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Linking the Indiana ILEARN Assessment to ISIP Assess

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Executive Summary

This study investigated how well Amira Learning's ISIP Assess predicts student performance on Indiana's Learning Evaluation and Assessment Readiness Network (ILEARN) English Language Arts (ELA) summative assessment for grades 3–5. A cross-sectional analysis linked the beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) ISIP Assess benchmarks from six Indiana school districts to same-year ILEARN ELA scores.

Across the cross-sectional sample of 853 students, ISIP Assess and ILEARN were strongly correlated (r = .52-.76), and areas under the curve (AUC) ranged from .63-.80, reflecting good discrimination. Grade-specific percentile cut points produced overall classification accuracies up to 75% at the across BOY, MOY, and EOY benchmark periods. For example, a 50th-percentile cut point in grade 3 correctly identified 80% of students meeting and not meeting *Approaching Proficiency* or higher on the ILEARN ELA at EOY. These results indicated that even the first benchmark of the year offers a reliable early-warning signal, and that accuracy remains high as students approach the spring summative assessment.

These analyses confirm that ISIP Assess functions as a within-year progress monitor and as an early predictor of ILEARN ELA proficiency. Because the assessments are computer-adaptive, brief, and available at multiple benchmark periods, districts can translate scores at any point of the academic year into ILEARN-aligned probability bands, target instruction months in advance of the state test, and identify students who may need support before high-stakes accountability decisions are made.

Because Linking results depend on the students included, estimates are sensitive to both sample size and each grade's overall performance distribution. In this study, grades 4 and 5 have smaller sample sizes, and overall performance in generally low, contributing to fewer high-probability estimates for higher performance levels.

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Introduction

Amira Learning's English ISIP Assess is a single, vertically scaled, computer-adaptive reading assessment used for screening and benchmarking across BOY, MOY, and EOY. Built on an IRT-based CAT with EAP scoring, ISIP reports an overall Amira Reading Mastery (ARM) score and subscores, supporting interpretation across grades via a common scale (Amira Learning, 2025a).

This study provides the proficiency projection of Amira's English reading assessment, ISIP Assess, onto the ILEARN ELA summative assessment for grades 3–5. Data were obtained from district partners in which students completed ISIP at the BOY benchmark during the 2023–24 school year and subsequently took the state ELA assessment in the spring of 2024, enabling a cross-sectional linking analysis. The analytic sample includes 1,412 from eight districts. Regular administration within standardized benchmark windows (Fall/BOY, Winter/MOY, Spring/EOY) creates an opportunity for beginning-of-year projections that inform instruction months before the spring test window.

Background

ISIP Assess

ISIP Assess is Amira Learning's English, vertically scaled, computer-adaptive reading assessment designed for universal screening, benchmarking, and progress monitoring across BOY, MOY, and EOY windows. The assessment is built on an IRT framework with EAP scoring and a common vertical scale to support across-grade interpretation and growth tracking. Items are calibrated and linked across grades using a common-item design and Stocking–Lord transformations, with extensive quality checks to maintain scale consistency (Amira Learning, 2025a).

ISIP reports an overall ARM score and domain information. EAP estimation (with grade-sensitive priors) yields stable ability estimates even with short adaptive tests; domain subscores borrow strength from the overall estimate to provide precise, coherent reporting at the skill level (Amira Learning, 2025a). This ARM score is a norm-referenced, composite indicator of overall reading mastery. It is reported as "Peer Grade.Peer Month". For example, 2.4 indicates performance typical of national second-grade peers around the fourth month of the school year. ARM shows comparison to national peers rather than alignment to state standards; it should not be interpreted as "reading at grade X" (Amira Learning, 2025b).

Content development follows a documented validation pipeline, including expert review, bias/DIF analyses, and equating/evaluation steps, to ensure cultural/linguistic appropriateness, predictive utility, and technical quality. Passages and items are written to reflect widely taught standards and

typical instructional progressions rather than any single curriculum, supporting broad usability across districts (Amira Learning, 2025a).

Operationally, ISIP's CAT design tailors difficulty in real time and supports classwide administration with immediate reporting, enabling frequent use at benchmark windows and for ongoing monitoring. To guide instructional decisions, ISIP Assess ARM scores are organized into three tiers:

- **Tier 1 – On Track**: above the 40th percentile
- **Tier 2 – Moderate Risk:** 21st–40th percentile
- **Tier 3 – At Risk:** 20th percentile and below

ILEARN English Language Arts Assessment

The ILEARN ELA assessment is the state's summative measure of grade-level reading and language arts proficiency. Items are aligned to the Indiana Academic Standards and delivered via a computer-adaptive test. Students encounter both passage-based questions and stand-alone items, including multiple-choice and technology-enhanced tasks (e.g., ordering, highlighting evidence). The summative also includes a performance task in which students research using provided passages and produce an essay or narrative; open-ended responses are hand-scored (Indiana Department of Education [IDOE], n.d.).

