FIRSTNAME M. LASTNAME
Date of Birth: 12/31/2005 ID: MA06040042 **Grade: 8**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
ILLINOIS

ILLINOIS Assessment of Readiness

GRADE 8 MATH

SPRING 2019

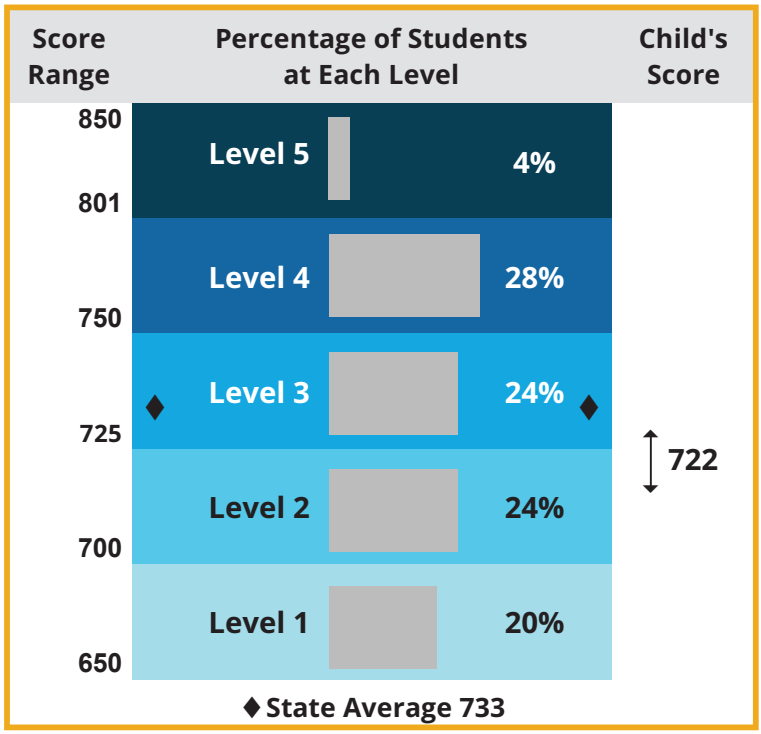
Mathematics Assessment Report, 2018–2019

Illinois Learning Standards describe the skills, content knowledge, and critical thinking abilities that students need at each grade level to be on track for college and career readiness at the end of high school. The Illinois Assessment of Readiness (IAR) estimates how successfully FIRSTNAME is keeping pace with Illinois Learning Standards.

What Do Scores Mean?

The State Board of Education has divided IAR scores into five proficiency levels to describe current learning:

- Ask your teachers for examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 8th grade mathematics.
- For a wider range of examples, visit https://il.mypearsonsupport.com/reporting.



How Can I Use This Report?

Ask your teachers:

- What does this report say about my child's current strengths and challenges in mathematics?
- What will teachers be doing this year to help my child make strong progress?
- What can we do at home to help my child make strong progress this year?

Your Child's Score

FIRSTNAME achieved a 8th grade score of **722** on the 2019 IAR. This score estimates current levels of academic skill and knowledge and current ability to apply that learning to new academic tasks. Higher scores normally reflect a stronger range of mathematics knowledge and greater ability to apply that knowledge to more complex academic tasks and problems.

It is important to remember that your child's IAR score is an ***estimate*** of their current learning. Your child's score might be as much as ***6.1*** points higher or lower. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

It is important to remember that past performance does not determine future academic growth and success. High quality education and student effort and engagement help shape future performance.

Student Growth Percentile

A student growth percentile compares your child's academic growth with the growth of other Illinois students over time. A growth percentile of 50 is average. Growth percentiles above 50 indicate greater-than-average progress. Growth percentiles below 50 indicated less-than-average progress.

Your child's score this year is the same as or better than 13 percent of Illinois students who had a similar score to your child on the assessment in a previous year(s).

A CLOSER LOOK AT FOUR AREAS OF MATHEMATICS READINESS

To stay on track for college and career readiness, students need to learn a wide range of skills, content knowledge, and critical-thinking abilities at every grade level. Often, these develop at different rates because of differences in the curricular priorities of individual teachers and schools, differences in students' interests and out-of-school experiences, and many other factors.

The IAR describes readiness in four areas of mathematics by placing your child's performance at either the **H-Higher, M-Middle, or L-Lower** level of the range for each area. Knowing your child's performance in critical content domains enables you to have a more effective conversation with your child's teachers to support future academic growth.

H For **Higher** level readiness estimates, ask your teacher(s) how your child can be challenged to build even deeper strengths both in school and at home.

M For **Middle** level readiness estimates, ask your teacher(s) how your child can be helped to exceed in this area through work at school and activities at home.

L For **Lower** level readiness estimates, ask your teacher(s) about the additional supports your child needs at school to meet grade-level expectations and what resources are available to help you support your child at home.

Students who are ready in these four areas are successfully:

L **MAJOR CONTENT**

Solving problems involving radicals, exponents, scientific notation, linear equations, systems of linear equations, linear and nonlinear functions, the Pythagorean Theorem, and transforming shapes on a coordinate plane

M **EXPRESSING MATHEMATICAL REASONING**

Creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others

H **ADDITIONAL & SUPPORTING CONTENT**

Solving problems involving irrational numbers, volume, and scatter plots

L **MODELING & APPLICATION**

Solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools