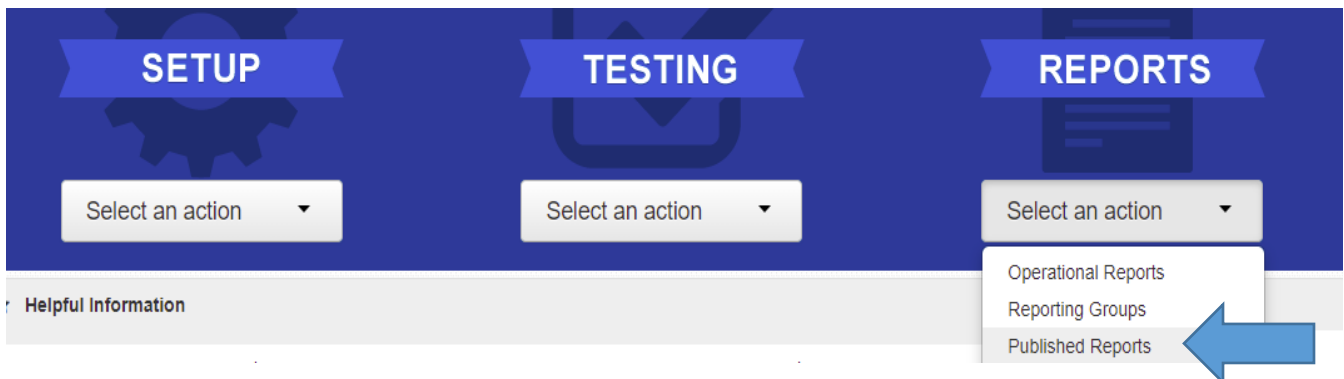




Accessing Illinois Assessment of Readiness (IAR) District Data for Administrators

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.

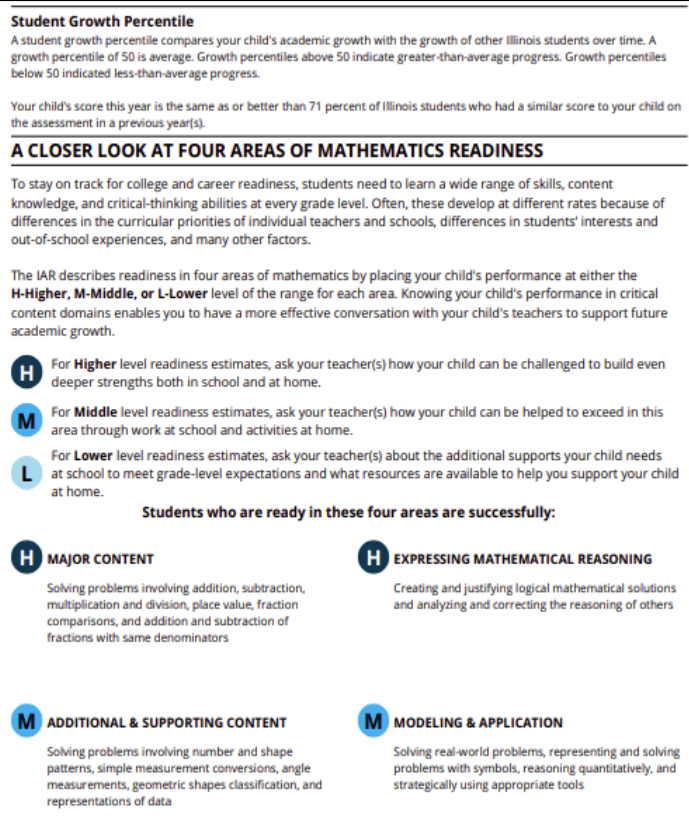
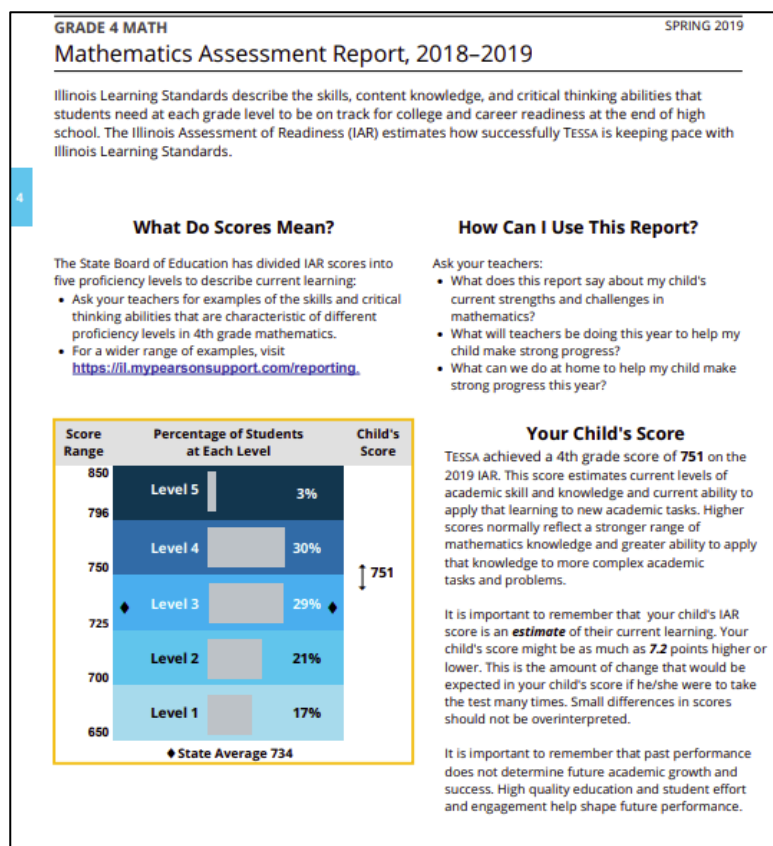
1. <http://pearsonaccessnext.com/>
2. Select the state of Illinois.
3. Sign in with your given username and password. These should be provided by your district testing coordinator (ie., superintendent, curriculum director). *Be sure under selected roles, you have been given “report access”.*
4. Once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



