness” performance in the Level 3 range is categorized as “Middle level readiness” and performance in the Level 4–5 range is categorized as “Higher level readiness.”

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Higher level readiness - represented by the letter H 
- Middle level readiness - represented by the letter M 
- Lower level readiness - represented by the letter L 

#### I. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **The letter H** for the specified subclaim indicates that the student “demonstrated a higher level of readiness,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **The letter M** for the specified subclaim indicates that the student “demonstrated a middle level of readiness,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- **The letter L** for the specified subclaim indicates that the student “demonstrated a lower level of readiness,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

### 2.4.4 Performance by Reporting Category

**Note:** For mathematics, reporting categories are not included. For this reason, there are no markers for J and K on the sample mathematics ISR.

#### J. Reporting Category

For English language arts/literacy, there are two reporting categories, Reading and Writing, indicated by a bold heading.

#### K. Performance by Reporting Category Scale Score

For the English language arts/literacy Individual Student Reports, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a scale different from the

Understanding the IAR Individual Student Report (ISR)

overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. For reference, this section includes scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

As with the overall (or “summative”) scale scores, a measure of student proficiency in each reporting category is estimated on a common, underlying measurement scale. For reading, the Level 4 performance standard is set to a scale score of 50. For writing, the Level 4 performance standard is set to a scale score of 35. Thus, a student could be considered as meeting expectations in a claim by attaining 50 in reading or 35 in writing.

## 3.0 Understanding the Illinois Assessment of Readiness School and District Reports

### 3.1 Purpose and Use of Illinois Assessment of Readiness Results

The primary purpose of the IAR is to allow students to demonstrate what they know and can do in math and English language arts; assist educators in supporting student learning; make use of technology in assessments, and advance accountability at all levels; and provide a measure of college and career readiness for students. These reports:

- Summarize student achievement
- Describe student performance relative to meeting standards
- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

### 3.2 Illinois Assessment of Readiness School and District Reports

In addition to Individual Student Reports, schools will receive a Student Roster Report, and districts will receive a District Summary of each School Report. These reports summarize how students in the school or district performed and are described later in this section.

#### 3.2.1 Types of Scores on the Illinois Assessment of Readiness School and District Reports

Performance on the IAR is described on the school and district reports using scale scores, performance levels, and subclaim performance indicators. Information about state, district, and school average results is included in relevant sections of the report to help schools and districts understand how student and school performance compares to other students and schools. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

#### 3.2.2 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. IAR reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. IAR scale scores range from 650 to 850 for all tests. Additionally, IAR English language arts/literacy reports provide separate scale scores for both Reading and Writing. IAR Reading scale scores range from 10 to 90, and IAR Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

#### 3.2.3 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level. Each performance level is defined by a range of overall scale scores for the assessment.

There are five performance levels for the Illinois Assessment of Readiness:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at <https://il.mypearsonsupport.com/reporting/>.

### 3.2.4 Subclaim Performance Indicators

Subclaim performance indicators for the IAR are reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

