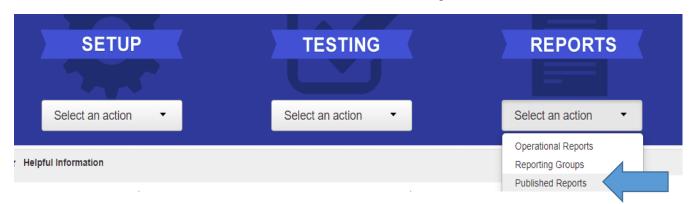


# Accessing Illinois Assessment of Readiness (IAR) District Data for Administrators

**Pearson Access Next** is the online assessment management system for online and paper state testing. Through this site, school and district IAR data and reports can be accessed, reviewed, and used to guide instruction.

- 1. <a href="http://pearsonaccessnext.com/">http://pearsonaccessnext.com/</a>
- 2. Select the state of Illinois.
- 3. Sign in with your given username and password. These should be provided by your district testing coordinator (ie., superintendent, curriculum director). Be sure under selected roles, you have been given "report access".
- 4. Once signed in, go under Reports and click *Select an Action*. Under Select an Action, click on the *Published Reports*.



- 5. You have access to the following reports in the subject areas of English Language Arts(ELA) and Math:
  - a. Individual Student Reports
  - b. Content Standards Roster
  - c. School Evidence Statement Analysis
  - d. School Performance Level Summary
  - e. School Student Roster

### a. Example Individual Student Reports

### Math Assessment Report

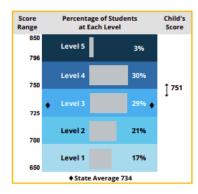
#### Mathematics Assessment Report, 2018-2019

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 TESSA 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 4th grade mathematics.
- · For a wider range of examples, visit https://il.mypearsonsupport.com/reporting.



#### How Can I Use This Report?

- · 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?

#### **Your Child's Score**

TESSA achieved a 4th grade score of 751 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

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 7.2 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.

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 71 percent of Illinois students who had a similar score to your child on

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

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 four areas of mathematics 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

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

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.

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

#### Students who are ready in these four areas are successfully:

MAJOR CONTENT

Solving problems involving addition, subtraction, multiplication and division, place value, fraction comparisons, and addition and subtraction of fractions with same denominators

EXPRESSING MATHEMATICAL REASONING

Creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others

M ADDITIONAL & SUPPORTING CONTENT

Solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data

M MODELING & APPLICATION

Solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools

### Reading Assessment Report

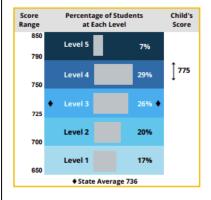
#### English Language Arts/Literacy Assessment Report, 2018–2019

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 TESSA 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 4th grade language arts/literacy.
- For a wider range of examples, visit https://il.mypearsonsupport.com/reporting.



#### How Can I Use This Report?

- . 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?

#### Your Child's Score

TESSA achieved a 4th grade score of 775 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 12.1 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

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 41 percent of Illinois students who had a similar score to your child on

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

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.

ribes 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.

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

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

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

#### Students who are ready in these five areas are successfully

LITERARY TEXT

Reading and analyzing fiction, drama, and

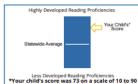
INFORMATIONAL TEXT

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

T VOCABULARY

Using experience, context and analysis to

#### OVERALL READING



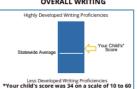
#### M WRITTEN EXPRESSION

Composing well-developed writing from what students have read

M KNOWLEDGE AND LISE OF LANGUAGE CONVENTIONS

Composing writing using the rules of standard

#### OVERALL WRITING



### b. Example Content Standards Roster Reports

### **ELA Content Standards Roster**

IL = State Average Percent Poi ST = Student Percent Points A			Reading: Literature								Reading: Informational Text							
					deas & tails	Craft &	Structure	Knowle	ation of edge & eas				deas & tails	Craft & \$	Structure			
STUDENT	COR		RALL		RL.4.2 .4.3		RL.4.5 .4.6		RL.4.8 .4.9	OVE	RALL		RI.4.2 4.3		RI.4.5 4.6	RI.4.7 RI.		
	FOR	A IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	
1	O32	48	80	48	80	34	100	n/a	n/a	43	75	43	75	46	75	35	50	
2	O31	42	21	42	21	52	0	n/a	n/a	37	50	37	50	45	50	28	50	