As shown in Table 1, the state's published scale-score framework, ILEARN results are reported as scaled scores stratified into four ordered performance levels (grade-specific cut scores are established by IDOE): Below Proficiency, Approaching Proficiency, At Proficiency, and Above Proficiency (IDOE, 2023, 2024).

- **Below Proficiency:** "Entry-level" or foundational knowledge/skills needed to support grade-level proficiency.
- **Approaching Proficiency:** Basic or limited knowledge/skills needed to support becoming proficient in the standard.
- **At Proficiency:** Essential knowledge/skills that demonstrate proficiency in the standard.
- **Above Proficiency:** More complex and/or broader application of knowledge/skills within the standard.

Table 1. *Scaled Score Ranges for Performance Levels by Grade on the ILEARN ELA Assessment*

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3	5060–5415	5416–5459	5460–5514	5515–5760

4	5090–5443	5444–5492	5493–5546	5547–5810
5	5110–5471	5472–5523	5524–5594	5595–5850

Methodology

The analytical strategy began with evaluating Pearson product-moment correlations between the ISIP Assess and ILEARN ELA assessments. Next, multinomial logistic regression determined probabilities for reaching the *Approaching Proficiency* performance level or above on the ILEARN ELA assessment. Finally, conducting classification accuracy analysis identified the cut points that best predict whether a student will reach the *Approaching Proficiency* performance level or above on the ILEARN ELA assessment.

Analytic Sample

The data for these analyses are from students across eight districts in Indiana. Only students who had valid ISIP Assess ARM scores at BOY, MOY, and EOY and an ILEARN ELA score were included in the analyses. Table 2 presents the analytic sample and demographic characteristics by grade level. Students are predominantly White across all grade levels, followed by Black, Multiracial, Hispanic, and Other race/ethnicity (i.e., Asian, American Indian, Native Hawaiian or Other Pacific Islander).

Table 2. *Demographic Description of the Sample by Grade Level*

Grade	Sample Size	Demographic Characteristic	Percentage
3	N = 453	Female	52.5%
		Male	47.5%
		White	63.8%
		Black	16.8%
		Hispanic	8.4%
		Multiracial	10.4%
		Other	0.7%
4	N = 200	Female	48.5%
		Male	51.5%
		White	60.5%
		Black	16.5%
		Hispanic	11.5%
		Multiracial	11.5%
5	N = 200	Female	49.5%
		Male	50.5%

		White	51.0%
		Black	23.0%
		Hispanic	11.0%
		Multiracial	14.5%
		Other	0.5%

Analytic Plan

To provide teachers and administrators with the information they need to determine whether a student is likely to reach the *Approaching Proficiency* level or above on the ILEARN ELA assessment, the analysis first examined Pearson product-moment correlations to confirm the correlation of performance between the two assessments. Next, multinomial logistic regression determined the probabilities of reaching the *Approaching Proficiency*, *At Proficiency*, or *Above Proficiency* levels of the ILEARN ELA assessment. The analysis used the ISIP Assess ARM score as the predictor and the ILEARN ELA performance levels as outcome variables. Students with ISIP Assess ARM scores ranging from the 1st to the 99th percentile ranks were included in the analysis. A selection of 20 ISIP Assess ARM scores at BOY, MOY, and EOY to the following percentile ranks was made: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, and 99. The model was adapted for each grade individually.

The probability of achieving *Approaching Proficiency* or above on the ILEARN ELA assessment is computed by adding the probabilities of *Approaching Proficiency* and above. The probability of achieving the *At Proficiency* performance level is the probability of *At Proficiency* and *Above Proficiency*, and the probability for *Above Proficiency* is the probability only for that level.

Finally, classification accuracy analyses determined ISIP Assess ARM cut points that assist in differentiating students who will or will not achieve *Approaching Proficiency* or higher on the ILEARN ELA assessment. The analyses were computed using Stata MP 19.5.

Results

ISIP Assess and ILEARN ELA Descriptive Statistics

Tables 3 and 4 present descriptive statistics for ISIP Assess and ILEARN ELA performance by grade level. The average ILEARN ELA score for each grade level is within the *Below Proficiency* performance level. Upon further inspection, the majority of students in this study were classified in the *Below Proficiency* performance level, as shown in Table 4, with only approximately 11–18% of students meeting the *At Proficiency* performance level.

