Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

ILEARN Reporting Frequently Asked Questions

Scale Scores

Number	Question	Answer
1	**What is a scale score?**	A scale score reflects a statistical estimate of a student's ability as demonstrated on the assessment. A scale score represents a specific location on the scale relating to the established cut score, which is based on the student's assessment evidence. As a student answers items correctly, their likely overall scale score also increases. The scale score varies for each student based on the number of items answered correctly and the associated difficulty of each item.
2	**Why are four-digit scale scores (i.e., thousands) used instead of three-digit scale scores (i.e., hundreds)?**	The Indiana Department of Education (IDOE) adopted a four-digit scale score format as part of the transition from ISTEP+ to ILEARN. The fourth digit does not have any interpretational impact other than to allow a distribution across grades three through eight in a more meaningful way, similar to other college-and-career readiness assessments in other states.
3	**How were cut scores identified to indicate content expectations for each proficiency level?**	Indiana superintendents throughout the state nominated Indiana educators within their corporations and schools to represent key demographics (e.g., gender, race, experience serving students of various populations). IDOE recruited educators from this pool of nominees to review the Indiana Academic Standards, the ILEARN Performance Level Descriptors (PLDs), and a representative sampling of Spring 2019 test items. These educators engaged in several rounds of discussion to align the PLDs to the content expectations reflected by the test items. Through this standard setting process, the educators refined performance boundaries in relationship to these items. The boundaries (or cuts) correspond to a location on the scale, which serves as the cut score for the proficiency level of the assessment. The Indiana State Board of Education approved the educators' recommended cut scores following the July 2019 standard setting meeting.
4	**What does a student's final scale score reflect?**	A student's scale score is a statistical estimate of the student's overall ability based on their performance on the entire assessment, generally 34-36 items for English/Language Arts and 46-49 items for other content areas based on the number of reporting categories

		defined on the test blueprint. Difficulty levels of items answered correctly also contribute to a student's scale score.
5	**Is it possible to use scale scores to track a student's growth from year to year?**	To a small degree, this can be managed to draw high-level conclusions. However, Indiana utilizes Student Growth Percentiles for accountability, which are a more precise measure of growth. Contact IDOE's Office of Accountability with questions about growth measures.
6	**What are reporting categories?**	ILEARN reporting categories reflect a subset of Indiana Academic Standards as identified by Indiana educators during ILEARN test blueprint construction. The reporting categories on each grade-level report align with those outlined on the corresponding test blueprint. Student performance with items measuring skills and concepts specific to each reporting category are reflected by graphical representations in the reporting section of the ILEARN reports. The reporting categories are an estimate of content based on the student's interaction with approximately eight to ten items.
7	**How does a student's reporting category performance relate to their scale score?**	The calculation for reporting category performance is separate from the overall scale score. The overall scale score reflects performance on all items on the assessment, while each reporting category reflects student performance on a subset (i.e., eight to 10) of items.
8	**Why is one reporting category classification set as "At/Near" in the reporting category performance section?**	The black line reflects the estimate of the student's actual performance on the continuum for that reporting category, but as is true with many large-scale standardized tests, a standard error of measure exists when reporting student performance in this regard. The green bar overlaying the light blue rectangle represents this error of measure. The "At/Near" also accounts for this standard error of measure when the student's performance is near the expected performance threshold. Educators may need to solicit additional information regarding the student's proficiency to better target remediation and support.
9	**In the reporting category performance section, the green bar indicates a standard error of measure. What is a standard error of measure?**	ILEARN consists of a limited number of items that assess certain Indiana Academic Standards (IAS) once each year, so there is a degree of measurement error associated with the results. The standard error of measure would be less if the assessment were to be administered to students more frequently throughout the school year using additional items to assess IAS. This is why the local use of interim assessments measuring IAS to further support instruction is critical.

