

Interpretive Guide

2013

Illinois Standards Achievement Test

**Reading
Mathematics
Science**



PEARSON

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NOTE: The state-level summary ISAT results presented in tabular forms for 2013 and for previous years will be posted on the State Board of Education Web site at <http://www.isbe.net/assessment/isat.htm>.

Introduction

Test Design and Reporting

Reading, mathematics, and science. Starting with the spring 2006 ISAT administration, reading, mathematics, and science tests included a combination of multiple-choice items from the Stanford Achievement Test, Tenth Edition (SAT 10) and items written by Illinois educators. The reading and mathematics tests also contain open-ended questions that require a written response from students.

The SAT 10 items allow reporting of nationally norm-referenced results such as national percentile rank (NPR), stanines, and percent of students in national quarters. The overall ISAT scale scores are based on all items (SAT 10 and Illinois items). The majority of the items align to the Illinois Assessment Frameworks (100% for science, 80% for mathematics, and 80% for reading). Twenty percent (20%) of the items in mathematics and reading align to the Common Core Standards.

NOTE: The SAT 10 results will not appear on any of the paper reports distributed to the district by Pearson. The SAT 10 results will appear in the electronic files districts receive from Pearson.

Performance Levels

The student's overall scale score in reading, mathematics, and science is placed in one of four performance categories described in Table 1 below.

Table 1. ISAT Performance-Level Descriptions

<p>Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.</p>
<p>Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.</p>
<p>Below Standards: Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.</p>
<p>Academic Warning: Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.</p>

General Scoring Information

The reading test includes two extended-response items, one of which is a pilot item. The non-pilot extended-response item counts for 10% of the student's raw score in reading. The mathematics test has three short-response and two extended-response items. (One short-response item and one extended-response item are used for the pilot and do not count toward a student's score). Together, the three non-pilot items count for 15% of the student's raw score in mathematics.

The extended-response item in reading and the extended-response item and short-response items in mathematics are combined with the multiple-choice questions in these areas to produce a single overall ISAT scale score. These scores are not based simply on a fixed number of correct answers. Rather, ISAT scoring also takes into account the yearly fluctuations of the difficulty levels of the items. Hence, the number of correct answers needed to meet or exceed may vary across years.

Vertical Scales—Reading, Mathematics, and Science

All ISAT scores are now expressed on a "vertical" or continuous scale across grades 3 through 8 in reading and mathematics, and in grades 4 and 7 in science. This scoring system shows the performance of students in all grades on the same scale. In this way, scores for students in higher grades will be higher on average than scores for students in lower grades, indicating that they have learned more. When applied to reading, mathematics, and science, vertical scaling allows schools to better monitor and quantify students' progress across grades.

Cut Scores

The score ranges representing the four performance categories for reading, mathematics, and science are displayed in Table 2 below. Note that for reading, mathematics, and science, the “bottom” of the Academic Warning category has been set at 120. The “top” of the Exceeds Standards category for reading, mathematics, and science is determined based on each year’s ISAT data and hence, may change from year to year.

Table 2. Scale Score Ranges That Define Student Performance Levels

Grade	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
READING				
3	120–159	160–206	207–235	236–329
4	120–174	175–216	217–248	249–341
5	120–192	193–227	228–260	261–351
6	120–201	202–236	237–266	267–360
7	120–202	203–238	239–270	271–369
8	120–217	218–247	248–270	271–364
MATHEMATICS				
3	120–172	173–213	214–254	255–341
4	120–190	191–223	224–266	267–355
5	120–200	201–234	235–279	280–369
6	120–213	214–246	247–291	292–379
7	120–220	221–256	257–301	302–392
8	120–233	234–266	267–309	310–410
SCIENCE				
4	120–157	158–186	187–236	237–361
7	120–196	197–213	214–259	260–390

Reports for Local Use

NOTE: The sample pages of the ISAT reports displayed in this guide are illustrative only, and the results contained in the samples are not representative of the actual ISAT data contained in your reports.

Individual Student Reports (ISRs)—Page 1

Reading, Mathematics, and Science. At grades 3, 5, 6, and 8, there is an ISR for reading and mathematics. At grades 4 and 7 there is an ISR for reading, mathematics, and science. The first page of these ISRs displays information about the student’s performance on the overall ISAT test.

The first page identifies the student, school, district, grade, and year for which the results are reported. The student’s scores and overall academic performance level are displayed in the chart, with the relative height of the bar indicating performance level.

Scale Scores—Reading, Mathematics, and Science

Scale scores represent approximately equal units on a numerical scale and for ISAT range from 120 to 400 or more. The ISAT scores form a vertical scale that is shared across grades. For instance, a score of 220 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 220 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 220 in grade 3 *meets* standards while the score of 220 in grade 4 is *below* standards. In this way, the vertical scale provides a convenient way to track student growth over time in a particular ISAT subject like mathematics. However, scale scores should not be compared between subject areas like reading and mathematics—i.e., the score of 220 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 220 in reading.

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score was obtained. This makes scale scores especially suitable for comparing scores when different grades of the test have been administered and for studying change in performance over time.

Performance Levels

Student performance is classified into four performance levels. The score ranges for a respective performance category vary by subject. These score ranges are indicated within the subject columns and represent the range of the scores pertaining to each performance level: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning.



Illinois Standards Achievement Test (ISAT)

Individual Student Report Grade 7

Spring 2013 Results For:
GRSEVNONE E. FIFTY

School: SAMPLE MIDDLE SCHOOL A
District: SAMPLE DISTRICT
School Code: 99999999011079
State ID: 0021

Page 1

This report provides specific information about the student's performance on the Illinois Standards Achievement Test (ISAT) in reading, mathematics, and science. It also includes information for teachers and parents/guardians about how to support student learning. The ISAT is only one indication of how well students do in each subject tested; therefore, it is also important to consider how well students are doing on class work, special projects, and assessments other than the ISAT.

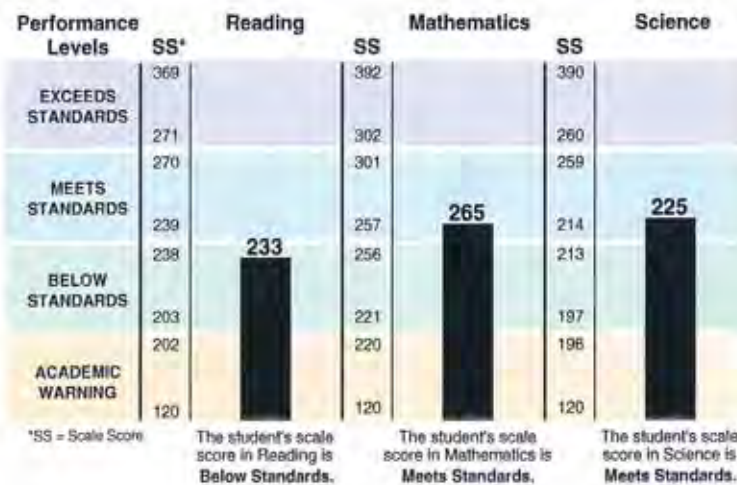
Charlotte Kaut

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For further information, visit the Illinois State Board of Education online at www.isbe.net/assessment.