### 3.3 Sample Student Roster Report (ELA/L)

| ILLINOIS Assessment of Readiness |                     | STUDENT ROSTER |              |                      |              |       |                     | Grade 7              |  |
|----------------------------------|---------------------|----------------|--------------|----------------------|--------------|-------|---------------------|----------------------|--|
| SAMPLE SCHOOL NAME               |                     | A              |              |                      |              |       |                     | SAMPLE DISTRICT NAME |  |
| ILLINOIS                         |                     |                |              |                      |              |       |                     | ILLINOIS             |  |
| SPRING 2019                      |                     |                |              |                      |              |       |                     | SPRING 2019          |  |
| ENGLISH LANGUAGE ARTS / LITERACY |                     |                |              |                      |              |       |                     |                      |  |
| Grade 7 Assessment, 2018–2019    |                     |                |              |                      |              |       |                     |                      |  |
| STUDENT                          | ELA/L OVERALL SCORE | SCORE          | LITERARY     | READING* INFORMATION | VOCABULARY   | SCORE | WRITTEN* EXPRESSION | WRITING CONVENTIONS  |  |
| STATE AVERAGE                    | 739                 | 46             | 34   25   42 | 32   25   43         | 33   23   44 | 31    | 31   27   42        | 29   24   47         |  |
| DISTRICT AVERAGE                 | 722                 | 40             | 50   24   26 | 50   24   26         | 49   22   29 | 27    | 48   29   22        | 45   29   26         |  |
| SCHOOL AVERAGE                   | 722                 | 40             | 50   24   26 | 50   24   26         | 49   22   29 | 27    | 48   29   22        | 45   29   26         |  |
| LASTNAME 1, FIRSTNAME 1          | 738                 | 12             | ↓            | ↓                    | ↓            | 50    | ↑                   | ↑                    |  |
| LASTNAME 2, FIRSTNAME 2          | 736                 | 12             | ↓            | ↓                    | ↓            | 48    | ↑                   | ↑                    |  |
| LASTNAME 3, FIRSTNAME 3          | 721                 | 10             | ↓            | ↓                    | ↓            | 42    | ↑                   | ↑                    |  |
| LASTNAME 4, FIRSTNAME 4          | 760                 | 78             | ↑            | ↑                    | ↑            | 26    | ↓                   | ↑                    |  |
| LASTNAME 5, FIRSTNAME 5          | 697                 | 10             | ↓            | ↓                    | ↓            | 33    | ↔                   | ↓                    |  |
| LASTNAME 6, FIRSTNAME 6          | N/A                 |                |              |                      |              |       |                     |                      |  |
| LASTNAME 7, FIRSTNAME 7          | 770                 | 51             | ↑            | ↑                    | ↔            | 43    | ↑                   | ↑                    |  |
| LASTNAME 8, FIRSTNAME 8          | 744                 | 47             | ↔            | ↑                    | ↔            | 34    | ↔                   | ↔                    |  |
| LASTNAME 9, FIRSTNAME 9          | 832                 | 90             | ↑            | ↑                    | ↑            | 48    | ↑                   | ↑                    |  |
| LASTNAME 10, FIRSTNAME 10        | 672                 | 10             | ↓            | ↓                    | ↓            | 29    | ↓                   | ↑                    |  |
| LASTNAME 11, FIRSTNAME 11        | 700                 | 10             | ↓            | ↓                    | ↓            | 35    | ↑                   | ↓                    |  |

**1** Did Not Yet Meet Expectations (650-699)

**2** Partially Met Expectations (700-724)

**3** Approached Expectations (725-749)

**4** Met Expectations (750-794)

**5** Exceeded Expectations (785-850)

↓ Did Not Yet Meet or Partially Met Expectations

↔ Approached Expectations

↑ Met or Exceeded Expectations

\* Numbers are percentages



### 3.4 Sample Student Roster Report (Mathematics)

| ILLINOIS Assessment of Readiness         |     | STUDENT ROSTER |              |                    |              | Grade 7                         |  |
|--|-----|----------------|--------------|--------------------|--------------|---------------------------------|--|
| MATHMATICS Grade 7 Assessment, 2018–2019 |     | MAJOR CONTENT  |              | SUPPORTING CONTENT |              | MATHEMATICS* REASONING MODELING |  |
| STATE AVERAGE                            | 733 | 37   34   29   | 30   35   35 | 34   31   35       | 46   22   32 |                                 |  |
| DISTRICT AVERAGE                         | 724 | 50   32   18   | 42   34   24 | 47   31   22       | 55   24   21 |                                 |  |
| SCHOOL AVERAGE                           | 724 | 50   32   18   | 42   34   24 | 47   31   22       | 55   24   21 |                                 |  |
| LASTNAME 01, FIRSTNAME 01                | 830 | ↑              | ↑            | ↑                  | ↑            |                                 |  |
| LASTNAME 02, FIRSTNAME 02                | 714 | ↓              | ↓            | ↑                  | ↔            |                                 |  |
| LASTNAME 03, FIRSTNAME 03                | 815 | ↑              | ↑            | ↑                  | ↑            |                                 |  |
| LASTNAME 04, FIRSTNAME 04                | 727 | ↓              | ↓            | ↑                  | ↑            |                                 |  |
| LASTNAME 05, FIRSTNAME 05                | 787 | ↑              | ↑            | ↑                  | ↑            |                                 |  |
| LASTNAME 06, FIRSTNAME 06                | 806 | ↑              | ↑            | ↑                  | ↑            |                                 |  |
| LASTNAME 07, FIRSTNAME 07                | N/A |                |              |                    |              |                                 |  |
| LASTNAME 08, FIRSTNAME 08                | 782 | ↑              | ↑            | ↑                  | ↑            |                                 |  |
| LASTNAME 09, FIRSTNAME 09                | 740 | ↓              | ↓            | ↑                  | ↑            |                                 |  |
| LASTNAME 10, FIRSTNAME 10                | 735 | ↓              | ↓            | ↑                  | ↑            |                                 |  |
| LASTNAME 11, FIRSTNAME 11                | 809 | ↑              | ↑            | ↑                  | ↑            |                                 |  |

