Interpreting ILEARN Scores in the Classroom

Scenario:
Local papers are reporting the recent dip in ILEARN scores in the Wamapoke County Consolidated School Corporation (WCCSC). Administrators at Pawnee Elementary School, a school in WCCSC, are getting pressure from parents and community members to improve state test scores. The administrators have asked teachers to make more use of the ILEARN test results in their classrooms. Ms. Miller, a 6th grade teacher, is planning a media literacy activity for her students. She is particularly focused on helping her students evaluate the evidence of claims made in media messages (standard 6.ML.2.1 and an extension of the 5th Grade standard 5.ML.2.1). Ms. Miller decides to split the students into two groups to support students where they are at: those who scored at or above proficiency on the "Structural Elements and Organization / Connection of Ideas / Media Literacy" portion of the 5th Grade ILEARN and those that scored below proficiency. The students that scored at or above proficiency will start working on the activity after a brief introduction, then Ms. Miller will provide help to them as she rotates around the room later. The students who scored below proficiency will go to a table with Ms. Miller right after the brief introduction to the activity. At this table, Ms. Miller will reteach the concept of evaluating evidence of claims made in media messages.

Look through the other resources provided (described below) to evaluate Ms. Miller's decision:

- **Individual Score Report** – The individual score report shows the Grade 5 ILEARN results for a student (Student A. Demo) in Ms. Miller's class.
- **ILEARN Blueprint for Grade 5 ELA** – The blueprint will tell you which standards are covered in each reporting category and the number of questions included for each standard and reporting category.
- **Item Specification for the Standard 5.ML.2.1** – The item specification sheet will tell you how the standards will be measured and what types of questions to expect.

Discuss and answer the following questions:

1. Is Ms. Miller's decision to split the students into two groups (at/above and below proficiency) and reteach based on a valid interpretation of the test results?

2. What kinds of evidence can you find in the documents provided to support your response to the previous question?

3. What advice would you give to Ms. Miller about her use of ILEARN scores?

Indiana
DEPARTMENT OF EDUCATION

Individual Student Report

How did my student perform on the test?

Test: ILEARN English/Language Arts Grade 5

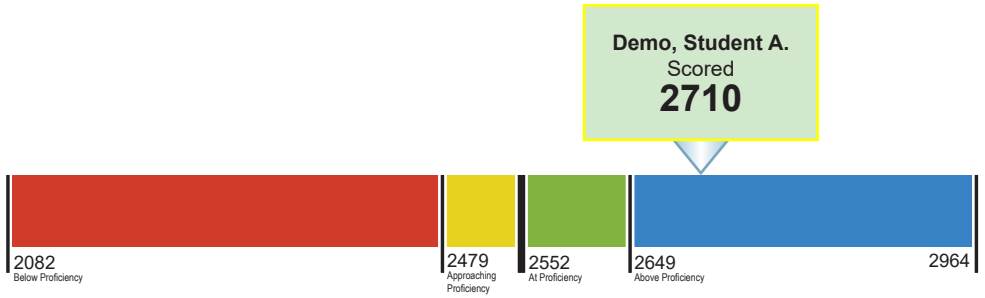
Year: Spring 2019

Name: Demo, Student A.

Overall Performance on the ILEARN English/Language Arts Grade 5 Test: Demo, Student A., Spring 2019

Name	STN	Scale Score	Proficiency Level	Reported Lexile® Measure	College and Career Readiness Indicator
Demo, Student A.	999999001	2710	Above Proficiency	700L	Yes

Scale Score and Performance on the ILEARN English/Language Arts Grade 5 Test: Demo, Student A., Spring 2019



Proficiency Level Description

Above Proficiency
Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

Average Scale Scores on the ILEARN English/Language Arts Grade 5 Test: Demo Elementary School and Comparison Groups, Spring 2019

Name	Average Scale Score
Indiana	2651
Demo Corporation (9999)	2658
Demo Elementary School (9997)	2605

The table and the graphs below indicate student performance on individual reporting categories. The black line indicates the student's score on each reporting category. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the ILEARN English/Language Arts Grade 5 Test, by Reporting Category: Demo, Student A., Spring 2019