Student's Scores and Performance Levels

The chart below shows the student's overall performance in reading, mathematics, and science. The score at the top of each bar is a scale score which is based on the total number of questions that were answered correctly. The performance level achieved indicates how the student performed in relation to the Illinois Learning Standards.



About Performance Levels

Exceeds Standards

Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards

Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards

Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning

Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Figure 1. Page 1 of Individual Student Report with Science



Illinois Standards Achievement Test (ISAT)

Individual Student Report Grade 3

Spring 2013 Results For:
THREE W. STUDENT

School: **SAMPLE ELEMENTARY SCHOOL C**
District: **SAMPLE DISTRICT**
School Code: **99999999012009**
State ID: **—0303**

Page 1

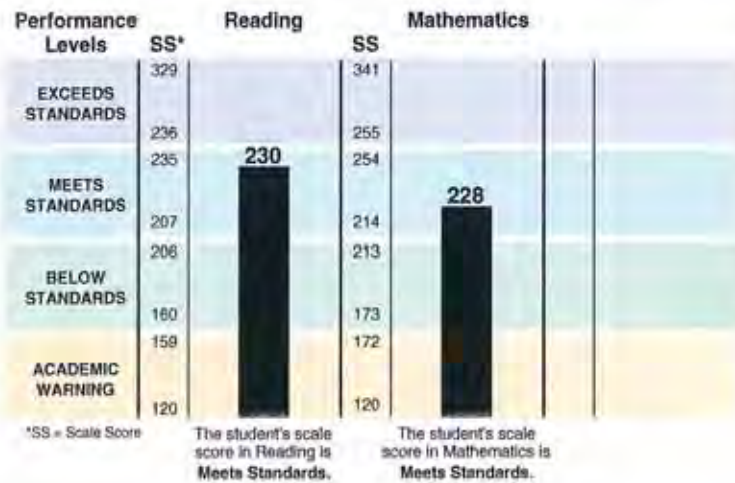
This report provides specific information about the student's performance on the Illinois Standards Achievement Test (ISAT) in reading and mathematics. It also includes information for teachers and parents/guardians about how to support student learning. The ISAT is only one indication of how well students do in each subject tested; therefore, it is also important to consider how well students are doing on class work, special projects, and assessments other than the ISAT.

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For further information, visit the Illinois State Board of Education online at www.isbe.net/assessment.

Student's Scores and Performance Levels

The chart below shows the student's overall performance in reading and mathematics. The score at the top of each bar is a scale score which is based on the total number of questions that were answered correctly. The performance level achieved indicates how the student performed in relation to the Illinois Learning Standards.



About Performance Levels

Exceeds Standards

Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards

Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards

Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning

Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Figure 2. Page 1 of Individual Student Report

Page 2—The second page of the ISR presents results for reading. The major sections of this page include: multiple-choice results, extended-response results, and student Lexile® scores.

Multiple-Choice Results

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The second column on this table reports the total number of items on the test related to each standard. The final columns report the average number correct for the school, the district, and the state.

Extended-Response Results

The student's score for the extended-response item is displayed in large, bold print. The second column illustrates the score range for the extended-response item (0–4). The last columns report the distribution of scores for the school, the district, and the state. The extended-response item counts for 10% of the student's overall reading scale score.

Lexile® Scores

Lexile® scores are reported as a reference to guide students and parents in selecting reading materials appropriate for the student's reading ability. The student's Lexile® score is based on the SAT 10 portion of the ISAT test. The Lexile® ranges appropriate for the student are also reported.

Comparing Student Performance on Standards

The number of items correct displayed in the multiple-choice results tables for reading, mathematics, and science are not adjusted for item difficulty. For example, in a given year the set of reading comprehension items may be somewhat more difficult than the set of literature items. Therefore, to determine which standards a student is doing well or poorly on, do not make direct comparisons between standards.

Rather, for students, schools, or the district, when evaluating/comparing performance on the various standards, a useful approximation is obtained by comparing the student, school, or district percent correct to the state percent correct. The standard with the highest positive difference from the state is probably the strongest standard for the student, the school, or the district.

More about GRSEVNONE E. FIFTY's test results in Reading

Page 2

The student scored overall at the **Below Standards** level in Reading.

Multiple-Choice Results for Reading

The table below shows how the student performed (number correct) on the multiple-choice items for standards assessed in reading. The total number of items and the average number correct for the school, district, and state are also displayed.

Reading Standards Assessed	Number Correct	Number of Items ¹	Average Number Correct		
			School	District	State
1A: Vocabulary Development	3	7	3.5	4.5	3.9
1B: Reading Strategies	3	4	2.2	2.7	2.4
1C: Reading Comprehension	19	31	16.7	20.4	18.0
2A, 2B: Literature	7	8	4.8	5.7	5.1

Extended-Response Results for Reading

The table to the right shows how the student performed on the extended-response item in reading. Extended-response items require students to read a passage and write a response to a question about the passage.

The extended-response item is scored on a scale from 0 to 4, with 4 being the highest score. The student's score is shown in the first column of the table. The percent of responses that received a 4, 3, 2, 1, and 0 is shown for the school, district, and the state.

Reading Passage Description

This passage is about the techniques used by some famous artists.

Student Score	Score Range	% of Responses for Each Score ²		
		School	District	State
2	4	34.6%	64.6%	54.4%
	3	15.4%	8.3%	15.8%
	2	26.9%	14.6%	19.3%
	1	7.7%	4.2%	3.5%
	0	15.4%	8.3%	7.0%

0 = answer was blank, off-topic, illegible, or written in a foreign language other than Spanish

The Lexile Framework[®] for Reading

There are two kinds of Lexile measures.

The **Lexile reader measurement[®]** (Lexile score) is a measure of the student's reading ability. The Lexile score is given as a number with an "L" after it.

The Lexile score scale ranges from Beginning Reader (BR) to over 2000L in 5L increments. The higher the Lexile score the greater the student's reading ability.

The **Lexile text measure[®]** is a method to quantify the reading demand or difficulty of reading material.

1660L The student's Lexile score

1560L - 1660L For leisure reading, the student will find most books in this range easy to understand.

1660L - 1710L Books in this range provide a manageable but stimulating challenge.

BR = Beginning Reader NA = Not Available

Take the student's Lexile scores to your local library

The librarian can help you find books within the student's Lexile range. Remember to consider all factors when choosing text for the student, including his or her interests and your views on what is age-appropriate material.

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Figure 3. Page 2 of Individual Student Report

Page 3—The third page of the ISR presents the results for mathematics. The major sections of this page include: multiple-choice results, short-response results, and extended-response results.

Multiple-Choice Results

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The next column on this table reports the total number of items on the test related to each standard. The final columns report the average number correct for the school, the district, and the state.

Short-Response Results

The student's score for short-response items is displayed in large, bold print. The second column illustrates the score range for the short-response items (0–2). The last column reports the distribution of scores for the school, the district, and the state. The two short-response items count for 5% of the student's overall scale score.