Table 3. *Mean and Standard Deviation (SD) for ILEARN ELA and ISIP Assess by Grade Level*

Grade	ILEARN ELA Score (SD)	BOY ISIP Assess ARM Score (SD)	MOY ISIP Assess ARM Score (SD)	EOY ISIP Assess ARM Score (SD)
3	5411.1 (73.4)	3.2 (0.9)	3.4 (0.8)	3.7 (1.0)
4	5423.0 (65.1)	3.7 (0.8)	4.1 (0.9)	4.4 (1.0)
5	5438.5 (76.3)	4.8 (0.8)	5.0 (0.8)	5.7 (0.9)

Table 4. *Percent of Students in ILEARN Performance Levels by Grade Level*

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3	52.1%	21.6%	17.9%	8.4%
4	65.0%	19.0%	11.5%	4.5%
5	71.0%	13.5%	12.0%	3.5%

Correlational Analysis: ISIP Assess and ILEARN ELA

Table 5 shows the Pearson product-moment correlation coefficients between ISIP Assess ARM scores for BOY, MOY, and EOY and ILEARN ELA by grade level. Across grades, ISIP Assess BOY, MOY, and EOY ARM scores had moderate-to-strong, positive relationships with ILEARN ELA outcomes. Correlation ranges were r = .69–.76 (Grade 3), r = .60–.63 (Grade 4), and r = .52–60 (Grade 5), indicating consistent predictive associations from BOY, MOY, and EOY, with the strongest association observed in grade 3 and comparable magnitudes in Grades 4 and 5. Together, these results support the use of BOY, MOY, and EOY ISIP ARM scores as early indicators of end-of-year performance.

Table 5. *Pearson Product-Moment Correlation Coefficients between ISIP Assess and ILEARN ELA*

Grade	BOY ISIP Assess	MOY ISIP Assess	EOY ISIP Assess
3	.70*	.69*	.76*
4	.60*	.60*	.63*
5	.60*	.52*	.58*

*$p < 0.05$

Linking Analysis: ISIP Assess and ILEARN ELA

Tables 6–8 are concordance tables derived from statistical linking procedures that directly link ISIP Assess and ILEARN ELA assessment performance levels. Concordance tables serve as valuable tools for various stakeholders, including educators, parents, administrators, researchers and policymakers, by offering essential information to assess students' academic performance. These tables allow for a more comprehensive understanding of students' abilities and progress. Moreover, concordance tables aid in identifying strengths and weaknesses in specific subject areas, assisting in the development of targeted interventions and support programs. Furthermore, these tables contribute to the establishment of consistent academic standards and expectations, thereby promoting a unified approach to evaluating and enhancing educational outcomes. The probabilities of meeting an ILEARN ELA performance level were divided into low (less than .330), medium (.330–.660), and high (greater than .660).

Probability bands reflect the observed students in this study and will vary with different cohorts. Where a grade's overall performance is lower, probabilities of reaching higher ILEARN performance levels will also be lower at the same ARM percentile.

Table 6. *Third through Fifth Grade Proficiency Projections for ISIP Assess at BOY*

Grade	ARM Score	Percentile	Approaches Proficiency Probability	Approaches Proficiency	At Proficiency Probability	At Proficiency	Above Proficiency Probability	Above Proficiency
3	1.77	5	0.066	Low	0.010	Low	0.000	Low
	2.01	10	0.096	Low	0.017	Low	0.001	Low
	2.20	15	0.129	Low	0.027	Low	0.002	Low
	2.34	20	0.160	Low	0.036	Low	0.003	Low
	2.48	25	0.196	Low	0.050	Low	0.004	Low
	2.63	30	0.243	Low	0.068	Low	0.007	Low
	2.77	35	0.294	Low	0.091	Low	0.010	Low
	2.90	40	0.348	Medium	0.117	Low	0.015	Low
	3.01	45	0.397	Medium	0.143	Low	0.020	Low
	3.10	50	0.440	Medium	0.168	Low	0.026	Low
	3.24	55	0.509	Medium	0.212	Low	0.037	Low
	3.37	60	0.574	Medium	0.259	Low	0.050	Low
	3.50	65	0.638	Medium	0.310	Low	0.066	Low
	3.65	70	0.708	High	0.373	Medium	0.090	Low
	3.79	75	0.767	High	0.434	Medium	0.117	Low
	3.91	80	0.812	High	0.487	Medium	0.144	Low
	4.06	85	0.859	High	0.551	Medium	0.181	Low
	4.27	90	0.910	High	0.636	Medium	0.241	Low
	4.59	95	0.958	High	0.746	High	0.343	Medium
	5.05	99	0.988	High	0.859	High	0.498	Medium
	2.25	5	0.055	Low	0.020	Low	0.001	Low
	2.61	10	0.087	Low	0.032	Low	0.002	Low
	2.96	15	0.134	Low	0.052	Low	0.005	Low
	3.22	20	0.182	Low	0.072	Low	0.009	Low
	3.41	25	0.226	Low	0.091	Low	0.013	Low
	3.58	30	0.271	Low	0.111	Low	0.018	Low