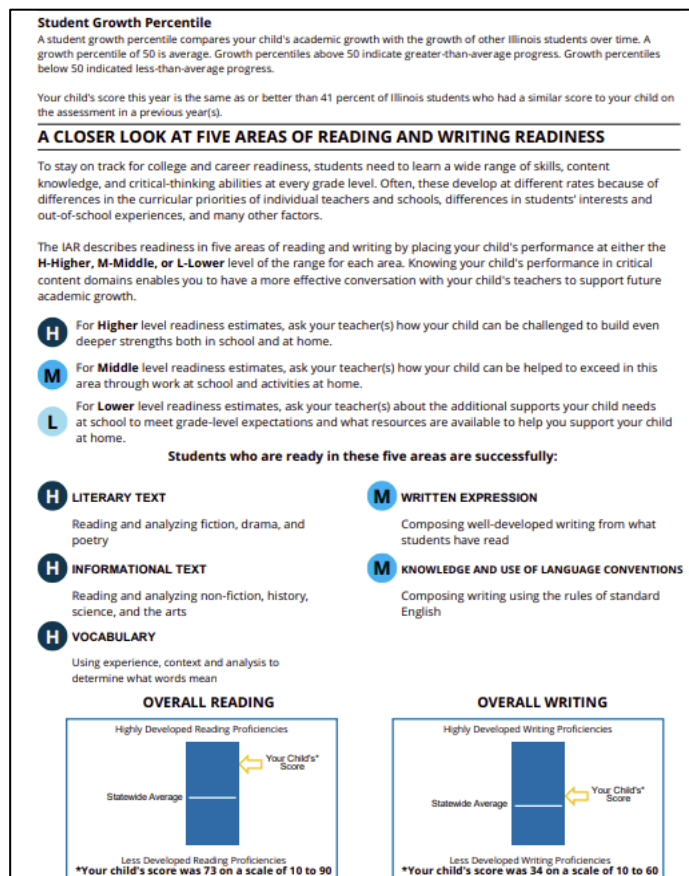
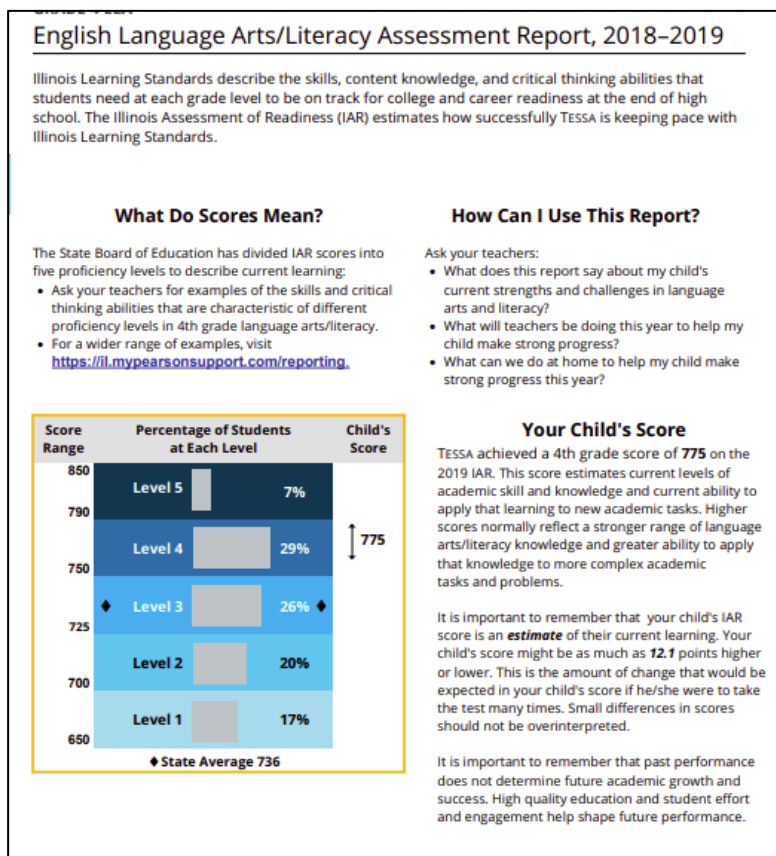
5. You have access to the following reports in the subject areas of English Language Arts(ELA) and Math:
 - a. Individual Student Reports
 - b. Content Standards Roster
 - c. School Evidence Statement Analysis
 - d. School Performance Level Summary
 - e. School Student Roster

