

Illinois Assessment of Readiness: Language and Abbreviations

Evidence-Centered Design

Claims - Design begins with the inferences (claims) we want to make about students.

Evidence - In order to support claims, we must gather evidence.

Tasks - Tasks are designed to elicit specific evidence from students in support of claims.

*** See Claims Documents – ELA & Math



ELA & Math Evidence Tables

- Evidences are attached to the Reading, Writing, Vocabulary, and Math claims presented by IAR.
- Evidence Statements describe the knowledge and skills that an assessment item or a task elicits from students.
- Evidences describe what students may say or do to demonstrate mastery of the standards.
- Items on the IAR assessment may measure multiple standards and multiple evidences within one task.

***See Evidence Statement Tables – Reading, Writing, and Math

IAR Blueprints

- Blueprints are a series of documents that together describe the content and structure of an assessment.
- These documents define the total number of tasks and/or items for any given assessment component, the standards measured, the item types, and the point values for each.
- **These documents align with the percentages on the Illinois Priority Learning Standards**

*** See ELA & Math IAR Blueprints

ELA Item Types on IAR (These terms are also on the District Evidence Statements Reports)

- Evidence-Based Selected Response (EBSR)
 - Combines a selected-response question with a second selected-response question – serves as a single item.
 - Asks students to show evidence from the text that supports the answer they provided to the first question.
- Technology-Enhanced Selected Response (TECR)
 - Students use technology to demonstrate comprehension of texts.
 - Includes variety of text types: videos, pictures, ads, sound clips, and so forth.
 - Authentic ways include graphic organizers, highlighting, drag and drop, and so forth.
- Prose Constructed Response (PCR)
 - A task that students complete after responding to a series of questions about the reading(s).
 - Elicits evidence that students have understood a text or texts they have read.
 - Students demonstrate that they can communicate their understanding well in terms of written expression and knowledge of language and conventions.

Performance Tasks (Prose Constructed Responses)

Literary Analysis Task

- Requires students to read two literary texts that are purposely paired.
- Students read the texts, answer questions (EBSR and TECR) for each text and for the texts as a pair, and then write an analytic essay.

Narrative Writing Task

- The Narrative Writing Task focuses on one literary text.
- Students read the text, answer questions, and write a narrative response that is tied to and draws on the text.

Research Simulation Task

- Requires students to analyze an informational topic through several articles or multimedia stimuli.
- The first text will be an anchor text that introduces the topic. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

***All students complete the Research Simulation Task. The Literacy Analysis Task and Narrative Writing Task are dependent on which Form (A or B) is received. See Task Models Document.

ELA Rubrics

- Reading comprehension and written expression traits are combined – integration of reading and writing.
- Students receive both a reading and a writing score for their written responses.

***See ELA Rubrics

Math Performance Task Types on IAR (These terms are also on the District Evidence Statements Reports)

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

- I. Tasks assessing concepts, skills and procedures
- II. Tasks assessing expressing mathematical reasoning
- III. Tasks assessing modeling/applications

*** See Math Overview of Task Types