Reporting Category	Reporting Category Performance		Reporting Category Description
Key Ideas and Textual Support / Vocabulary		Above	Your student can almost always independently interact with literary, informational, historical, and scientific texts. He or she makes complex inferences, analyzes central ideas and how plots unfold and characters change, cites evidence, and interprets the impact of words.
Structural Elements and Organization/ Connection of Ideas/ Media Literacy		At/Near	Your student can often independently explain how authors structure information, develop points of view, and support ideas with details. He or she can compare how literary and nonfiction texts from different sources, genres, or media approach similar themes and topics.
Writing		Below	Your student may need support organizing and fully developing writing for argumentative, informative, and narrative purposes. He or she may need help supporting ideas with facts and details, choosing appropriate words, and using correct punctuation.

Writing Performance on the ILEARN English/Language Arts Grade 5 Test, Based on the Performance Task Writing Rubric: Demo, Student A., Spring 2019

Writing Prompt	Organization/Purpose	Evidence/Development & Elaboration	Conventions
Informative	The informative response has a recognizable structure including a clear topic or controlling idea, adequate development, and some varied transitions to clarify ideas. The response has an adequate introduction and conclusion and a sense of completeness. (3 out of 4 points)	The informative response provides adequate elaboration to support the topic or controlling idea including adequate facts and details cited from sources, some elaborative techniques, and general language appropriate for the audience and purpose. (3 out of 4 points)	The informative response shows an adequate understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (2 out of 2 points)

Indiana DEPARTMENT OF EDUCATION
Working Together for Student Success

Indiana Learning Evaluation and Readiness Network
ILEARN Assessment Results

Dear Parent/Guardian,
This report provides information about your child's performance on the Indiana ILEARN assessment. ILEARN is the summative accountability assessment for Indiana students to measure student growth and proficiency in English/Language Arts, Mathematics, Science, and Social Studies according to the Indiana Academic Standards.

Please read this report closely and discuss the results with your child and his/her teacher. Thank you for supporting your child's education.

Dr. Jennifer McCormick
State Superintendent of Public Instruction

INFORMATION ON INDIANA'S ILEARN ASSESSMENT

ILEARN is Indiana's new online computer-adaptive assessment designed to measure your child's proficiency based on the Indiana Academic Standards. Overall student results in ILEARN are reported as four-digit scale scores. The overall scale scores for Indiana students align with the four proficiency levels (Below Proficiency, Approaching Proficiency, At Proficiency, and Above Proficiency). The report provides your family with useful information, including the following: how your child scored on the assessment, whether the scores meet state proficiency standards, and how your child's scores compare with students in his/her school, corporation, and state.

UNDERSTANDING THE ILEARN ASSESSMENT

Individual Student Report
How did my student perform on the test?
Test: ILEARN English/Language Arts Grade 6
Year: Spring 2019
Name: Demo, Student A.

Basic test information

Scale Score: Represents your child's overall numerical score placed on an alternative scale rather than just using percent correct or a raw score.

Overall Performance on the ILEARN English/Language Arts Grade 6 Test: Demo, Stude... Spring 2019

Name	STN	Scale Score	Proficiency Level	Reported Lexile® Measure	College and Career Readiness Indicator
Demo, Student A.	999999001	2710	Above Proficiency	700L	Yes

Proficiency Level: Indicates which proficiency level your child is placed into based on the overall scale scores.

Reported Lexile® Measure (English/Language Arts only): Represents your child's reading ability, and serves as a guide in selecting books for your child.

Reported Quantile® Measure (Mathematics only): Represents your child's mathematical skills, and helps you identify activities to support your child in gaining mathematical skills and understanding.

College and Career Readiness Indicator: Indicates whether your child meets the college-and-career readiness standards.

We encourage you to review these results with your child and his/her teacher. If you have questions about the contents of this report, contact your local school or corporation.

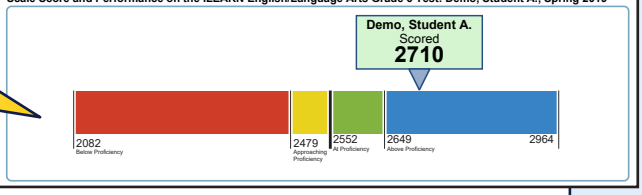
Things to consider with your child's teacher:

- ► What are strengths?
- ► What are areas of growth?
- ► What strategies can we use to support growth?
- ► What instructional materials do you recommend for my child?