4	3.72	35	0.312	Low	0.130	Low	0.023	Low
	3.84	40	0.351	Medium	0.148	Low	0.029	Low
	3.97	45	0.394	Medium	0.170	Low	0.036	Low
	4.10	50	0.440	Medium	0.193	Low	0.045	Low
	4.17	55	0.466	Medium	0.207	Low	0.050	Low
	4.25	60	0.495	Medium	0.222	Low	0.056	Low
	4.35	65	0.532	Medium	0.243	Low	0.066	Low
	4.44	70	0.565	Medium	0.261	Low	0.075	Low
	4.56	75	0.608	Medium	0.287	Low	0.089	Low
	4.71	80	0.661	High	0.321	Low	0.108	Low
	4.89	85	0.719	High	0.361	Medium	0.134	Low
	5.11	90	0.783	High	0.410	Medium	0.172	Low
	5.45	95	0.861	High	0.484	Medium	0.238	Low
	5.84	99	0.922	High	0.564	Medium	0.324	Low
5	3.65	5	0.052	Low	0.015	Low	0.000	Low
	4.11	10	0.097	Low	0.034	Low	0.000	Low
	4.36	15	0.136	Low	0.051	Low	0.000	Low
	4.51	20	0.165	Low	0.065	Low	0.001	Low
	4.63	25	0.192	Low	0.079	Low	0.001	Low
	4.73	30	0.217	Low	0.092	Low	0.002	Low
	4.82	35	0.241	Low	0.106	Low	0.003	Low
	4.92	40	0.271	Low	0.123	Low	0.004	Low
	5.01	45	0.300	Low	0.140	Low	0.006	Low
	5.10	50	0.332	Medium	0.159	Low	0.009	Low
	5.24	55	0.384	Medium	0.193	Low	0.014	Low
	5.38	60	0.441	Medium	0.232	Low	0.023	Low
	5.53	65	0.506	Medium	0.281	Low	0.039	Low
	5.64	70	0.556	Medium	0.322	Low	0.055	Low
	5.74	75	0.601	Medium	0.363	Medium	0.076	Low
	5.87	80	0.661	High	0.420	Medium	0.111	Low

	6.04	85	0.737	High	0.503	Medium	0.176	Low
	6.25	90	0.822	High	0.613	Medium	0.289	Low
	6.55	95	0.914	High	0.764	High	0.493	Medium
	7.06	99	0.984	High	0.928	High	0.798	High

ISIP Assess and ILEARN ELA at Fall Benchmarking

Figure 1 is a graphical representation of the BOY ISIP Assess percentiles associated with the probabilities of attaining the ILEARN ELA *At Proficiency* performance level by grade.

Third grade students who attained an ISIP Assess ARM score of 3.65–4.27 (70th to 90th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students with an ARM score higher than 4.27 and higher than the 90th percentile had a high probability of obtaining the *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 4.59 (95th percentile rank) or higher had a medium probability of obtaining the ILEARN ELA *Above Proficiency* level.

Fourth grade students who attained an ISIP Assess ARM score of 4.89–5.84 (85th to 99th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 5.84 (99th percentile rank) were not projected to obtain the ILEARN ELA *Above Proficiency* level.

Fifth grade students who attained an ISIP Assess ARM score of 5.74–6.25 (75th to 90th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students with an ARM score higher than 6.25 and higher than the 90th percentile had a high probability of obtaining the *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 7.06 (99th percentile rank) had a medium probability of obtaining the ILEARN ELA *Above Proficiency* level.

Figure 1. *BOY ISIP Assess ARM Percentiles and ILEARN ELA At Proficiency by Grade Level*