Extended-Response Results

The student's score for each of the three categories of the extended-response item is displayed in large, bold print. The categories are Mathematical Knowledge, Strategic Knowledge, and Explanation. The second column illustrates the score range for each category (0–4). The final columns report the distribution of scores for the school, the district, and the state. The extended-response item counts for 10% of the student's overall scale score.

More about GRSEVNONE E. FIFTY's test results in Mathematics

Page 3

The student scored overall at the **Meets Standards** level in Mathematics.

Multiple-Choice Results for Mathematics

The table below shows how the student performed (number correct) on the multiple-choice items for standards assessed in mathematics. The total number of items and the average number correct for the school, district, and state are also displayed.

Mathematics Standards Assessed	Number Correct	Number of Items ¹	Average Number Correct		
			School	District	State
6A, 6B, 6C, 6D: Number Sense	12	17	10.5	13.1	11.4
7A, 7B, 7C: Measurement	4	7	3.4	4.9	4.4
8A, 8B, 8C, 8D: Algebra	9	17	8.7	12.0	10.8
9A, 9B: Geometry	5	11	5.1	7.4	6.6
10A, 10B, 10C: Data Analysis, Statistics, and Probability	8	13	6.7	9.3	8.1

Short-Response Results for Mathematics The table below shows how the student performed on the short-response items. These require students to write a response to mathematics items.

Score Descriptions	Item 1 Description					Item 2 Description				
	Students are asked to determine the missing angle measure in a triangle and show work.					Students are asked to solve a problem involving money, to make change and show work.				
	Student Score	Score Range	% of Responses for Each Score ²			Student Score	Score Range	% of Responses for Each Score ²		
			School	District	State			School	District	State
2 = Completely correct response		2	51.9%	29.2%	33.3%		2	63.0%	79.2%	82.5%
1 = Partially correct response	1	1	33.3%	62.5%	59.6%	1	1	14.8%	8.3%	7.0%
0 = Incorrect response		0	14.8%	8.3%	7.0%		0	22.2%	12.5%	10.5%

Extended-Response Results for Mathematics

The table to the right shows how the student performed on the extended-response item in mathematics. Extended-response items require students to write a response that includes the correct answer, evidence of a strategy, and an explanation in words addressing what they did and why they took the steps they did to solve the problem.

The extended-response item is scored on a scale from 0 to 4, with 4 being the highest score in each category: Mathematical Knowledge, Strategic Knowledge, and Explanation. The student's score is shown in the first column of the table. The percent of responses that received a 4, 3, 2, 1, and 0 is shown for the school, district, and the state.

Item Description	% of Responses for Each Score ²				
	Student Score	Score Range	School	District	State
	Students are asked to determine a missing test score using given information about the other test scores and the mean, show work and explain in words how they found the answer.				
Mathematical Knowledge Knowledge of mathematical principles and concepts that result in a correct solution to a problem.		4	45.1%	41.7%	40.4%
		3	19.5%	25.0%	24.6%
	4	2	0.0%	0.0%	0.0%
		1	14.8%	14.6%	14.0%
		0	18.5%	18.8%	21.1%
Strategic Knowledge Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.		4	40.7%	29.2%	28.1%
		3	3.7%	10.4%	10.5%
	4	2	29.6%	29.2%	28.1%
		1	7.4%	12.5%	12.3%
		0	18.5%	18.8%	21.1%
Explanation Written explanation and rationales that translate into words, the steps of the solution process and provide a justification for each step.		4	40.7%	29.2%	28.1%
		3	3.7%	10.4%	10.5%
	4	2	7.4%	12.5%	12.3%
		1	29.6%	29.2%	28.1%
		0	18.5%	18.8%	21.1%

0 = answer was blank, off-topic, illegible, written in a foreign language other than Spanish, or was completely unsatisfactory

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Figure 4. Page 3 of Individual Student Report

Page 4—Science. For grades 4 and 7, the fourth page of the ISR displays the multiple-choice results for the science standards assessed.

Multiple-Choice Results

The multiple-choice scores reported are for the standards assessed. The number correct for the student is reported by standard(s). The next column on this table reports the total number of items on the test related to each standard. The final columns report the average number correct for the school, the district, and the state.

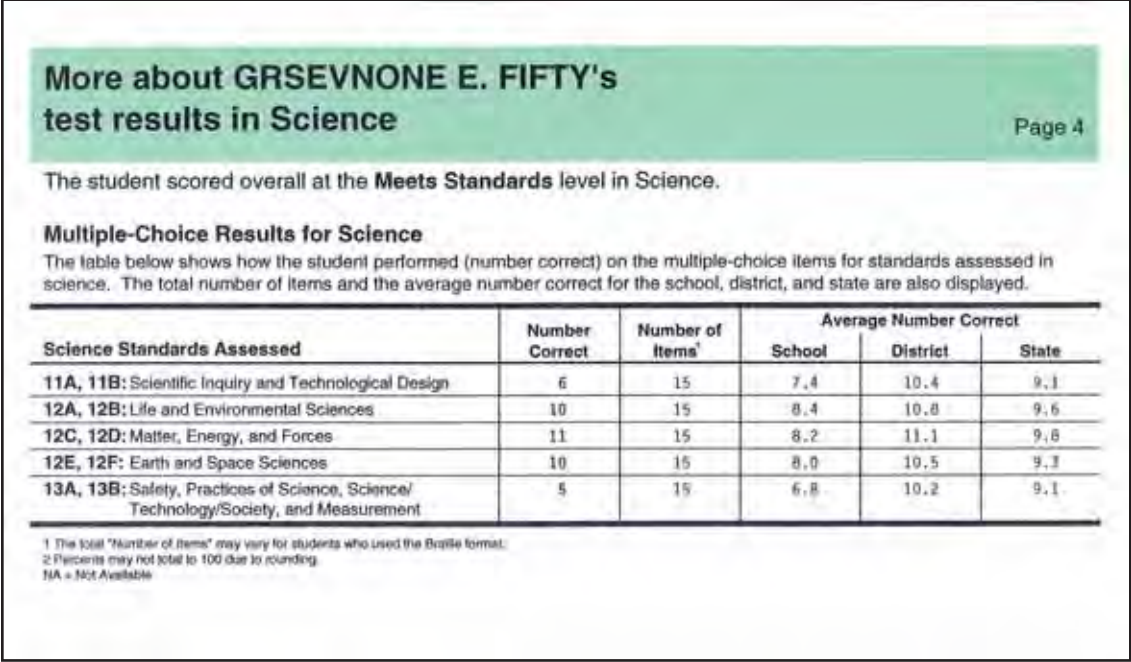


Figure 5. Page 4 of Individual Student Report with Science

School Roster—All Subjects

For each student, this roster lists the results for each subject tested in a grade at the school. The rosters for grades 4 and 7 contain student results for reading, mathematics, and science. The rosters for grades 3, 5, 6, and 8 contain student results for reading and mathematics. The roster includes student name; enrollment status in the school and district; performance levels; and scale scores.

Enrollment Status

The letter “S” indicates the student was enrolled in the school on or before May 1 of the prior calendar year. The letter “D” indicates that the student was enrolled in the district on or before May 1 of the prior calendar year.