1 Did Not Yet Meet Expectations (650-699)

2 Partially Met Expectations (700-724)

3 Approached Expectations (725-749)

4 Met Expectations (750-785)

5 Exceeded Expectations (786-850)

↓ Did Not Yet Meet or Partially Met Expectations

↔ Approached Expectations

↑ Met or Exceeded Expectations

\* Numbers are percentages

Understanding the IAR School and District Reports

### 3.5 Description of Student Roster Reports

#### 3.5.1 General Information

##### A. Identification Information

Student Roster Reports list the grade level assessed, school name, district name, and state.

##### B. Assessment Information

The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level assessed, and assessment year.

##### C. Roster of Students

The first column of the Student Roster Report lists all the students in the school at the specified grade level who took the assessment for the specified content area. The first three rows contain state, district, and school averages.

#### 3.5.2 Overall Assessment Scores

##### D. Overall Scale Score and Performance Level

This column of the report provides the student’s overall scale score and color-coded performance level (refer to Section 3.2). Students receive a numerical score and, based on that score, are placed in one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student has not yet met expectations. Performance levels are indicated by the color

highlighting behind the number. Refer to E for the color key. The first three rows contain state, district, and school averages.

### E. Description of Performance Level Graphics

This graphic provides an illustration of the five performance levels and helps to quickly show the performance level for each student's scale score.

### 3.5.3 Performance by Reporting Category

**Note:** For mathematics, reporting categories are not included. For this reason, there are no markers for F and G on the sample Mathematics Student Roster Report.

### F. Reporting Category

For English language arts/literacy, there are two reporting category areas: Reading and Writing.

### G. Performance by Reporting Category Scale Score

For English language arts/literacy, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a scale different from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. The Reporting Category scale score appears in each category area under the heading "SCORE."

Important to the IAR assessments is the ability to compare student performance to a variety of reference points. By reviewing each column, student scores can quickly be compared to the averages. The first three rows contain state, district, and school averages.

### 3.5.4 Performance by Subclaim Category




#### H. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the IAR assessments. Subclaims are provided for mathematics as well. Each subclaim category includes the header identifying the subclaim; state, district, and school averages; and an explanatory icon representing the student's performance.

#### I. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow 
- Approached Expectations – represented by a bidirectional arrow 
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow 

State, district, and school subclaim performance in the first three rows is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met/exceeded expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Did Not Yet Meet or Partially Met Expectations, Approached Expectations, and Met or Exceeded Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

**Note:** In most cases, numbers will NOT appear centered under each color.

### J. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **An up arrow** for the specified subclaim indicates that the student “Met or Exceeded Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **A bidirectional arrow** for the specified subclaim indicates that the student “Approached Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- **A down arrow** for the specified subclaim indicates that the student “Did Not Yet Meet or Partially Met Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