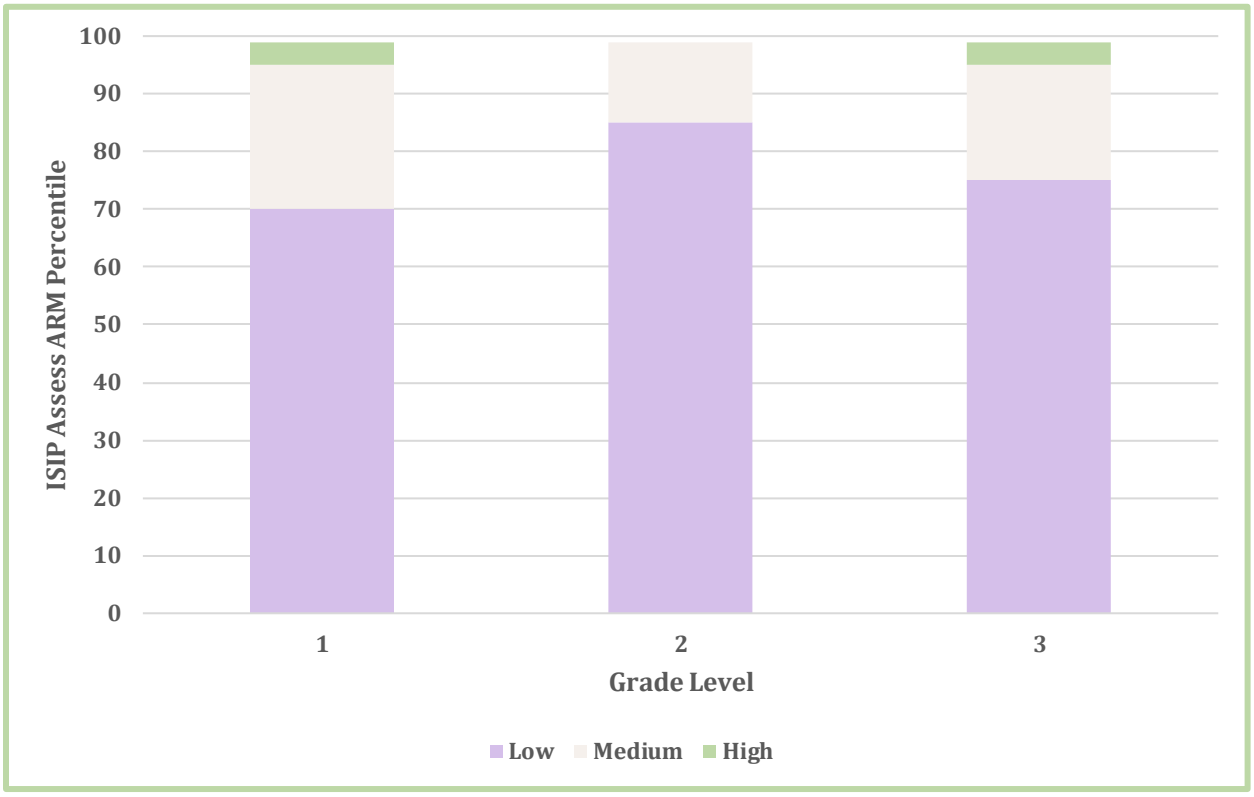


Table 7. *Third through Fifth Grade Proficiency Projections for ISIP Assess at MOY*

Grade	ARM Score	Percentile	Approaches Proficiency Probability	Approaches Proficiency	At Proficiency Probability	At Proficiency	Above Proficiency Probability	Above Proficiency
3	2.17	5	0.074	Low	0.009	Low	0.002	Low
	2.41	10	0.109	Low	0.016	Low	0.004	Low
	2.60	15	0.148	Low	0.027	Low	0.007	Low
	2.74	20	0.183	Low	0.039	Low	0.010	Low
	2.88	25	0.227	Low	0.056	Low	0.015	Low
	3.03	30	0.282	Low	0.080	Low	0.022	Low
	3.17	35	0.342	Medium	0.110	Low	0.031	Low
	3.30	40	0.404	Medium	0.145	Low	0.041	Low
	3.41	45	0.460	Medium	0.181	Low	0.052	Low
	3.50	50	0.508	Medium	0.214	Low	0.063	Low
	3.64	55	0.584	Medium	0.272	Low	0.081	Low
	3.77	60	0.653	Medium	0.331	Medium	0.101	Low
	3.90	65	0.717	High	0.394	Medium	0.122	Low
	4.05	70	0.783	High	0.467	Medium	0.148	Low
	4.19	75	0.835	High	0.534	Medium	0.173	Low
	4.31	80	0.872	High	0.589	Medium	0.193	Low
	4.46	85	0.908	High	0.651	Medium	0.218	Low
	4.67	90	0.944	High	0.726	High	0.250	Low
	4.99	95	0.975	High	0.814	High	0.293	Low
	5.45	99	0.993	High	0.896	High	0.341	Medium
	2.65	5	0.055	Low	0.018	Low	0.000	Low
	3.01	10	0.087	Low	0.029	Low	0.000	Low
	3.36	15	0.136	Low	0.045	Low	0.001	Low
	3.62	20	0.185	Low	0.063	Low	0.003	Low
	3.81	25	0.229	Low	0.080	Low	0.005	Low
	3.98	30	0.275	Low	0.098	Low	0.008	Low

4	4.12	35	0.317	Low	0.115	Low	0.011	Low
	4.24	40	0.357	Medium	0.132	Low	0.016	Low
	4.37	45	0.402	Medium	0.152	Low	0.022	Low
	4.50	50	0.450	Medium	0.175	Low	0.031	Low
	4.57	55	0.476	Medium	0.189	Low	0.037	Low
	4.65	60	0.507	Medium	0.205	Low	0.045	Low
	4.75	65	0.546	Medium	0.227	Low	0.057	Low
	4.84	70	0.582	Medium	0.249	Low	0.070	Low
	4.96	75	0.629	Medium	0.280	Low	0.091	Low
	5.11	80	0.686	High	0.323	Low	0.125	Low
	5.29	85	0.750	High	0.382	Medium	0.178	Low
	5.51	90	0.820	High	0.461	Medium	0.260	Low
	5.85	95	0.903	High	0.595	Medium	0.418	Medium
	6.24	99	0.960	High	0.740	High	0.611	Medium
5	4.05	5	0.106	Low	0.055	Low	0.006	Low
	4.51	10	0.168	Low	0.087	Low	0.012	Low
	4.76	15	0.213	Low	0.111	Low	0.017	Low
	4.91	20	0.243	Low	0.127	Low	0.021	Low
	5.03	25	0.270	Low	0.141	Low	0.025	Low
	5.13	30	0.294	Low	0.154	Low	0.029	Low
	5.22	35	0.316	Low	0.166	Low	0.032	Low
	5.32	40	0.342	Medium	0.181	Low	0.037	Low
	5.41	45	0.366	Medium	0.194	Low	0.041	Low
	5.50	50	0.391	Medium	0.208	Low	0.046	Low
	5.64	55	0.431	Medium	0.231	Low	0.054	Low
	5.78	60	0.472	Medium	0.254	Low	0.064	Low
	5.93	65	0.517	Medium	0.280	Low	0.075	Low
	6.04	70	0.550	Medium	0.300	Low	0.084	Low
	6.14	75	0.580	Medium	0.317	Low	0.093	Low
	6.27	80	0.617	Medium	0.341	Medium	0.106	Low