Performance Level

Student scores are classified in one of four levels: Academic Warning (W), Below Standards (B), Meets Standards (M), and Exceeds Standards (E).

Scale Scores—Reading, Mathematics, and Science

Scale scores represent approximately equal units on a numerical scale and for ISAT range from 120 to 400 or more. The ISAT scores form a vertical scale that is shared across grades. For instance, a score of 220 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 220 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 220 in grade 3 *meets* standards while the score of 220 in grade 4 is *below* standards. In this way, the vertical scale provides a convenient way to track student growth over time in a particular ISAT subject like mathematics. However, scale scores should not be compared between subject areas like reading and mathematics—i.e., the score of 220 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 220 in reading.

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score was obtained. This makes scale scores especially suitable for comparing scores when different grades of the test have been administered and for studying change in performance over time.

Lexile® Scores

The Lexile® score is a measure of the student’s reading ability and is given as a number with an “L” after it. The Lexile® score scale ranges from Beginning Reader (BR) to over 2000L, in 5L increments. The higher the Lexile® score, the greater the student’s reading ability.



School Roster - All Subjects

Illinois Standards Achievement Test (ISAT)

Grade 4 - Spring 2013

School: **SAMPLE ELEMENTARY SCHOOL C**
District: **SAMPLE DISTRICT**
School Code: **99999999012009**

Student Name	Enrollment Status ¹	Reading			Mathematics		Science	
		Perform. Level ²	Scale Score	Lexile ^{®3}	Perform. Level ²	Scale Score	Perform. Level ²	Scale Score
STUDENT, EIGHT	S D	M	229	865L	M	239	M	230
STUDENT, EIGHTEEN	S D	M	235	865L	NA	NA	NA	NA
STUDENT, ELEVEN	S D	M	242	985L	M	250	E	262
STUDENT, FIFTEEN	S D	B	178	535L	B	200	W	138
STUDENT, FIVE	S D	M	238	940L	M	250	E	242
STUDENT, FOUR	S D	M	235	940L	M	249	E	259
STUDENT, FOURTEEN		B	183	565L	B	203	W	141
STUDENT, NINE	S D	M	220	830L	M	245	M	220
STUDENT, NINETEEN	S D	M	246	985L	M	248	E	237
STUDENT, ONE	S D	E	263	1115L	B	195	E	255
STUDENT, SEVEN	S D	M	232	905L	M	252	E	239
STUDENT, SEVENTEEN	S D	E	256	985L	M	248	E	253
STUDENT, SIX	S D	M	232	940L	M	243	E	242
STUDENT, SIXTEEN	S D	E	263	1115L	E	269	E	257
STUDENT, TEN	S D	M	220	940L	M	234	M	220
STUDENT, THIRTEEN	S D	B	190	620L	B	207	W	145
STUDENT, THREE	S D	E	249	1045L	B	191	E	257
STUDENT, TWELVE	S D	M	238	940L	M	263	E	253
STUDENT, TWENTY	S D	M	246	985L	M	257	M	227
STUDENT, TWO	S D	M	246	985L	B	197	E	267

¹ A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2012.
² The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.
³ BR = Beginning Reader
NA = Not Available

Figure 6. School Roster—All Subjects

School Roster

A separate report is provided to the school for each subject and grade assessed.

Enrollment Status

The letter “S” indicates the student was enrolled in the school on or before May 1 of the prior calendar year. The letter “D” indicates that the student was enrolled in the district on or before May 1 of the prior calendar year.

Performance Level

Student performance is classified at four levels: Academic Warning (W), Below Standards (B), Meets Standards (M), and Exceeds Standards (E).

Scale Scores—Reading, Mathematics, and Science

Scale scores represent approximately equal units on a numerical scale and for ISAT range from 120 to 400 or more. The ISAT scores form a vertical scale that is shared across grades. For instance, a score of 220 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 220 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 220 in grade 3 *meets* standards while the score of 220 in grade 4 is *below* standards. In this way, the vertical scale provides a convenient way to track student growth over time in a particular ISAT subject like mathematics. However, scale scores should not be compared between subject areas like reading and mathematics—i.e., the score of 220 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 220 in reading.

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score was obtained. This makes scale scores especially suitable for comparing scores when different grades of the test have been administered and for studying change in performance over time.

Multiple-Choice Results by Assessed Standards—Reading, Mathematics, and Science

School results are reported by standards assessed on ISAT tests. The first row (Total Possible) provides the total number of items included in each category of standards, which is obviously the highest number of items a student can get correct in a standard. The subsequent rows provide for individual students the scores and number of items correct in the various standards.

Extended Response—Reading and Mathematics

The student’s score for the extended-response item is displayed. The first row provides the total score possible in that category (4). The other rows provide the scores of individual students. The extended-response items count for 10% of the overall scale score.

Short Response—Mathematics

The student’s scores for short-response items are displayed. The first row provides the total score possible in that category (2). The other rows provide the scores attained by individual students. The two short-response items count for 5% of the overall scale scores.



School Roster

Illinois Standards Achievement Test (ISAT)

Grade 3 Mathematics - Spring 2013

School: **SAMPLE ELEMENTARY SCHOOL C**
 District: **SAMPLE DISTRICT**
 School Code: **99999999012009**

Student Name	Enrollment Status ¹	Perform. Level ²	Scale Score	Multiple-Choice Results by Assessed Standards					Extended Response			Short Response		
				Number of Items					Rubric Score					
				Number Sense	Measurement	Algebra	Geometry	Data, Statistics, and Probability	Mathematical Knowledge	Strategic Knowledge	Explanation	Short Response 1	Short Response 2	
				Total Possible	28	11	9	7	10	4	4	4	2	2
STUDENT, EIGHT	S D	M	236		21	9	7	5	9	4	4	4	2	2
STUDENT, EIGHTEEN I.	S D	B	193		18	1	4	1	1	4	4	4	2	2
STUDENT, ELEVEN	S D	M	234		22	9	8	5	10	4	1	2	1	2
STUDENT, FIFTEEN F.	S D	M	224		19	9	7	4	5	4	4	3	2	2
STUDENT, FIVE	S D	E	300		28	11	9	7	10	4	4	4	1	2
STUDENT, FOUR	S D	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
STUDENT, FOURTEEN E.	S D	M	226		17	10	8	7	9	3	1	3	1	1
STUDENT, NINETEEN J.		B	202		22	1	8	1	5	3	1	3	0	1
STUDENT, ONE A.		E	255		26	9	8	6	10	3	3	3	0	1
STUDENT, SEVEN B.	S D	B	212		16	6	5	3	9	3	3	3	1	1
STUDENT, SEVENTEEN H.	S D	B	185		20	1	4	1	1	1	2	1	1	1
STUDENT, SIX A.		M	232		22	11	6	7	7	3	2	1	1	2
STUDENT, SIXTEEN G.	S D	B	191		21	1	6	1	1	3	2	1	0	1
STUDENT, TEN C.	S D	M	230		20	11	8	6	9	1	2	1	1	2
STUDENT, THIRTEEN D.	S D	M	241		21	8	9	5	9	4	4	4	1	2
STUDENT, THREE W.		M	228		24	8	7	6	9	0	0	0	1	1
STUDENT, TWELVE	S D	M	230		24	10	6	6	8	1	2	0	1	2
STUDENT, TWENTY	S D	B	176		14	6	2	0	2	1	2	0	0	1
STUDENT, TWO B.		E	255		24	11	9	7	9	3	3	3	2	2