Based on your child's ILEARN scale score, he/she is placed into one of the four proficiency levels: Below Proficiency, Approaching Proficiency, At Proficiency, or Above Proficiency. **Students performing At or Above Proficiency are on track for college and career readiness.**

Your child's test score can vary if the test is taken several times. His/her knowledge and skills likely fall within a score range and not just at a precise number. Scores are an estimation of your child's ability.

Scale Score and Performance on the ILEARN English/Language Arts Grade 6 Test: Demo, Student A., Spring 2019



The comparison scores table shows how your child's scale score compares with peers at the school, corporation, and state levels.

Average Scale Scores on the ILEARN English/Language Arts Grade 6 Test: Demo School 9991 and Comparison Groups, Spring 2019

Name	Average Scale Score
Indiana	2427
Demo Corporation 9999 (9999)	2466
Demo School 9991 (9999_9991)	2484

The reporting category performance table shows your child's performance across domains within a content area. Reporting category performance is reported as Below (●), At/Near (▬), or Above (▲).

Bar charts indicate how your child performed. The black bar shows your child's performance. The white bar shows the expectation by domain. The green band shows the range of performance expected over time typically associated with the assessment's small measurement error.

Performance on the ILEARN English/Language Arts Grade 6 Test, by Reporting Category: Demo, Student A., Spring 2019

Reporting Category	Reporting Category Performance		Reporting Category Description
Key Ideas and Textual Support/ Vocabulary		Above	Your student can almost always independently interact with literary, informational, historical, and scientific texts. He or she makes complex inferences, analyzes central ideas and how plots unfold and characters change, cites evidence, and interprets the impact of words.
Structural Elements and Organization/ Connection of Ideas/Media Literacy		At/Near	Your student can often independently explain how authors structure information, develop points of view, and support ideas with details. He or she can compare how literary and nonfiction texts from different sources, genres, or media approach similar themes and topics.
Writing		Below	Your student may need support organizing and fully developing writing for argumentative, informative, and narrative purposes. He or she may need help supporting ideas with facts and details, choosing appropriate words, and using correct punctuation.

English/Language Arts reports include descriptions of your child's performance on the Performance Task (i.e., writing portion). If a condition code appears, your child's response could not be scored. Unscorable responses include responses that are blank, insufficient, written in a non-scorable language, off-topic, off-purpose, or illegible.

Writing Performance on the ILEARN English/Language Arts Grade 6, Based on the Performance Task Writing Rubric: Demo, Student A., Spring 2019

Writing Prompt	Organization/Purpose	Evidence/Development & Elaboration	Conventions
Informative	The informative response has a recognizable structure including a clear topic or controlling idea, adequate development, and some varied transitions to clarify ideas. The response has an adequate introduction and conclusion and a sense of completeness. (3 out of 4 points)	The informative response provides adequate elaboration to support the topic or controlling idea including adequate facts and details cited from sources, some elaborative techniques, and general language appropriate for the audience and purpose. (3 out of 4 points)	The informative response shows an adequate understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (2 out of 2 points)

ADDITIONAL RESOURCES

- To understand more about your child's proficiency level, go to www.doe.in.gov/assessment/ilearn-families
- To practice questions similar to what your child has seen on ILEARN, go to www.doe.in.gov/assessment/ilearn-sample-items-and-scoring

For more information about this assessment, go to www.doe.in.gov/assessment/ilearn

For more information about Lexile® Measures, go to www.doe.in.gov/assessment/lexile-measures-indiana

99999999 99

ILEARN Blueprints
Grade 5 English/Language Arts (ELA)
(Beginning 2018–19 School Year)