### 3.6 Sample District Summary of Schools Report (ELA/L)

| ILLINOIS Assessment of Readiness      |                    | DISTRICT SUMMARY OF SCHOOLS |           |              |                      |              |           | Grade 7                              |                      |  |
|---------------------------------------|--------------------|-----------------------------|-----------|--------------|----------------------|--------------|-----------|--------------------------------------|----------------------|--|
| B                                     |                    | A                           |           |              |                      |              |           | SAMPLE DISTRICT ILLINOIS SPRING 2019 |                      |  |
| ENGLISH LANGUAGE ARTS / LITERACY      |                    | C F H G H G                 |           |              |                      |              |           |                                      |                      |  |
| Grade 7 Assessment, 2018–2019         |                    | D                           |           | E            |                      | K            |           |                                      |                      |  |
| PERFORMANCE DISTRIBUTION BY %         | NUMBER OF STUDENTS | ELA/L AVG OVERALL SCORE     | AVG SCORE | LITERARY     | READING* INFORMATION | VOCABULARY   | AVG SCORE | WRITTEN* EXPRESSION                  | WRITING* CONVENTIONS |  |
| STATE                                 | 999,999            | 749                         | 37        | 36   21   43 | 24   6   70          | 33   21   46 | 47        | 38   40                              | 51   19   30         |  |
| DISTRICT                              | 99,999             | 751                         | 28        | 13   58   71 | 24   20   56         | 35   35   30 | 69        | 36   17   48                         | 25   38   37         |  |
| ABBI LANE                             | 352                | 738                         | 44        | 34   42   24 | 46   37   17         | 29   60   11 | 55        | 30   40   30                         | 45   42   13         |  |
| ABRAHAM LINCOLN MIDDLE SCHOOL         | 204                | 742                         | 37        | 21   79   0  | 12   57   31         | 33   40   27 | 62        | 32   17   49                         | 36   22   42         |  |
| ADA LOVELACE MIDDLE SCHOOL            | 198                | 730                         | 28        | 29   18   53 | 22   6   72          | 29   22   49 | 69        | 33   38                              | 52   18   30         |  |
| BENJAMIN FRANKLIN MIDDLE SCHOOL       | 177                | 727                         | 44        | 11   57   32 | 28   20   52         | 35   34   30 | 55        | 34   19   47                         | 25   39   36         |  |
| BOOKER T. WASHINGTON MIDDLE SCHOOL    | 204                | 724                         | 37        | 37   42   21 | 47   39   14         | 32   60   8  | 62        | 27   48   25                         | 47   40   13         |  |
| CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL | 198                | 762                         | 28        | 29   60   11 | 12   49   39         | 35   41   24 | 47        | 34   19   47                         | 36   22   42         |  |
| ELEANOR ROOSEVELT MIDDLE SCHOOL       | 177                | 743                         | 44        | 28   17   55 | 27   19   54         | 29   22   50 | 55        | 33   38   29                         | 51   19   30         |  |

Understanding the IAR School and District Reports

### 3.7 Sample District Summary of Schools Report (Mathematics)

| ILLINOIS Assessment of Readiness                               |                    | DISTRICT SUMMARY OF SCHOOLS |               |                    |              | Grade 7                              |  |
|--|--------------------|-----------------------------|---------------|--------------------|--------------|--------------------------------------|--|
| B  |                    | A                           |               |                    |              | SAMPLE DISTRICT ILLINOIS SPRING 2019 |  |
| MATHEMATICS  |                    | C                           |               | F                  |              | I                                    |  |
| Grade 7 Assessment, 2018–2019                                  |                    | D                           |               | I                  |              | I                                    |  |
| PERFORMANCE DISTRIBUTION BY %                                  | NUMBER OF STUDENTS | MATH AVG OVERALL SCORE      | MAJOR CONTENT | SUPPORTING CONTENT | REASONING    | MODELING                             |  |
| STATE<br>8   21   26   28   17                                 | 99,999             | 749                         | 36   21   43  | 24   63   13       | 33   21   46 | 51   19   30                         |  |
| DISTRICT<br>10   17   21   37   15                             | 3,456              | 751                         | 13   58   71  | 24   20   56       | 35   35   30 | 25   38   37                         |  |
| ABBI LANE<br>13   19   28   18   22                            | 164                | 738                         | 34   42   24  | 46   37   17       | 29   60   11 | 45   42   13                         |  |
| ABRAHAM LINCOLN MIDDLE SCHOOL<br>10   13   42   35   0         | 204                | 742                         | 21   79   0   | 12   57   31       | 33   40   27 | 36   22   42                         |  |
| ADA LOVELACE MIDDLE SCHOOL<br>6   29   33   21   11            | 198                | 730                         | 29   18   53  | 22   64   14       | 29   22   49 | 52   18   30                         |  |
| BENJAMIN FRANKLIN MIDDLE SCHOOL<br>2   28   29   17   24       | 177                | 727                         | 11   57   32  | 28   20   52       | 35   34   30 | 25   39   36                         |  |
| BOOKER T. WASHINGTON MIDDLE SCHOOL<br>23   24   17   25   11   | 204                | 724                         | 37   42   21  | 47   39   14       | 32   60   8  | 47   40   13                         |  |
| CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL<br>14   9   25   37   15 | 198                | 762                         | 29   60   11  | 12   49   39       | 35   41   24 | 36   22   42                         |  |
| ELEANOR ROOSEVELT MIDDLE SCHOOL<br>18   21   29   15   17      | 177                | 743                         | 28   17   55  | 27   19   54       | 29   22   50 | 51   19   30                         |  |

1 Did Not Yet Meet Expectations (650-699)

2 Partially Met Expectations (700-724)

3 Approached Expectations (725-749)

4 Met Expectations (750-804)

5 Exceeded Expectations (805-850)

Did Not Yet Meet or Partially Met Expectations

Approached Expectations

Met or Exceeded Expectations

\* Numbers are percentages

Page 1 of 2

Understanding the IAR School and District Reports

### 3.8 Description of District Summary of Schools Reports

#### 3.8.1 General Information

##### A. Identification Information

District Summary of Schools Reports list the grade level, district name, and state.