¹ A designation of "S" or "D" indicates that the student was enrolled in this school or district, respectively, on or before May 1, 2012.
² The performance level designations are E = Exceeds Standards, M = Meets Standards, B = Below Standards, and W = Academic Warning.
 NA = Not Available

Figure 7. School Roster

School Performance Profile/District Performance Profile

The School Performance Profile and District Performance Profile for reading, mathematics, and science are each three pages long. These reports present a variety of summary ISAT results for the school and district. There is a separate Performance Profile for each subject and grade tested. The School Performance Profile reports results at the school, district, and state levels. The District Performance Profile reports results at the district and state levels. Otherwise, these two reports are identical and the various elements of the reports will be described using the School Performance Profile as the example.

Grade and Subject

A separate report is provided for each subject and grade assessed.

Number of Scores and Average Scale Scores

These are reported at the school, district, and state levels.

Scale Scores—Reading, Mathematics, and Science

Scale scores represent approximately equal units on a numerical scale and for ISAT range from 120 to 400 or more. The ISAT scores form a vertical scale that is shared across grades. For instance, a score of 220 in grade 3 mathematics reflects the same level of knowledge/ability as a score of 220 in grade 4 mathematics. However, because of higher expectations for students in higher grades, the score of 220 in grade 3 *meets* standards while the score of 220 in grade 4 is *below* standards. In this way, the vertical scale provides a convenient way to track student growth over time in a particular ISAT subject like mathematics. However, scale scores should not be compared between subject areas like reading and mathematics—i.e., the score of 220 in mathematics does not necessarily reflect an equivalent level of knowledge/ability as a score of 220 in reading.

Scale scores have the advantage of representing approximately equal units on a numerical scale. A difference in scale scores on tests from year to year should be given the same interpretation, and it is not necessary to be concerned with the level of difficulty of the test that was taken when the scale score was obtained. This makes scale scores especially suitable for comparing scores when different grades of the test have been administered and for studying change in performance over time.

Meeting or Exceeding Standards

The graph on the left presents the percent of students in the school, the district, and the state at or above the Meets Standards performance level. The graph on the right shows the percent of students in the school, the district, and the state in each of the four performance levels.

Multiple-Choice Results by Standards Assessed—Reading, Mathematics, and Science

School results are reported by standards assessed on the ISAT tests. The number of items possible for each standard is presented. The average number of items correct is reported for the school, the district, and the state.

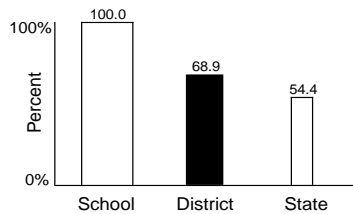


ISAT measures individual achievement relative to the Illinois Learning Standards. This report provides summary results for the school for this particular grade and subject. There are results reported by standards and student groups, as well as results on multiple-choice items and short- and extended-response items.

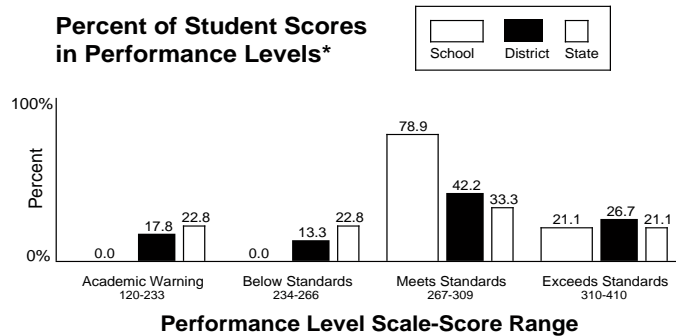
Overall Results

	Number of Scores	Average Scale Scores**
School	19	306.2
District	45	299.1
State	57	284.3

Percent of Student Scores Meeting or Exceeding Standards



Percent of Student Scores in Performance Levels*



* Percents may not sum to 100 due to rounding.

** These average scale scores do not determine a school's or district's performance for accountability purposes.

Multiple-Choice Results by Standards Assessed

Standards Assessed	Number of Items	Average Number Correct			
		School	District	State	
6A, 6B, 6C, 6D	Number Sense	12	9.9	9.2	8.0
7A, 7B, 7C	Measurement	10	8.4	6.6	5.7
8A, 8B, 8C, 8D	Algebra	21	17.5	13.9	12.0
9A, 9B	Geometry	11	8.7	7.4	6.4
10A, 10B, 10C	Data Analysis, Statistics, and Probability	11	8.9	7.3	6.3

Figure 8. Page 1 of the School Performance Profile

Page 2. The second page of the report provides for reading and mathematics, respectively: performance on the extended-response item in reading or performance on the short-response items and the extended-response item in mathematics. The second page of the report also provides for reading, mathematics, and science the performance of the various demographic groups (e.g., male/female) for the school or district.

Performance on Short- and Extended-Response Items

This table displays the percent of students at the school, district, and state who scored at the various rubric score points. Short-response scores for mathematics range from 0–2. Extended-response scores for reading and mathematics range from 0–4.

Performance by Student Groups—Reading, Mathematics, and Science

This table shows the percent of students in each of the four performance categories (e.g., Meets Standards) for all students (Overall) as well as for various demographic categories (e.g., Low Income/Non-Low Income). These results are reported at the school level on the School Performance Profile and at the district level on the District Performance Profile.



Performance on Short- and Extended-Response Items

The following scores indicate the overall skill demonstrated by students on short- and extended-response items. Students are asked to respond in writing to these items.

Student scores for the short- and extended-response items are determined with a scoring rubric. The rubric describes a hierarchy of possible scores. For short-response items, the highest score is 2, and the lowest score is 0. For the extended-response item, the highest score is 4, and the lowest score is 0.

	Percent of student scores at each score point*					
	Short Response 1			Short Response 2		
	2	1	0	2	1	0
Total	School 44.0	40.0	16.0	52.0	24.0	24.0
	District 68.9	22.2	8.9	73.3	13.3	13.3
	State 54.4	38.6	7.0	66.7	22.8	10.5
	Extended Response					
	4	3	2	1	0	
Mathematical Knowledge	School 56.0	12.0	0.0	4.0	28.0	
	District 44.4	22.2	0.0	8.9	24.4	
	State 43.9	24.6	0.0	10.5	21.1	
Strategic Knowledge	School 48.0	8.0	8.0	8.0	28.0	
	District 35.6	8.9	22.2	8.9	24.4	
	State 31.6	12.3	22.8	12.3	21.1	
Explanation	School 48.0	8.0	8.0	8.0	28.0	
	District 33.3	11.1	8.9	20.0	26.7	
	State 29.8	14.0	12.3	21.1	22.8	

* Percents may not sum to 100 due to rounding.