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Key Ideas and Textual Support/ Vocabulary (31–41%)	5.RL.2.1	0	3	0	9	11–14
	5.RL.2.2	1	3	3	9	
	5.RL.2.3	1	4	3	12	
	5.RN.2.1	1	4	3	12	
	5.RN.2.2	1	3	3	9	
	5.RN.2.3	0	2	0	6	
	5.RV.2.1	1	3	3	9	
	5.RV.2.2	0	2	0	6	
	5.RV.2.4	0	1	0	3	
	5.RV.2.5	0	1	0	3	
	5.RV.3.1	0	3	0	9	
	5.RV.3.2	1	3	3	9	
	5.RV.3.3	0	2	0	6	
Structural Elements and Organization/ Connection of Ideas/Media Literacy (31–41%)	5.ML.2.1	0	2	0	6	11–14
	5.ML.2.2	0	2	0	6	
	5.RL.3.1	0	2	0	6	
	5.RL.3.2	0	2	0	6	
	5.RL.4.1	0	2	0	6	
	5.RL.4.2	1	3	3	9	
	5.RN.3.1	0	3	0	9	
	5.RN.3.2	0	2	0	6	
	5.RN.3.3	0	2	0	6	
	5.RN.4.1	1	4	3	12	
	5.RN.4.2	0	2	0	6	

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Writing (33–41%)	5.W.3.1*	0	3	0	9	6–8 CAT and 1 writing prompt
	5.W.3.2*	0	3	0	9	
	5.W.3.3*	0	3	0	9	
	5.W.4	0	2	0	6	
	5.W.5	0	2	0	6	
	5.W.6.1b	0	1	0	3	
	5.W.6.1d	0	1	0	3	
	5.W.6.1e	0	2	0	6	
	5.W.6.2a	0	2	0	6	
	5.W.6.2b	0	2	0	6	
	5.W.6.2c	0	1	0	3	

*Students will receive one writing prompt (persuasive, informative, or narrative).

Aggregate Reporting Only

Educators identified the following standards for inclusion on the assessment, but will be aggregated to the overall Scale Score for each student, and not reported as a separate reporting category.

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Speaking and Listening (6–9%)	5.SL.3.1	0	3	0	9	2–3
	5.SL.3.2	0	3	0	9	
Total Operational Items: 34–36						

Note: Educators evaluated the Indiana Academic Standards and recommended *Classroom Assessment Only* for the list below.

Category	Sub-Category	Standard
Reading: Foundations	Phonics	5.RF.4.6
	Fluency	5.RF.5
Speaking and Listening	Discussion and Collaboration	5.SL.2.1
	Discussion and Collaboration	5.SL.2.2
	Discussion and Collaboration	5.SL.2.3
	Discussion and Collaboration	5.SL.2.4
	Discussion and Collaboration	5.SL.2.5
	Presentation of Knowledge and Ideas	5.SL.4.1
	Presentation of Knowledge and Ideas	5.SL.4.2

Content Standard	**5.ML.2.1:** Review claims made in various types of media and evaluate evidence used to support these claims.
Content Limits	Items may ask students to recognize claims and evaluate supporting evidence from print, an image, or multimedia sources. Evidence supporting a claim's reliability may be explicitly stated or inferred from the media source. More than one media source is needed for this standard (e.g., text vs image). Stimuli for this standard will follow the specifications outlined by the Smarter Balanced Assessment Consortium, which can be found at https://portal.smarterbalanced.org/library/en/ela-stimulus-specifications.pdf Stimuli developed for media-literacy standards should not exceed 300 words.
Construct-Relevant Vocabulary	claim, evidence/reason/support
Recommended Response Mechanisms (Item Types)	Drag and Drop Evidence-Based Selected Response Graphic Response Hot Text Multiple Choice Multi-Select Short Answer Table Matching
DOK	3
Evidence Statements	
Students identify the main claim across different media sources.	
Students determine how different media sources use evidence to support a claim.	
Students evaluate the evidence used in sources to support a claim.	
Sample Item	
Part A: Which sentence describes the main claim supported by both sources? A. We should do more to solve [Issue X]. B. We need more education about [Issue X]. C. We need less disagreement about [Issue X]. D. We should better define what [Issue X] really is. Part B: How does Source 2 support the claim differently than Source 1? A. Source 2 provides the scientific research about [Issue X]. B. Source 2 describes what has been done to assist with [Issue X]. C. Source 2 shows both sides of [Issue X] and how they are viewed. D. Source 2 discusses ways people are learning more about [Issue X]. (NOTE: For the Evidence-Based Selected Response items, each option in Part B should correspond to an option in Part A.)	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.