	6.44	85	0.665	High	0.371	Medium	0.123	Low
	6.65	90	0.719	High	0.407	Medium	0.146	Low
	6.95	95	0.788	High	0.456	Medium	0.183	Low
	7.46	99	0.876	High	0.529	Medium	0.252	Low

ISIP Assess and ILEARN ELA at Winter Benchmarking

Figure 2 is a graphical representation of the MOY ISIP Assess percentiles associated with the probabilities of attaining the ILEARN ELA *At Proficiency* performance level by grade.

Third grade students who attained an ISIP Assess ARM score of 3.77–4.46 (60th to 85th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students with an ARM score higher than 4.46 and higher than the 85th percentile had a high probability of obtaining the *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 5.45 (99th percentile rank) had a medium probability of obtaining the ILEARN ELA *Above Proficiency* level.

Fourth grade students who attained an ISIP Assess ARM score of 5.29–5.85 (85th to 95th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students with an ARM score higher than 5.85 and higher than the 95th percentile had a high probability of obtaining the *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 5.85 (95th percentile rank) had a medium probability of obtaining the ILEARN ELA *Above Proficiency* level.

Fifth grade students who attained an ISIP Assess ARM score of 6.27–7.46 (80th to 99th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 7.46 (99th percentile rank) were not projected to obtain the ILEARN ELA *Above Proficiency* level.

Figure 2. *MOY ISIP Assess ARM Percentiles and ILEARN ELA At Proficiency by Grade Level*

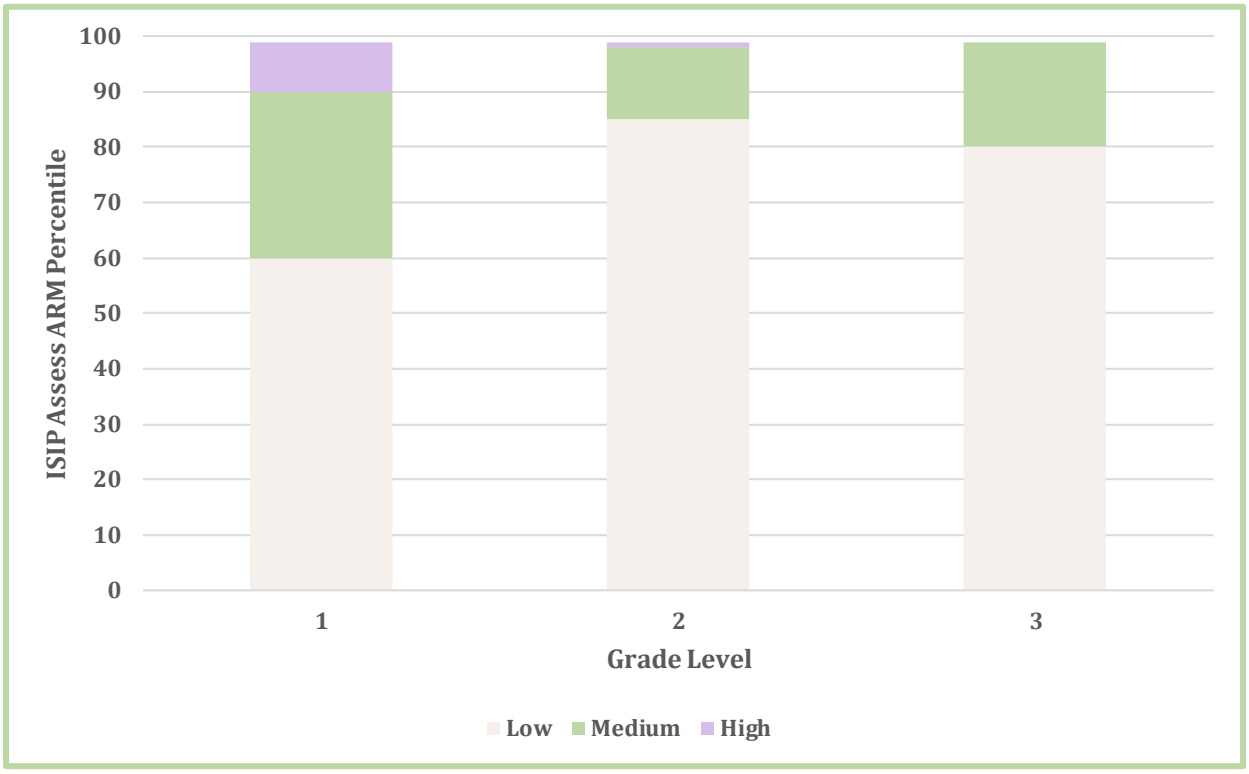


Table 8. *Third through Fifth Grade Proficiency Projections for ISIP Assess at EOY*