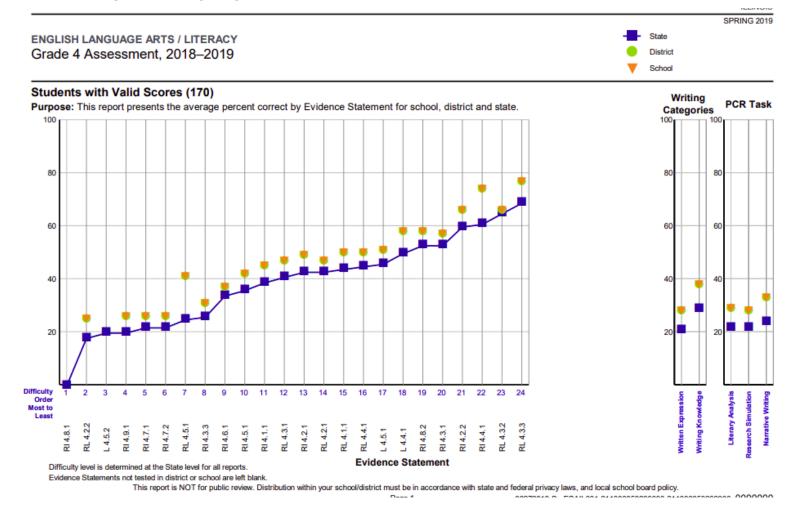
IL = State Average Percent Points Ac		Lang	juage	w	Writing Categories				Prose (	Constru	cted Re	sponse	
		Acquis	bulary sition & se										
STUDENT	CORE	L.4.4.b L.4.5 L.4.5.b	L.4.4.a ) L.4.4.c L.4.5.a ) L.4.5.c 4.6		itten		iting /ledge	ı	erary Iysis		earch lation	Nam Wri	ative ting
	FORM	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST
1	O32	50	100	23	29	29	33	n/a	n/a	24	26	24	33
2	O31	53	40	20	13	29	17	22	0	20	26	n/a	n/a
3	O32	50	88	23	57	29	67	n/a	n/a	24	53	24	67

### Math Content Standards Roster

IL = State Average Percent Points Achie ST = Student Percent Points Achieved	ved		tions & Thinking	Operation	ber & ns in Base en	Opera	ber & tions - tions		ement &	Geor	metry		eling & soning	
						4.NF.B.3.b	4.NF.A.2 4.NF.B.3.a 4.NF.B.3.c		4.MD.A.2					
STUDENT	CORE	4.OA.A.3	1 4.OA.A.2 4.OA.B.4 A.C.5	4.NBT.A.3	4.NBT.A.2 4.NBT.B.4 4.NBT.B.6			4.MD.C.5	4.MD.B.4 4.MD.C.5.a 5.4.MD.C.6 0.C.7	4.G.A.1 4.G	3.A.2 4.G.A.3	On Grade Level	Secu He Know	eld ´
	FORM	IL	ST	IL	ST	IL	ST	IL	ST	IL	ST	IL ST	IL	ST
1	O32	54	57	47	67	60	70	39	50	n/a	n/a	35 44	30	0
2	O31	n/a	n/a	53	75	64	80	47	67	n/a	n/a	32 19	30	50