a. Example Individual Student Reports

Math Assessment Report



Reading Assessment Report



ELA Content Standards Roster

IL = State Average Percent Points Achieved ST = Student Percent Points Achieved			Reading: Literature								Reading: Informational Text									
			OVERALL	Key Ideas & Details		Craft & Structure		Integration of Knowledge & Ideas		OVERALL	Key Ideas & Details		Craft & Structure		Integration of Knowledge & Ideas					
				RL.4.1	RL.4.2	RL.4.3	RL.4.4	RL.4.5	RL.4.6		RL.4.7	RL.4.8	RL.4.9	RI.4.1	RI.4.2	RI.4.3	RI.4.4	RI.4.5	RI.4.6	RI.4.7
STUDENT	CORE FORM		IL	ST	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 Achieved ST = Student Percent Points Achieved				Language		Writing Categories				Prose Constructed Response					
				Vocabulary Acquisition & Use		Written Expression		Writing Knowledge		Literary Analysis		Research Simulation		Narrative Writing	
				L.4.4 L.4.4.a L.4.4.b L.4.4.c L.4.5 L.4.5.a L.4.5.b L.4.5.c L.4.6											
STUDENT			CORE 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 Achieved ST = Student Percent Points Achieved		Operations & Algebraic Thinking		Number & Operations in Base Ten		Number & Operations - Fractions		Measurement & Data		Geometry		Modeling & Reasoning			
STUDENT	CORE FORM	4.OA.A.1 4.OA.A.2 4.OA.A.3 4.OA.B.4 4.OA.C.5		4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6		4.NF.A.1 4.NF.A.2 4.NF.B.3 4.NF.B.3.a 4.NF.B.3.b 4.NF.B.3.c 4.NF.B.3.d 4.NF.B.4 4.NF.B.4.a 4.NF.B.4.b 4.NF.B.4.c 4.NF.C.5 4.NF.C.6 4.NF.C.7		4.MD.A.1 4.MD.A.2 4.MD.A.3 4.MD.B.4 4.MD.C.5 4.MD.C.5.a 4.MD.C.5.b 4.MD.C.6 4.MD.C.7		4.G.A.1 4.G.A.2 4.G.A.3		On Grade Level		Securely Held Knowledge	
		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
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