Performance by Student Group

This report is intended for school/district use. If you choose to release any of these data to the public, please be sure you do so in compliance with FERPA requirements.

Student Group Size ¹	Percent of students in each Performance Level ²						Scale Score
	Number of Scores	Meets or Exceeds Standards	Academic Warning	Below Standards	Meets Standards	Exceeds Standards	
Overall	25	48.0	32.0	20.0	16.0	32.0	295.3
Male	13	38.5	46.2	15.4	7.7	30.8	286.2
Female	12	58.3	16.7	25.0	25.0	33.3	305.1
Hispanic or Latino	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Low Income	--	--	--	--	--	--	--
Non-Low Income	19	47.4	36.8	15.8	15.8	31.6	290.3
LEP							
Non-LEP	25	48.0	32.0	20.0	16.0	32.0	295.3
IEP	13	61.5	23.1	15.4	23.1	38.5	312.2
Non-IEP	12	33.3	41.7	25.0	8.3	25.0	276.9
Migrant							
Non-Migrant	25	48.0	32.0	20.0	16.0	32.0	295.3

Notes: Dashes (-) indicate there are from 1 to 9 scores in this demographic group.
Blanks indicate there are no scores in this demographic group.

1 The total number of student scores may not equal the total enrollment. The number of scores does not include students who took IAA, or who were absent.
2 Percents may not sum to 100 due to rounding.

Figure 9. Page 2 of the School Performance Profile

District Roster by School

There are separate rosters for reading, mathematics, and science. For each tested school in the district these rosters report the results for every grade in which that subject is tested. Each roster includes the following: school name(s), grade(s) assessed in each school, number of student scores, percent of student scores in performance levels, scale score averages for each grade in the school(s), and the percent of student scores in each national quarter.

	Group Size Number of Scores	Percent in Each Performance Level*					Meets or Exceeds Standards	Scale - Score Average	
		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards			
SAMPLE ELEMENTARY A 99999999012039									
Grade 3	32	12.5	53.1	9.4	25.0	34.4	209.3		
Grade 6	20	30.0	20.0	5.0	45.0	50.0	267.2		
Grade 7	2	0.0	100.0	0.0	0.0	0.0	229.0		
Grade 8	1	0.0	100.0	0.0	0.0	0.0	225.0		
SAMPLE ELEMENTARY B 99999999012059									
Grade 3	47	8.5	76.6	12.8	2.1	14.9	192.6		
Grade 4	23	52.2	8.7	4.3	34.8	39.1	227.4		
Grade 5	25	40.0	16.0	4.0	40.0	44.0	244.4		
Grade 6	1	0.0	0.0	100.0	0.0	100.0	258.0		
SAMPLE ELEMENTARY SCHOOL C 99999999012009									
Grade 3	18	0.0	27.8	61.1	11.1	72.2	214.2		
Grade 4	20	0.0	15.0	65.0	20.0	85.0	232.1		
Grade 5	18	0.0	0.0	22.2	77.8	100.0	284.8		
Grade 6	18	0.0	0.0	77.8	22.2	100.0	261.6		
Grade 7	20	0.0	0.0	30.0	70.0	100.0	273.4		
Grade 8	18	0.0	0.0	88.9	11.1	100.0	263.7		
SAMPLE MIDDLE SCHOOL A 99999999011079									
Grade 4	12	41.7	33.3	8.3	16.7	25.0	194.7		
Grade 5	1	0.0	100.0	0.0	0.0	0.0	206.0		
Grade 7	26	46.2	11.5	7.7	34.6	42.3	248.5		
Grade 8	24	33.3	16.7	12.5	37.5	50.0	258.6		

* Percents may not sum to 100 due to rounding.

Figure 10. District Roster by School

District Roster by Grade

There are separate rosters for reading, mathematics, and science. For each tested grade in a district these rosters report the results for every school in which that subject is tested. Each roster includes the following: grade(s) assessed, school name in each grade, number of student scores, percent of student scores in each performance level, and scale score averages for each grade in the school. District and state results are also included for comparison purposes.

		Group Size		Percent in Each Performance Level*					Scale - Score Average
		Number of Scores		Academic Warning	Below Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards	
Grade 4									
School Name		RCDTS							
SAMPLE ELEMENTARY B	99999999012059	23	47.8	0.0	17.4	34.8	52.2	224.2	
SAMPLE ELEMENTARY SCHOOL C	99999999012009	19	15.8	0.0	21.1	63.2	84.2	228.6	
SAMPLE MIDDLE SCHOOL A	99999999011079	13	76.9	0.0	7.7	15.4	23.1	166.5	
District Results		55	43.6	0.0	16.4	40.0	56.4	212.1	
State Results		81	61.7	0.0	11.1	27.2	38.3	191.6	
Grade 7									
School Name		RCDTS							
SAMPLE ELEMENTARY A	99999999012039	2	0.0	0.0	100.0	0.0	100.0	214.0	
SAMPLE ELEMENTARY SCHOOL C	99999999012009	20	0.0	0.0	5.0	95.0	100.0	382.8	
SAMPLE MIDDLE SCHOOL A	99999999011079	26	50.0	0.0	11.5	38.5	50.0	245.6	
District Results		48	27.1	0.0	12.5	60.4	72.9	301.4	
State Results		57	38.6	0.0	10.5	50.9	61.4	280.3	

* Percents may not sum to 100 due to rounding.

Figure 11. District Roster by Grade

Item Analysis Summary

The item analysis summary reports provide information on student performance on multiple-choice, short-response, and extended-response items. Results are reported at the following levels: state goal, standard, and assessment objective. Results are reported for the school, district, and state. There are separate reports for each grade and subject tested.

Multiple-Choice Items

The first column lists the state goals and standards that were assessed. The second column lists the total number of items tested at each state goal, standard, and assessment objective. The third column lists the assessment objectives tested.

The last three columns—RESPONSE ANALYSIS (% CORRECT)—show the percent of these items that the students answered correctly in the school, the district, and the state.

NOTE: The descriptions of the assessment objectives are available online at <http://www.isbe.net/assessment/IAFindex.htm>.

Short-Response and Extended-Response Items

The first column lists the state goals and standards that were assessed. The second column lists the score range for each type of item. Scores for short-response items in mathematics can range from 0–2. Scores for extended-response items in reading and mathematics can range from 0–4. The third column lists the assessment objective assessed by the item.

The last three columns—RESPONSE ANALYSIS (% AT EACH SCORE POINT)—show the percent of students who scored at each score point at the school, the district, and the state.