### c. Example School Evidence Statement Analysis

### **English Language Arts**



SPRING 2019

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

### ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, 2018–2019

Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
RI 4.8.1	RI.4.8	Reading: Informational Text	Reading-EBSR	0
RL 4.2.2	RL.4.2	Reading: Literature	Reading-TECR	75
L 4.5.2	L.4.5	Language	Reading-EBSR	0
RI 4.9.1	RI.4.9	Reading: Informational Text	ELA-PCR	170
RI 4.7.1	RI.4.7	Reading: Informational Text	ELA-PCR	95
RI 4.7.2	RI.4.7	Reading: Informational Text	ELA-PCR	95
RL 4.5.1	RL.4.5	Reading: Literature	Reading-EBSR; Reading-TECR	95
RI 4.3.3	RI.4.3	Reading: Informational Text	ELA-PCR; Reading-EBSR	170
RI 4.6.1	RI.4.6	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	170
RI 4.5.1	RI.4.5	Reading: Informational Text	Reading-EBSR; Reading-TECR	170
RI 4.1.1	RI.4.1	Reading: Informational Text	Reading-TECR	170
	Statement RI 4.8.1 RL 4.2.2 L 4.5.2 RI 4.9.1 RI 4.7.1 RI 4.7.2 RL 4.5.1 RI 4.5.1 RI 4.3.3 RI 4.6.1 RI 4.5.1	Statement         Standard(s)           RI 4.8.1         RI.4.8           RL 4.2.2         RL.4.2           L 4.5.2         L.4.5           RI 4.9.1         RI.4.9           RI 4.7.1         RI.4.7           RI 4.7.2         RI.4.7           RL 4.5.1         RL.4.5           RI 4.3.3         RI.4.3           RI 4.6.1         RI.4.6           RI 4.5.1         RI.4.5	Statement         Standard(s)         Domain           RI 4.8.1         RI.4.8         Reading: Informational Text           RL 4.2.2         RL.4.2         Reading: Literature           L 4.5.2         L.4.5         Language           RI 4.9.1         RI.4.9         Reading: Informational Text           RI 4.7.1         RI.4.7         Reading: Informational Text           RI 4.7.2         RI.4.7         Reading: Informational Text           RL 4.5.1         RL.4.5         Reading: Informational Text           RI 4.3.3         RI.4.3         Reading: Informational Text           RI 4.6.1         RI.4.6         Reading: Informational Text           RI 4.5.1         RI.4.5         Reading: Informational Text	Statement         Standard(s)         Domain         Item Type           RI 4.8.1         RI.4.8         Reading: Informational Text         Reading-EBSR           RL 4.2.2         RL.4.2         Reading: Literature         Reading-TECR           L 4.5.2         L.4.5         Language         Reading-EBSR           RI 4.9.1         RI.4.9         Reading: Informational Text         ELA-PCR           RI 4.7.1         RI.4.7         Reading: Informational Text         ELA-PCR           RI 4.7.2         RI.4.7         Reading: Informational Text         ELA-PCR           RL 4.5.1         RI.4.5         Reading: Literature         Reading-EBSR; Reading-EBSR; Reading-TECR           RI 4.3.3         RI.4.3         Reading: Informational Text         ELA-PCR; Reading-EBSR; Reading-TECR           RI 4.5.1         RI.4.6         Reading: Informational Text         Reading-EBSR; Reading-EBSR; Reading-TECR           RI 4.5.1         RI 4.5.1         Reading: Informational Text         Reading-EBSR; Reading-EBSR; Reading-EBSR; Reading-TECR

### c. Example School Evidence Statement Analysis

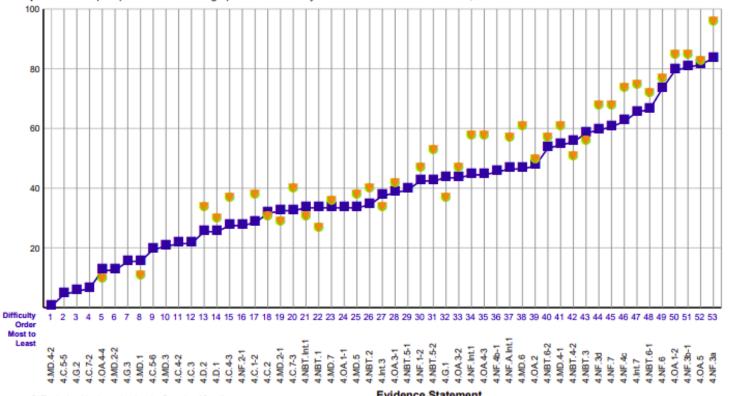
### Math

### MATHEMATICS Grade 4 Assessment, 2018–2019



### Students with Valid Scores (170)

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



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

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

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

SPRING 2019

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

### **MATHEMATICS**

### Grade 4 Assessment, 2018–2019

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	4.MD.4-2	4.MD.B.4	Measurement & Data	Math - Type I	0
2	4.C.5-5	OGL	Modeling and Reasoning	Math - Type II	0
3	4.G.2	4.G.A.2	Geometry	Math - Type I	0
4	4.C.7-2	OGL	Modeling and Reasoning	Math - Type II	0
5	4.OA.4-4	4.OA.B.4	Operations & Algebraic Thinking	Math - Type I	170
6	4.MD.2-2	4.MD.A.2	Measurement & Data	Math - Type I	0
7	4.G.3	4.G.A.3	Geometry	Math - Type I	0
8	4.MD.1	4.MD.A.1	Measurement & Data	Math - Type I	81
9	4.C.5-6	SHK	Modeling and Reasoning	Math - Type II	0
10	4.MD.3	4.MD.A.3	Measurement & Data	Math - Type I	0
11	4.C.4-2	OGL	Modeling and Reasoning	Math - Type II	0
12	4.C.3	OGL	Modeling and Reasoning	Math - Type II	0
13	4.D.2	SHK	Modeling and Reasoning	Math - Type III	170