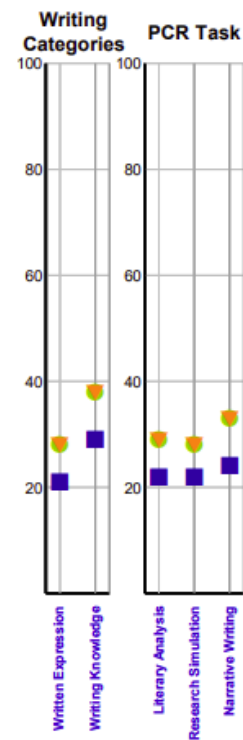
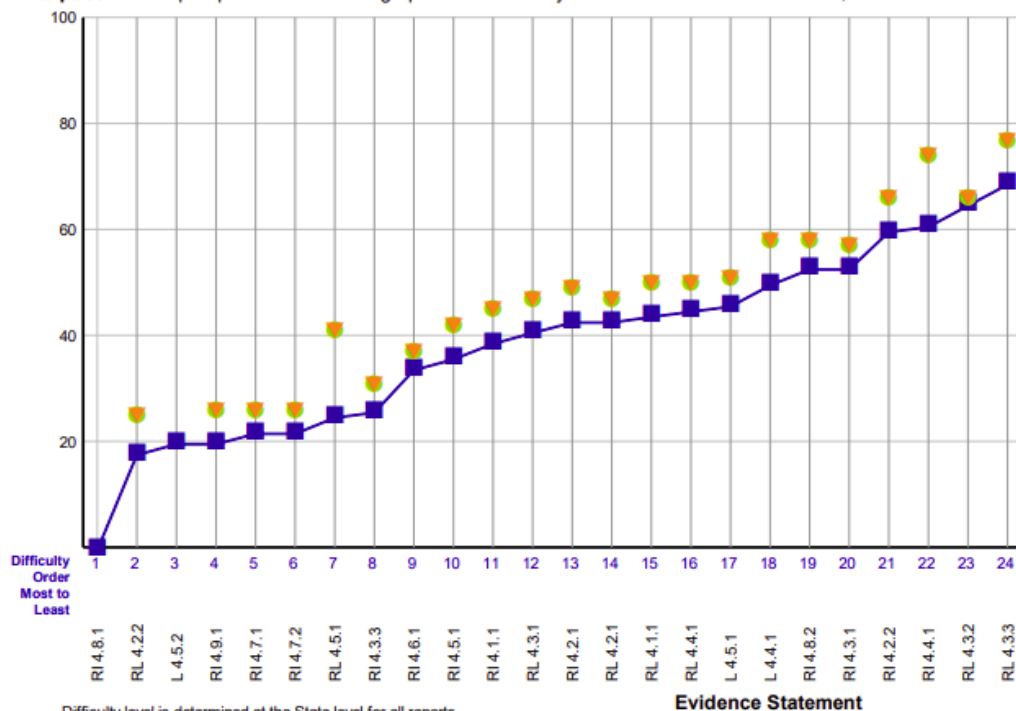
ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, 2018–2019

SPRING 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.

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

Difficulty Order Most to Least	Evidence Statement	Illinois Learning Standard(s)	Domain	Item Type	School Student Count
1	RI 4.8.1	RI.4.8	Reading: Informational Text	Reading-EBSR	0
2	RL 4.2.2	RL.4.2	Reading: Literature	Reading-TECR	75
3	L 4.5.2	L.4.5	Language	Reading-EBSR	0
4	RI 4.9.1	RI.4.9	Reading: Informational Text	ELA-PCR	170
5	RI 4.7.1	RI.4.7	Reading: Informational Text	ELA-PCR	95
6	RI 4.7.2	RI.4.7	Reading: Informational Text	ELA-PCR	95
7	RL 4.5.1	RL.4.5	Reading: Literature	Reading-EBSR; Reading-TECR	95
8	RI 4.3.3	RI.4.3	Reading: Informational Text	ELA-PCR; Reading-EBSR	170
9	RI 4.6.1	RI.4.6	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	170
10	RI 4.5.1	RI.4.5	Reading: Informational Text	Reading-EBSR; Reading-TECR	170
11	RI 4.1.1	RI.4.1	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	170