##### B. Assessment Information

The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level, and assessment year.

##### C. Number of Students

The first two rows contain the number of students included in reporting at the state and district levels. Subsequent rows contain the number of students included in reporting at each school within the district.

#### 3.8.2 Overall Assessment Scores

##### D. Percentage of Students at Each Performance Level

The first column of the report shows the distribution of students achieving each performance level—indicated both graphically and numerically. Each section of the graph represents a performance

level, beginning with Level 1 on the left through Level 5 on the right. The numerical values appearing below the graph indicate the percentage of students in Performance Levels 1 through 5, left to right respectively. Due to rounding, percentages may not total 100%. The name of the school is listed in each row above the graph.

**Note:** In most cases, numbers will NOT appear centered under each color.

### E. Description of Performance Level Graphics

This graphic provides an illustration of the five performance levels and helps to quickly show the percentage of students in each performance level.

### F. Average Overall Scale Score

This column of the report provides the average overall scale score (refer to Section 3.2) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

### 3.8.3 Performance by Reporting Category

**Note:** For mathematics, reporting categories are not included. For this reason, there are no markers for G and H on the sample Mathematics District Summary of Schools Report.

### G. Reporting Category

For English language arts/literacy, there are two reporting category areas: Reading and Writing.

### H. Performance by Reporting Category Scale Score

For English language arts/literacy, student performance for each reporting category is provided as an average scale score (refer to Section 3.2) on a scale different from the overall scale score. For this reason, the sum of the average scale scores for each reporting category will not equal the average overall scale score. The first two rows contain state and district averages. The remaining rows contain the school averages. The Reporting Category average scale scores appear in each category area under the heading "AVE SCORE."

Important to the IAR is the ability to compare performance across many levels. By reviewing the average overall scale score column, school data can quickly be compared to the district and state averages.

### 3.8.4 Performance by Subclaim Category




### I. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the IAR. Subclaims are provided for mathematics as well. Each subclaim category includes the header identifying the subclaim, as well as state, district, and school averages.

### J. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow 
- Approached Expectations – represented by a bidirectional arrow 
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow 

On District Summary of Schools Reports, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met/exceeded expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Did Not Yet Meet or Partially Met Expectations, Approached Expectations, and Met or Exceeded Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

**Note:** In most cases, numbers will NOT appear centered under each color.

### K. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is illustrated with an explanatory icon. **For District Summary of Schools Reports, only the colors of the icons are used in the graphical representation under each subclaim.**

- The green section (right section) of the graph for the specified subclaim indicates that the student “Met or Exceeded Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- The blue section (middle section) of the graph for the specified subclaim indicates that the student “Approached Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- The red section (left section) of the graph for the specified subclaim indicates that the student “Did Not Yet Meet or Partially Met Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

# Appendix A

## Scale Score Ranges

| Grade 3 ELA/L |     |               |         |
|---------------|-----|---------------|---------|
| Level 1 Cut   | 650 | Level 1 Range | 650-699 |
| Level 2 Cut   | 700 | Level 2 Range | 700-724 |
| Level 3 Cut   | 725 | Level 3 Range | 725-749 |
| Level 4 Cut   | 750 | Level 4 Range | 750-809 |
| Level 5 Cut   | 810 | Level 5 Range | 810-850 |

| Grade 4 ELA/L |     |               |         |
|---------------|-----|---------------|---------|
| Level 1 Cut   | 650 | Level 1 Range | 650-699 |
| Level 2 Cut   | 700 | Level 2 Range | 700-724 |
| Level 3 Cut   | 725 | Level 3 Range | 725-749 |
| Level 4 Cut   | 750 | Level 4 Range | 750-789 |
| Level 5 Cut   | 790 | Level 5 Range | 790-850 |

| Grade 5 ELA/L |     |               |         |
|---------------|-----|---------------|---------|
| Level 1 Cut   | 650 | Level 1 Range | 650-699 |
| Level 2 Cut   | 700 | Level 2 Range | 700-724 |
| Level 3 Cut   | 725 | Level 3 Range | 725-749 |
| Level 4 Cut   | 750 | Level 4 Range | 750-798 |
| Level 5 Cut   | 799 | Level 5 Range | 799-850 |