# d. Example School Performance Level Summary

# Available for ELA & Math: This report describes group achievement.

Purpose: This report describes group						Per	formano	e Lev	els					
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level Did Not Ye Expectat	t Meet	Level Partially Expectat	Met	Level Approac Expectal	hed	Level Met Expectat		Level Exceed Expectat	led	≥ Leve Met or Exc Expectat	eeded
			#	%	#	%	#	%	#	%	#	%	#	%
State	140,859	736	24,365	17.3%	28,047	19.9%	36,658	26.0%	41,318	29.3%	10,471	7.4%	51,789	36.8%
District	170	749	19	11.2%	20	11.8%	40	23.5%	72	42.4%	19	11.2%	91	53.5%
School	170	749	19	11.2%	20	11.8%	40	23.5%	72	42.4%	19	11.2%	91	53.5%
Gender												·		
Female	84	750	10	11.9%	8	9.5%	21	25.0%	34	40.5%	11	13.1%	45	53.6%
Male	86	749	9	10.5%	12	14.0%	19	22.1%	38	44.2%	8	9.3%	46	53.5%
Ethnicity/Race												·		
Hispanic or Latino	6	723	2	33.3%	1	16.7%	1	16.7%	2	33.3%	0	0.0%	2	33.3%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	3	757	0	0.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	2	66.7%
Black or African-American	3	732	0	0.0%	1	33.3%	1	33.3%	1	33.3%	0	0.0%	1	33.3%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	144	753	14	9.7%	17	11.8%	31	21.5%	63	43.8%	19	13.2%	82	56.9%
Two or more races	14	728	3	21.4%	1	7.1%	6	42.9%	4	28.6%	0	0.0%	4	28.6%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	101	761	2	2.0%	9	8.9%	22	21.8%	50	49.5%	18	17.8%	68	67.3%
Yes	69	731	17	24.6%	11	15.9%	18	26.1%	22	31.9%	1	1.4%	23	33.3%
Students with Disabilities														
IEP - Yes	27	709	13	48.1%	5	18.5%	5	18.5%	4	14.8%	0	0.0%	4	14.8%
IEP - No	143	757	6	4.2%	15	10.5%	35	24.5%	68	47.6%	19	13.3%	87	60.8%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

						Por	formano	o L ov	ole					
Purpose: This report describes group achievement in terms of average scale scores and performance levels.	rage scale Number		Level Did Not Ye Expecta	t Meet	Level Partially Expectal	2 Met	Level Approad Expectal	3 ched	Level Met Expectat		Level Exceed Expectat	ed	≥ Leve Met or Exc Expectat	eeded
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	169	749	18	10.7%	20	11.8%	40	23.7%	72	42.6%	19	11.2%	91	53.8%
Yes	1	693	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	170	749	19	11.2%	20	11.8%	40	23.5%	72	42.4%	19	11.2%	91	53.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

# e. Example School Student Roster

### ELA

STUDENT				ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE AVERAGE				736	46	37 23 40	36 23 41	43 20 37	29	41 24 35	46 28 27
DISTRICT AVERAGE				749	50	25   22   53	22   25   54	29 22 49	34	26   26   48	26   34   40
SCHOOL AVERAGE				749	50	25   22   53	22 25 54	29 22 49	34	26   26   48	26   34   40
				775	73	lacktriangle	•	•	34	<b>(1)</b>	<b>①</b>
				728	42	O	•	O	30	<b>(1)</b>	O
				797	70	lack	•	•	44	lack	lack
				765	51	<b>①</b>	•	•	41	lack	<b>①</b>
				698	31	<b>O</b>	<b>(1)</b>	•	22	O	O
				790	65	lacktriangle	•	•	44	lacktriangle	lack
				787	55	lack	•	<b>①</b>	49	lack	lack
				795	66	lack	•	•	45	lack	•
				790	76	•	•	•	39	lack	•
				713	31	•	0	0	31	<b>(</b>	<b>(1)</b>
				762	65	•	•	•	31	•	•
1 Expectations 2 E	expectations	Approached Expectations (725-749)	4 Met Expectatio (750-789)	ons 5 E	exceeded expectations 90-850)	C	Did Not Yet Mee Partially Met Expectations	t or Appro		Met or Expect	Exceeded tations

### Math

TUDENT				MATH OVERALL SCORE	MAJOR CONTENT	MATHEMATICS* MAJOR CONTENT SUPPORTING CONTENT REASONING						
TATE AVERAGE				734	41 27 33	39 29 32	38 24 39	42 21 38				
ISTRICT AVERAGE				742	29 31 39	31 22 47						
CHOOL AVERAGE				742	29   31   39	23 28 49						
				751	•	0	•	<b>(</b>				
				753	•	•	<b>(1)</b>	<b>①</b>				
				803	•	•	•	•				
				745	<b>①</b>	•	<b>(1)</b>	•				
				680	•	0	•	•				
				773	0	0	•	•				
				763	<b>(</b>	0	•	•				
				755	•	0	•	•				
				770	•	0	•	•				
				697	0	0	<b>(1)</b>	0				
				765	•	0	•	•				
1 Did Not Yet Meet Expectations (850-899) 2	Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectation (750-795)	s 5 Ex	cceeded ecetations 6-850)	Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations				