c. Example School Evidence Statement Analysis

Math

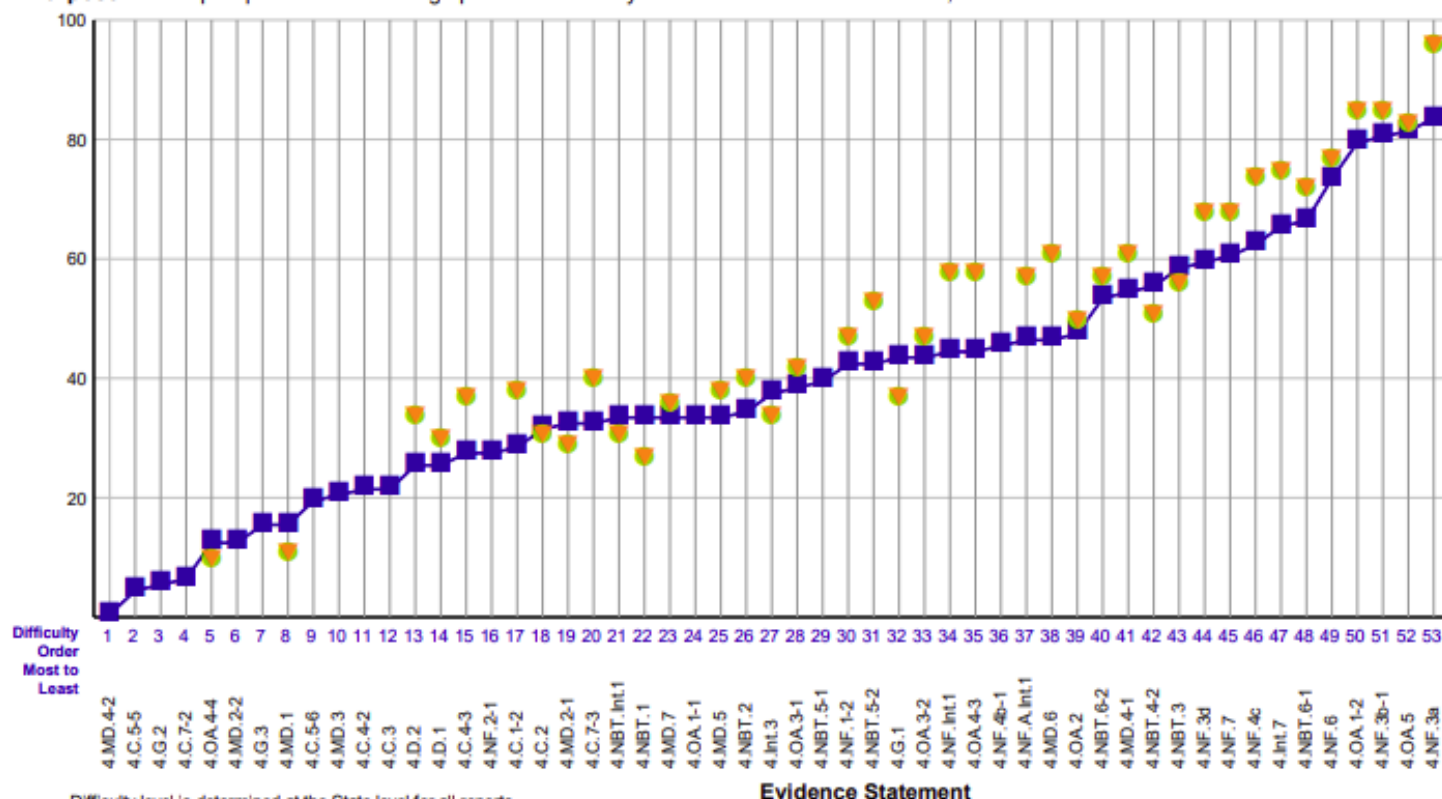
MATHEMATICS

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 achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	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%

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
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	↑	↑	↑	34	↔	↔
	728	42	↓	↑	↓	30	↔	↓
	797	70	↑	↑	↑	44	↑	↑
	765	51	↔	↑	↑	41	↑	↔
	698	31	↓	↔	↓	22	↓	↓
	790	65	↑	↑	↑	44	↑	↑
	787	55	↑	↑	↔	49	↑	↑
	795	66	↑	↑	↑	45	↑	↑
	790	76	↑	↑	↑	39	↑	↑
	713	31	↑	↓	↓	31	↔	↔
	762	65	↑	↑	↑	31	↓	↑

1 Did Not Yet Meet
Expectations
(650-699)
 2 Partially Met
Expectations
(700-724)
 3 Approached
Expectations
(725-749)
 4 Met
Expectations
(750-789)
 5 Exceeded
Expectations
(790-850)

Did Not Yet Meet or Partially Met Expectations
 Approached Expectations
 Met or Exceeded Expectations

Math

STUDENT	MATH OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE AVERAGE	734	41 27 33	39 29 32	38 24 39	42 21 38
DISTRICT AVERAGE	742	29 31 39	35 27 38	23 28 49	31 22 47
SCHOOL AVERAGE	742	29 31 39	35 27 38	23 28 49	31 22 47
	751	↑	↔	↑	↔
	753	↑	↑	↔	↔
	803	↑	↑	↑	↑
	745	↔	↔	↔	↑
	680	↓	↓	↓	↓
	773	↑	↑	↑	↑
	763	↔	↑	↑	↑
	755	↑	↑	↑	↑
	770	↑	↑	↑	↑
	697	↓	↓	↔	↓
	765	↑	↑	↑	↑

1 Did Not Yet Meet
Expectations
(650-699)
 2 Partially Met
Expectations
(700-724)
 3 Approached
Expectations
(725-749)
 4 Met
Expectations
(750-795)
 5 Exceeded
Expectations
(796-850)

Did Not Yet Meet or Partially Met Expectations
 Approached Expectations
 Met or Exceeded Expectations



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