Grade	ARM Score	Percentile	Approaches Proficiency Probability	Approaches Proficiency	At Proficiency Probability	At Proficiency	Above Proficiency Probability	Above Proficiency
3	2.47	5	0.069	Low	0.005	Low	0.000	Low
	2.71	10	0.102	Low	0.010	Low	0.001	Low
	2.90	15	0.137	Low	0.017	Low	0.002	Low
	3.04	20	0.170	Low	0.025	Low	0.003	Low
	3.18	25	0.210	Low	0.036	Low	0.004	Low
	3.33	30	0.262	Low	0.053	Low	0.007	Low
	3.47	35	0.318	Low	0.076	Low	0.011	Low
	3.60	40	0.377	Medium	0.104	Low	0.016	Low
	3.71	45	0.432	Medium	0.133	Low	0.023	Low
	3.80	50	0.479	Medium	0.161	Low	0.029	Low
	3.94	55	0.555	Medium	0.214	Low	0.042	Low
	4.07	60	0.626	Medium	0.271	Low	0.058	Low
	4.20	65	0.694	High	0.334	Medium	0.078	Low
	4.35	70	0.765	High	0.412	Medium	0.106	Low
	4.49	75	0.822	High	0.487	Medium	0.135	Low
	4.61	80	0.864	High	0.550	Medium	0.164	Low
	4.76	85	0.905	High	0.625	Medium	0.202	Low
	4.97	90	0.945	High	0.716	High	0.259	Low
	5.29	95	0.978	High	0.823	High	0.348	Medium
	5.75	99	0.995	High	0.917	High	0.472	Medium
	2.95	5	0.064	Low	0.009	Low	0.000	Low
	3.31	10	0.096	Low	0.016	Low	0.000	Low
	3.66	15	0.141	Low	0.029	Low	0.001	Low
	3.92	20	0.186	Low	0.045	Low	0.003	Low
	4.11	25	0.226	Low	0.061	Low	0.005	Low
	4.28	30	0.268	Low	0.080	Low	0.007	Low

4	4.42	35	0.307	Low	0.099	Low	0.010	Low
	4.54	40	0.343	Medium	0.118	Low	0.014	Low
	4.67	45	0.385	Medium	0.143	Low	0.020	Low
	4.80	50	0.430	Medium	0.171	Low	0.027	Low
	4.87	55	0.455	Medium	0.188	Low	0.032	Low
	4.95	60	0.485	Medium	0.208	Low	0.039	Low
	5.05	65	0.523	Medium	0.237	Low	0.048	Low
	5.14	70	0.557	Medium	0.264	Low	0.059	Low
	5.26	75	0.603	Medium	0.304	Low	0.076	Low
	5.41	80	0.660	Medium	0.358	Medium	0.102	Low
	5.59	85	0.726	High	0.428	Medium	0.142	Low
	5.81	90	0.797	High	0.517	Medium	0.205	Low
	6.15	95	0.885	High	0.653	Medium	0.326	Low
	6.54	99	0.947	High	0.785	High	0.484	Medium
5	4.35	5	0.041	Low	0.021	Low	0.001	Low
	4.81	10	0.078	Low	0.039	Low	0.002	Low
	5.06	15	0.108	Low	0.054	Low	0.003	Low
	5.21	20	0.132	Low	0.066	Low	0.004	Low
	5.33	25	0.153	Low	0.077	Low	0.005	Low
	5.43	30	0.174	Low	0.087	Low	0.007	Low
	5.52	35	0.194	Low	0.097	Low	0.008	Low
	5.62	40	0.218	Low	0.110	Low	0.010	Low
	5.71	45	0.242	Low	0.122	Low	0.012	Low
	5.80	50	0.268	Low	0.136	Low	0.015	Low
	5.94	55	0.311	Low	0.158	Low	0.020	Low
	6.08	60	0.358	Medium	0.184	Low	0.027	Low
	6.23	65	0.413	Medium	0.213	Low	0.035	Low
	6.34	70	0.455	Medium	0.236	Low	0.043	Low
	6.44	75	0.493	Medium	0.258	Low	0.052	Low
	6.57	80	0.544	Medium	0.288	Low	0.064	Low

	6.74	85	0.610	Medium	0.328	Low	0.085	Low
	6.95	90	0.686	High	0.378	Medium	0.115	Low
	7.25	95	0.782	High	0.449	Medium	0.169	Low
	7.76	99	0.897	High	0.562	Medium	0.288	Low