Item Analysis Summary - SAMPLE ELEMENTARY A

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 99999999012039

GRADE: 03
 TEST DATE: 06/13

PAGE 1

READING		RESPONSE ANALYSIS (% CORRECT)				
# of Items	Item Classification*	SCHOOL	DISTRICT	STATE		
Results from Multiple-Choice Items						
39	State Goal 1: Reading (total includes CCSS items)	55	51	51		
3	Standard 1A: Vocabulary Development	46	38	37		
1		41	23	21		
1		72	71	72		
1		25	18	17		
6	Standards 1B/C: Reading Strategies	67	65	66		
2		75	73	75		
1		78	71	71		
1		66	69	70		
2		55	52	51		
21	Standard 1C: Reading Comprehension	62	58	58		
10		70	66	67		
1		69	67	68		
3		43	34	33		
2		64	65	65		
3		61	56	57		
2		47	46	46		
11	State Goal 2: Literature (total includes CCSS items)	71	61	62		
10	Standards 2A, 2B: Literary Elements and Techniques and Variety of Literary Works	71	61	62		
1		69	72	73		
3		71	64	65		
3		71	67	68		
2		69	50	50		
1		78	47	47		

continued on next page

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>

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Figure 12. Item Analysis Summary—Reading



Item Analysis Summary - SAMPLE ELEMENTARY A

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 99999999012039

GRADE: 03
 TEST DATE: 06/13

PAGE 2

READING		RESPONSE ANALYSIS (% CORRECT)				
Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE	
CCSS.3.RL.: Reading Literary Key Ideas and Details	5		43	33	33	
	2		47	41	41	
	1	3.RL.1	25	17	15	
	1	3.RL.2	69	65	66	
Craft and Structure	3		40	28	27	
	2	3.RL.4	44	33	32	
	1	3.RL.5	31	19	18	
CCSS.3.RI.: Reading Informational Key Ideas and Details	5		29	32	31	
	3		36	39	38	
	1	3.RI.1	44	44	44	
	1	3.RI.2	38	44	43	
	1	3.RI.3	34	30	28	
Craft and Structure	1		28	25	23	
	1	3.RI.4	28	25	23	
Integration of Knowledge and Ideas	1		9	19	18	
	1	3.RI.9	9	19	18	

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*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>

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Figure 12 b. Item Analysis Summary—Reading



Item Analysis Summary - SAMPLE ELEMENTARY A

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 99999999012039

GRADE: 03
 TEST DATE: 06/13

PAGE 3

READING

RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Extended-Response Item <i>4 = Highest Score; 0 = Lowest Score</i>	Score Range	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 1: Reading Standard 1C: Reading Comprehension This passage is about two sisters who have a misunderstanding.	4 3 2 1 0	1,3,24	37 24 18 18 3	25 26 15 26 7	24 26 17 26 7

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>

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Figure 12 c. Item Analysis Summary—Reading



Item Analysis Summary - SAMPLE ELEMENTARY A

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 999999999012039

GRADE: 03
 TEST DATE: 06/13

PAGE 1

MATHEMATICS		RESPONSE ANALYSIS (% CORRECT)				
		# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
Results from Multiple-Choice Items						
State Goal 6: Number Sense (total includes CCSS items)		28		62	60	60
Standard 6A: Representations and Ordering		10		71	67	68
		1	6.3.01	34	66	68
		1	6.3.02	66	67	67
		1	6.3.03	75	73	74
		1	6.3.04	63	66	66
		1	6.3.05	69	68	70
		2	6.3.06	63	58	60
		1	6.3.07	88	72	73
		2	6.3.08	69	70	70
Standards 6B, 6C: Computation, Operations, Estimation, and Properties		10		63	64	65
		2	6.3.09	63	66	67
		1	6.3.10	66	63	65
		3	6.3.11	65	66	67
		2	6.3.13	67	70	71
		2	6.3.14	55	52	53
Standard 6D: Ratios, Proportions, and Percents		0		N/A	N/A	N/A
State Goal 7: Measurement (total includes CCSS items)		11		63	59	60
Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications		8		68	67	68
		1	7.3.01	69	69	70
		1	7.3.02	75	75	76
		1	7.3.03	69	72	74
		1	7.3.04	84	78	79
		2	7.3.05	66	67	68
		2	7.3.07	58	55	56
State Goal 8: Algebra (total includes CCSS items)		9		68	63	63
Standard 8A: Representations, Patterns, and Expressions		3		66	69	69
		2	8.3.01	73	77	78
		1	8.3.02	50	52	51
Standard 8B: Connections Using Tables, Graphs, and Symbols		0		N/A	N/A	N/A
Standards 8C, 8D: Writing, Interpreting, and Solving Equations		4		77	67	68
		2	8.3.03	70	65	65
		1	8.3.04	84	71	73
		1	8.3.05	81	69	70

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*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>

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Figure 13. Item Analysis Summary—Mathematics



Item Analysis Summary - SAMPLE ELEMENTARY A

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 99999999012039

GRADE: 03
 TEST DATE: 06/13

PAGE 2

MATHEMATICS		RESPONSE ANALYSIS (% CORRECT)				
Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE	
State Goal 9: Geometry	7		72	65	67	
Standard 9A: Properties of Single Figures and Coordinate Geometry	5		73	67	68	
	1	9.3.02	81	67	68	
	2	9.3.03	77	66	68	
	1	9.3.04	69	69	70	
	1	9.3.05	63	67	68	
Standard 9B: Relationships Between and Among Multiple Figures	2		69	61	62	
	1	9.3.07	53	49	49	
	1	9.3.10	84	74	75	
Standard 9C: Justifications of Conjectures and Conclusions	0		N/A	N/A	N/A	
Standard 9D: Trigonometry	0		N/A	N/A	N/A	
State Goal 10: Data Analysis, Statistics, and Probability (total includes CCSS items)	10		68	64	64	
Standards 10A, 10B: Data Analysis and Statistics	6		68	67	68	
	3	10.3.01	68	63	64	
	3	10.3.02	68	71	73	
Standard 10C: Probability	3		75	66	66	
	2	10.3.04	67	59	60	
	1	10.3.05	91	78	79	

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*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>

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Figure 13 b. Item Analysis Summary—Mathematics



Item Analysis Summary - SAMPLE ELEMENTARY A

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 999999999012039

GRADE: 03
 TEST DATE: 06/13

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Results from Multiple-Choice Items (cont.)		RESPONSE ANALYSIS (% CORRECT)				
		# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
CCSS 3.OA: Operations and Algebraic Thinking Represent and solve problems involving multiplication and division	4		42	38	37	
	2	3.OA.3	53	46	45	
	1	3.OA.4	44	24	22	
Understand properties of multiplication and the relationship between multiplication and division	1		63	67	68	
	1	3.OA.5	34	35	34	
Solve problems involving the four operations, and identify and explain patterns in arithmetic	1		34	35	34	
	1	3.OA.8	28	25	23	
CCSS 3.NBT: Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic	3		49	45	44	
	3	3.NBT.1	49	45	44	
	2	3.NBT.2	31	29	27	
CCSS 3.NF: Number and Operations - Fractions Develop understanding of fractions as numbers	1		84	76	77	
	3		60	61	61	
	3	3.NF.2b	63	66	66	
	1	3.NF.3b	34	40	39	
CCSS 3.MD: Measurement and Data Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	1		84	76	77	
	4		49	37	36	
	1	3.MD.2	31	23	22	
	1	3.MD.4	31	23	22	
Represent and interpret data	1		53	37	36	
	1	3.MD.4	53	37	36	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition	2		56	44	44	
	1	3.MD.7a	72	66	68	
	1	3.MD.7b	41	22	20	

