



GRADE 3 ELA

English Language Arts/Literacy 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?

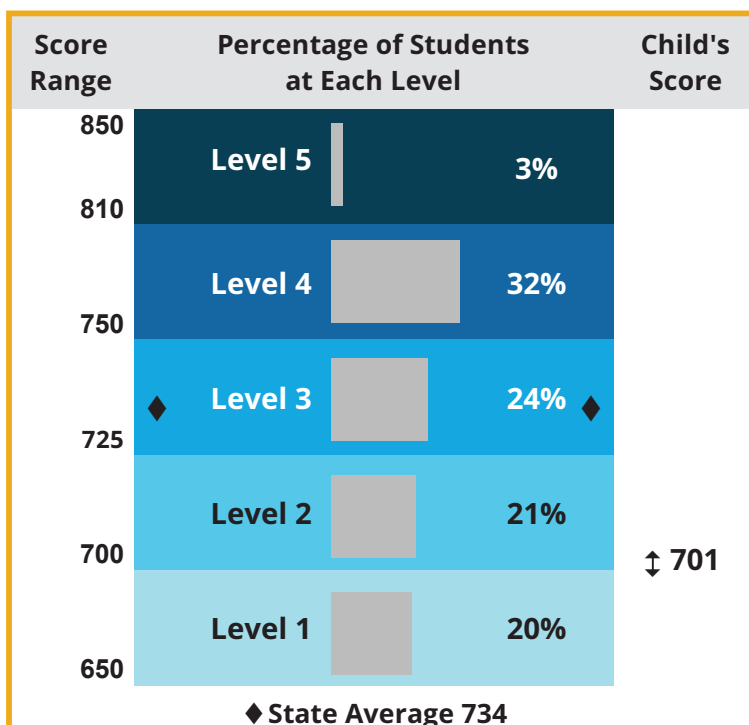
The State Board of Education has divided IAR scores into five proficiency levels to describe current learning:

- Ask your teachers for examples of the skills and critical thinking abilities that are characteristic of different proficiency levels in 3rd grade language arts/literacy.
- 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 language arts and literacy?
- 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 3rd grade score of **701** 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 language arts/literacy 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 **2.3** 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

There was insufficient information about either your child or his or her academic peers to calculate a Student Growth Percentile this year. The first year a student tests in Illinois is their baseline year.

A CLOSER LOOK AT FIVE AREAS OF READING AND WRITING 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.

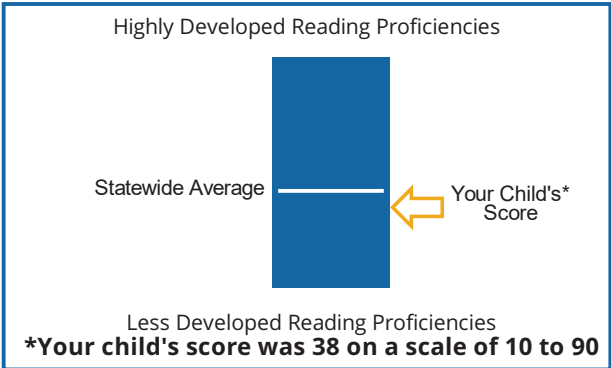
The IAR describes readiness in five areas of reading and writing by placing your child's performance at either the **H-Higher, M-Middle, or L-Lower** level of the range for each area. Knowing your child's performance in critical content domains enables you to have a more effective conversation with your 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 five areas are successfully:

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| L LITERARY TEXT
Reading and analyzing fiction, drama, and poetry | L WRITTEN EXPRESSION
Composing well-developed writing from what students have read |
| M INFORMATIONAL TEXT
Reading and analyzing non-fiction, history, science, and the arts | H KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS
Composing writing using the rules of standard English |
| H VOCABULARY
Using experience, context and analysis to determine what words mean | |

OVERALL READING



OVERALL WRITING

