

Illinois

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	8	Reading	Meets the standards	Stakeholder committee generates standards	2002	None
State standards	The state administered the Illinois Standards Achievement Test (ISAT) in grades 3, 5, and 8 in reading and mathematics. Illinois used four achievement levels for reporting purposes: academic warning, below the standard, meets the standard, and exceeds the standard.					
State performance standard for AYP	<p>Grade 8. Students at this level demonstrate an overall comprehension of grade-level text. They use contextual and structural clues to determine meaning of vocabulary. They can interpret idioms, analogies, figurative expressions, and etymologies. They use a variety of strategies to verify word meanings. Students determine main ideas and supporting details. They use prior knowledge and textual support to draw inference and conclusions. They can identify the correct sequence of events and can recall supporting details. They identify actions and motives of characters that affect plot and/or theme and use evidence to determine themes. They examine content to determine author’s purpose, and they can identify the evidence used to support assertions. Students make predictions about outcomes. They can contrast common themes. They examine content to identify the author’s use of literary elements and devices, including point of view and dialogue, and their impact on a passage’s effectiveness and tone or mood. They can identify dramatic irony. Students synthesize information found in different formats to reach conclusions. They are proficient at following multi-step instructions.</p>					

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	Illinois did not test grade 4 in 2005					2.4	4.1	0.8	
8	245	1.2	1.2	0.80	0.87	0.7	4.0	0.4	

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Tape recorder.
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Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
State standards	8	Number sense; estimation and measurement; algebra and analytical methods, geometry; data analysis and probability	Meets the standards	Stakeholder committee generates standards	2002	None
State performance standard for AYP	<p>Grade 8. Eighth grade students at the meets the standards level are able to demonstrate knowledge of numbers to solve practical problems that involve integers, decimals, fractions, percents, and proportions with or without a calculator. They can conceptualize interrelationships among fractions, decimals, and percents and their connections with proportions. They also understand variables and solve equations using one variable. These students are able to use their knowledge of primes, factors, divisors, multiples, common factors, and common multiples in solving problems. These students can establish ratios and relate them to proportions in common problem settings with which they are familiar. Their grasp of percentages allows them to handle simple situations that involve each type of percent usage such as determining interest, sales tax, or commissions. They function competently in routine settings and those that require minimal extensions from their previous experiences. Eighth grade students at the <i>meets</i> level can apply their geometric knowledge by making conversions between units of mass and capacity within a measurement system and calculate the surface area and volume of standard rectangular solids. Students can use proportions and interpret a simple scale drawing. Algebraically, eighth grade students at the Meets level can solve simple equations of one- or two-step equations that have integral or simple rational solutions. They can also evaluate algebraic expressions using order of operations and implied multiplication procedures. Students can evaluate formulas and expressions that involve natural number exponents. They can graph a given line with integral coefficients on a coordinate plane. These students predict solutions to equations and numerical problems using estimation, rounding, or mental mathematics to determine their response. Geometrically, eighth grade students at the <i>meets</i> level can apply relationships that involve lines, angles, and two-dimensional shapes in a variety of settings. They can classify triangles by angles and sides and draw conclusions from the relationships of parallel and perpendicular lines within common figures. Students can apply the Pythagorean Theorem in common settings most of the time. Eighth grade students at the <i>meets</i> level can generalize from data tables, lists, and graphs to predict future values and estimate values between given values. They can calculate mean, median, mode, and range and make simple decisions about the effect of a change in data on those measures. They exhibit a basic understanding of relative frequency probability involving common objects or games. They can determine the probability of a simple event and apply simple counting theory to a situation.</p>					

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	Illinois did not test grade 4 in 2005					0.6	1.7	0.4	
8	276	1.5	1.1	0.88	0.95	0.4	2.5	0.2	

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2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

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