| Grade 6 ELA/L |     |               |         |
|---------------|-----|---------------|---------|
| Level 1 Cut   | 650 | Level 1 Range | 650-699 |
| Level 2 Cut   | 700 | Level 2 Range | 700-724 |
| Level 3 Cut   | 725 | Level 3 Range | 725-749 |
| Level 4 Cut   | 750 | Level 4 Range | 750-789 |
| Level 5 Cut   | 790 | Level 5 Range | 790-850 |

| Grade 7 ELA/L |     |               |         |
|---------------|-----|---------------|---------|
| Level 1 Cut   | 650 | Level 1 Range | 650-699 |
| Level 2 Cut   | 700 | Level 2 Range | 700-724 |
| Level 3 Cut   | 725 | Level 3 Range | 725-749 |
| Level 4 Cut   | 750 | Level 4 Range | 750-784 |
| Level 5 Cut   | 785 | Level 5 Range | 785-850 |

| Grade 8 ELA/L |     |               |         |
|---------------|-----|---------------|---------|
| Level 1 Cut   | 650 | Level 1 Range | 650-699 |
| Level 2 Cut   | 700 | Level 2 Range | 700-724 |
| Level 3 Cut   | 725 | Level 3 Range | 725-749 |
| Level 4 Cut   | 750 | Level 4 Range | 750-793 |
| Level 5 Cut   | 794 | Level 5 Range | 794-850 |



| Grade 3 Mathematics |     |               |         |
|---------------------|-----|---------------|---------|
| Level 1 Cut         | 650 | Level 1 Range | 650-699 |
| Level 2 Cut         | 700 | Level 2 Range | 700-724 |
| Level 3 Cut         | 725 | Level 3 Range | 725-749 |
| Level 4 Cut         | 750 | Level 4 Range | 750-789 |
| Level 5 Cut         | 790 | Level 5 Range | 790-850 |

| Grade 4 Mathematics |     |               |         |
|---------------------|-----|---------------|---------|
| Level 1 Cut         | 650 | Level 1 Range | 650-699 |
| Level 2 Cut         | 700 | Level 2 Range | 700-724 |
| Level 3 Cut         | 725 | Level 3 Range | 725-749 |
| Level 4 Cut         | 750 | Level 4 Range | 750-795 |
| Level 5 Cut         | 796 | Level 5 Range | 796-850 |

| Grade 5 Mathematics |     |               |         |
|---------------------|-----|---------------|---------|
| Level 1 Cut         | 650 | Level 1 Range | 650-699 |
| Level 2 Cut         | 700 | Level 2 Range | 700-724 |
| Level 3 Cut         | 725 | Level 3 Range | 725-749 |
| Level 4 Cut         | 750 | Level 4 Range | 750-789 |
| Level 5 Cut         | 790 | Level 5 Range | 790-850 |

| Grade 6 Mathematics |     |               |         |
|---------------------|-----|---------------|---------|
| Level 1 Cut         | 650 | Level 1 Range | 650-699 |
| Level 2 Cut         | 700 | Level 2 Range | 700-724 |
| Level 3 Cut         | 725 | Level 3 Range | 725-749 |
| Level 4 Cut         | 750 | Level 4 Range | 750-787 |
| Level 5 Cut         | 788 | Level 5 Range | 788-850 |

| Grade 7 Mathematics |     |               |         |
|---------------------|-----|---------------|---------|
| Level 1 Cut         | 650 | Level 1 Range | 650-699 |
| Level 2 Cut         | 700 | Level 2 Range | 700-724 |
| Level 3 Cut         | 725 | Level 3 Range | 725-749 |
| Level 4 Cut         | 750 | Level 4 Range | 750-785 |
| Level 5 Cut         | 786 | Level 5 Range | 786-850 |

| Grade 8 Mathematics |     |               |         |
|---------------------|-----|---------------|---------|
| Level 1 Cut         | 650 | Level 1 Range | 650-699 |
| Level 2 Cut         | 700 | Level 2 Range | 700-724 |
| Level 3 Cut         | 725 | Level 3 Range | 725-749 |
| Level 4 Cut         | 750 | Level 4 Range | 750-800 |
| Level 5 Cut         | 801 | Level 5 Range | 801-850 |