Additional Measures on the Individual Student Report (ISR)

Number	Question	Answer
1	**How should I interpret the College and Career Readiness (CCR) indicator ("Yes" or "No") on the student's ISR?**	Indiana educators developed the ILEARN Performance Level Descriptors (PLDs) and recommended ILEARN cut scores to reflect expectations for college and career readiness (CCR) based on IAS for each tested grade and content area. Schools and parents should consider a variety of assessment results when determining appropriate instruction for a student regardless of the CCR indicator on the Individual Student Report (ISR). Visit IDOE's website to review the ILEARN PLDs and the reference to college and career readiness. A student who achieves "At Proficiency" or "Above Proficiency" is on track for college and career readiness based on their ILEARN results. The CCR indicator on the student's ISR will read "Yes." A student who achieves "Below Proficiency" or "Approaching Proficiency" is not on track for college and career readiness based on their ILEARN results. The CCR indicator on the student's ISR will read "No."
2	**How should I interpret my student's/child's Lexile® and Quantile® measures?**	The **Lexile®** measure reflects the difficulty or complexity of text the student is able to read and comprehend based on their performance on the ILEARN English/Language Arts (ELA) assessment. The student's Lexile® measure is indicated on the ISR as a number accompanied by an L (e.g., 650L). Schools and parents may use the Lexile® measure to help identify books or other text that would be appropriate for the student to read. While a Lexile® measure indicates the level of text complexity (e.g., vocabulary, sentence length) that a student can successfully manage, teachers and parents should also consider whether the content of a text is right for the student before selecting it to be read. The **Quantile®** measure represents a student's understanding of mathematical skills, concepts and applications, and what new skills, concepts, and applications they may be ready to learn based on their performance on the ILEARN Mathematics assessment. The student's Quantile® measure is indicated on the ISR as a number accompanied by a Q (e.g., 1000Q). Visit the MetaMetric(R) website for more information about Lexiles® and Quantiles®, including videos and other resources for schools and parents.
3	**What does it mean if a student received a**	A student's response to any open-ended item that is not scorable is assigned a condition code. A condition code assigned to an item

	condition code for his or her ELA Performance Task Writing Prompt? How does a condition code impact a student's scale score?	could impact the reporting category data available for a student, but a scale score will result in most cases. More information about condition codes is outlined in Cambium Assessment Inc. (CAI)'s Online Reporting System (ORS) User Guide.
4	How should I interpret the description of my student's raw scores for the Performance Task Writing Prompt as outlined on the English/Language Arts (ELA) ISR?	It is important to remember that while it is worth six raw score points, the extended writing item is one of several items on the ILEARN ELA assessment contributing to a student's writing reporting category performance and overall ELA scale score. The scores for the individual dimensions provide detail about the student's performance specific to the Performance Task Writing Prompt, but do not represent the student's entire performance in the writing reporting category. The points earned for how well a student meets the criteria related to Organization/Purpose and Evidence/Development & Elaboration are averaged together for four possible points. This averaged raw score is combined with the raw score related to the student's Conventions score, for a total of six possible score points. Review this video for more information. Please also refer to the scoring rubrics located in Moodle.

ILEARN Standard Reports

Number	Question	Answer
1	Why do asterisks appear on my corporation- and school-level standard-level reports?	An asterisk will appear for a specific standard when there is insufficient data available to determine whether the performance on a standard is above, near, or below the proficiency standard. Asterisks appear more frequently for IAS not as prominently represented on the test blueprint, such as the content area literacy standards in English/Language Arts and the process standards in Mathematics. Simply, an asterisk may appear because a particular standard was not assessed, or too few students encountered items measuring the standard due to the computer-adaptive test (CAT) functionality.
2	How should I reflect on instruction for my school and/or corporation based on the standard-level reports?	Educators can utilize the standard-level reports to inform instruction by looking for trends in student performance. If the standard-level report indicates several students are below the proficiency standard (red triangle), this may be an area to review more closely. Administrators may consider any professional development activities in this area that would further support teachers in their instruction. If the standard-level report indicates students are borderline in meeting the standard (yellow circle), consider different means of addressing this standard through curriculum and instruction. Professional

		learning communities may want to discuss this topic during their collaboration times.
		Educators may consider the relative strengths/weaknesses as associated with the test blueprint. For example, a weak area may be a lower priority standard, and an educator may determine instructional time allocations based on this distinction.

ILEARN Computer-Adaptive Test (CAT) Performance

Number	Question	Answer
1	**Will a student's performance on a CAT segment for a given content area inform the student's CAT segment the following year?**	Yes.CAI's test delivery system (TDS) will use the previous year's ability estimate for a student as the initial ability estimate upon student login. TDS will use the state average as the initial ability estimate for students who are new to Indiana this year and/or did not complete a CAT segment last year.

For additional information, please email Kelly Connelly at the Office of Student Assessment.