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm> COPY 01
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Figure 13 c. Item Analysis Summary—Mathematics



Item Analysis Summary - SAMPLE ELEMENTARY A

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 99999999012039

GRADE: 03
 TEST DATE: 06/13

MATHEMATICS		RESPONSE ANALYSIS (% AT EACH SCORE POINT)			
Results from Short-Response Items	Score Range	Item Classification*	SCHOOL	DISTRICT	STATE
2 = Completely correct response 1 = Partially correct response 0 = Incorrect or no response					
Item 1 State Goal 9: Geometry Standard 9B: Relationships Between and Among Multiple Figures Students are asked to place and label two different points on a number line a certain distance from a given point.	2 1 0	9.3.11	34 45 21	36 47 18	34 47 18
Item 2 State Goal 9: Geometry Standard 9A: Properties of Single Figures and Coordinate Geometry Students are asked to identify a line of symmetry for a shape and to draw a line of symmetry on a different shape.	2 1 0	9.3.04	53 32 16	42 44 14	42 45 14
Results from Extended-Response Item 4 = Highest Score, 0 = Lowest Score	Score Range	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 8: Algebra Standards 8C, 8D: Writing, Interpreting, and Solving Equations Students are asked to solve a problem involving total weight using different combinations of given weights, show work and explain in words how they found the answer.		8.3.05			
Mathematical Knowledge Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	4 3 2 1 0		58 18 0 18 5	40 35 0 19 7	41 35 0 17 7
Strategic Knowledge Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	4 3 2 1 0		37 3 26 29 5	26 13 31 24 7	27 13 29 24 7
Explanation Written explanation and rationales that translate into words the steps of the solution process and provide a justification for each step.	4 3 2 1 0		26 21 21 16 16	18 31 14 23 15	19 30 14 22 15

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm> COPY 01
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Figure 13 d. Item Analysis Summary—Mathematics

Glossary for Student Data Disk Interpretation

In addition to the ISAT information reported to schools on printed reports, ISBE provides districts with a data file in electronic format. This glossary defines terms used in the electronic files that are not fully explained elsewhere in this document as well as common assessment terms.

NOTE: Any reference to SAT 10 results or norm-referenced results applies only to multiple-choice reading, mathematics, and science items.

Domain Core Item Number Attempted—“Core items” refers to test items that are scored, and “number attempted” refers to the total number of items responded to by a student.

Norm Year—The year in which the national norm was established.

Reliability—The reliability of a test reflects the degree to which test scores are free from errors of measurement that arise from various sources. Test reliability indicates the extent to which differences in test scores reflect real differences in the construct being measured across some variation in one or more factors such as time or specific test items used. Different coefficients can be distinguished accordingly. For example, test-retest reliability measures the extent to which scores remain constant over time. A low test-retest reliability coefficient means that a student’s scores are likely to shift unpredictably from one time to another.

SAT 10/Abb—Stanford Achievement Test, Tenth Edition (Stanford 10 or SAT 10), Abbreviated Form is Pearson’s standard, norm-referenced assessment comprising 30 multiple-choice items that are also aligned with the Assessment Frameworks.

SAT 10/Abb-Lexile® Score—The Lexile® score is a measure of the student’s reading ability and is given as a number with an “L” after it. The Lexile® score scale ranges from Beginning Reader (BR) to over 2000L, in 5L increments. The higher the Lexile® score, the greater the student’s reading ability.

SAT 10/Abb Level—Pearson internal coding indicates different levels of tests. Although the coding system is different from standard grade designation, it is correlated to grade level.

SAT 10/Abb—National Percentile Rank (NPR)—An indicator of the relative standing of a student in comparison to the same-grade students in the national norm (reference) group. For example, an NPR of 75 for a particular subtest means that the student performed as well as or better than 75% of the students in the reference group. Percentile ranks do not represent equal units along a scale. For example, the difference in achievement between percentile ranks 5 and 10 is not the same as the difference between percentile ranks 50 and 55.

SAT 10/Abb—Normal Curve Equivalent (NCE)—Normalized standard scores with a mean of 50 and a standard deviation of 21.06. The standard deviation of 21.06 was chosen so that NCEs of 1 and 99 are equivalent to percentiles of 1 and 99. There are approximately 11 NCEs to each stanine. In contrast to percentile ranks, NCE provides an equal-interval scale. NCEs on the student data disk are reported in three digits and should be divided by 10. A 788 on the disk would be an NCE of 78.8.

SAT 10/Abb—Stanine (S)—This is a standard score derived from the percentile rank. National stanines are scores that range from a low of 1 to a high of 9, with 5 designating average student performance. National stanines, like NPRs, indicate a student’s relative standing in the national norm group. Since stanines represent approximately equal units of ability, they are particularly useful for comparing a student’s performance across subjects such as reading, mathematics, and science. Stanine

scores of 1, 2, and 3 are usually considered to reflect below-average performance; stanines of 4, 5, and 6 are usually considered to reflect average performance; and stanines of 7, 8, and 9 are considered above average.

Scale Score—A standard vertical score derived from the number correct (raw score) that indicates performance on all forms and levels of a given subject along a single, comparable scale. The scale score facilitates conversions to other score types and the study of changes in performance from grade to grade.

Domain Scale Score (SS)—A standard score derived from the weighted domain total raw score. This score includes SAT 10 items and Illinois-developed items. This score is on a vertical scale that spans grades 3 through 8 and makes it possible to measure student growth over years. For ISAT, scale scores range from 120 to over 400.

SAT 10/Abb–Scale Score (SS)—A standard score derived from the number of correct SAT 10/Abb items. This score is used to derive the NPR, NCE, and stanine scores. For SAT 10/Abb, scale scores range from approximately 400 through 850.

Standard Error of Measurement (SEM)—The amount an observed score is expected to fluctuate around the true score. The SEM is frequently used to obtain an idea of the consistency of a person's score, which is usually expressed as a band around a score. For example, under the normal distribution assumption, the true score will fall into a band of plus or minus one SEM approximately two-thirds of the time. The conditional SEM is used to calculate the SEM band (i.e., it is conditional upon the specific scale score level).

SEM/High—The upper boundary of one SEM range around the domain scale score.

SEM/Low—The lower boundary of one SEM range around the domain scale score.

Stanine—See SAT 10/Abb–Stanine (S).

Strand Points Achieved (Raw Scores)—Strand refers to the reporting category. The Strand Points Achieved (Raw Scores) is the score earned within each reporting category. All strand scores are unweighted. Strands 18, 19, and 20 are SAT 10/Abb scores.

Unweighted Domain Total Raw Score (RS)—The number of questions answered correctly for a reporting category or total test. Raw scores are used to convert to the various derived scores.

Weighted Domain Total Raw Score (WRS)—The proportion of the total raw score for ISAT open-ended items has been set at 15% for mathematics and 10% for reading. Different weights are applied to different types of items to achieve these proportions. The weighted scores of all item types for a subject are added together to obtain the weighted domain total raw score.