ISIP Assess and ILEARN ELA at Spring Benchmarking

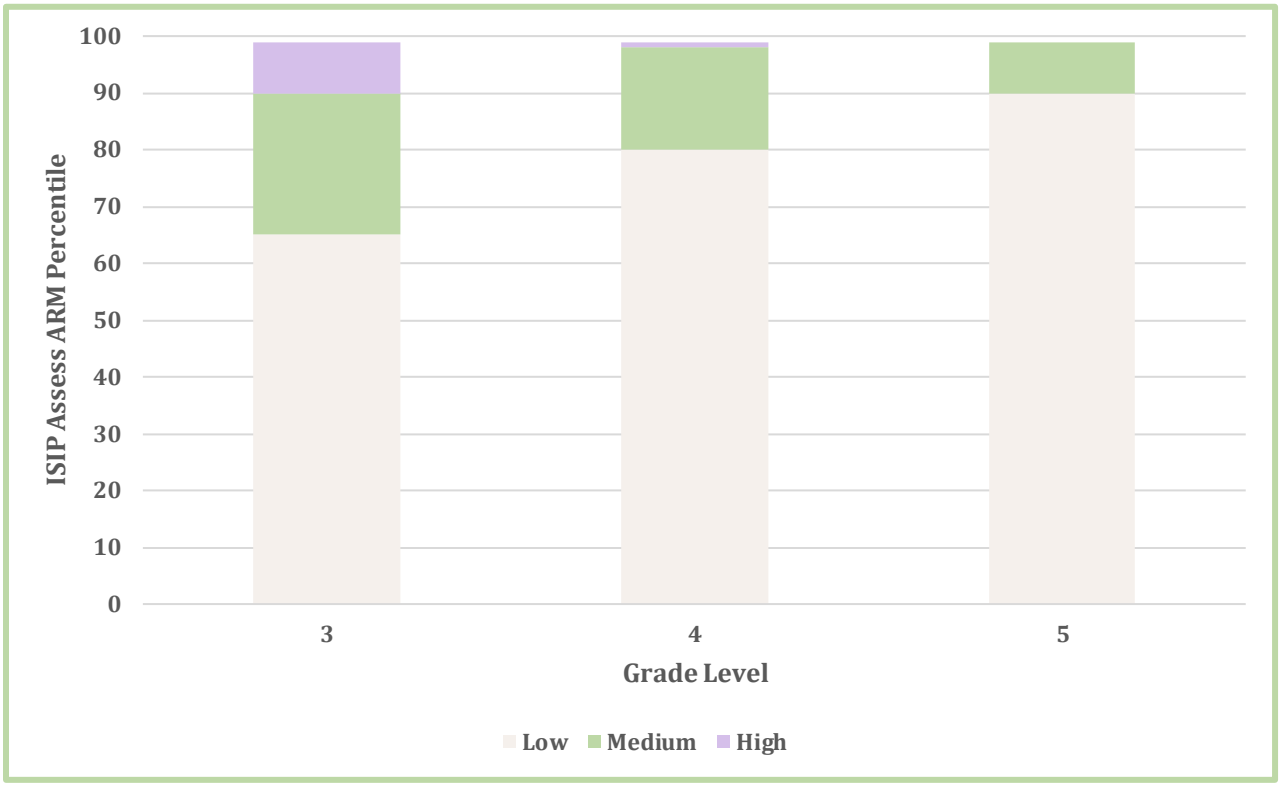
Figure 3 is a graphical representation of the EOY ISIP Assess percentiles associated with the probabilities of attaining the ILEARN ELA *At Proficiency* performance level by grade.

Third grade students who attained an ISIP Assess ARM score of 4.20–4.76 (65th to 85th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students with an ARM score higher than 4.76 and higher than the 85th percentile had a high probability of obtaining the *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 5.29 (95th percentile rank) or higher had a medium probability of obtaining the ILEARN ELA *Above Proficiency* level.

Fourth grade students who attained an ISIP Assess ARM score of 5.41–6.15 (80th to 95th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students with an ARM score higher than 6.15 and higher than the 95th percentile had a high probability of obtaining the *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 6.54 (99th percentile rank) or higher had a medium probability of obtaining the ILEARN ELA *Above Proficiency* level.

Fifth grade students who attained an ISIP Assess ARM score of 6.95–7.76 (90th to 99th percentile ranks) had a medium probability of obtaining the ILEARN ELA *At Proficiency* level or higher. Students who attained an ISIP Assess ARM score around 7.76 (99th percentile rank) were not projected to obtain the ILEARN ELA *Above Proficiency* level.

Figure 3. *EOY ISIP Assess ARM Percentiles and ILEARN ELA At Proficiency by Grade Level*



Classification Accuracy: ISIP Assess and ILEARN ELA

Classification accuracy was conducted to predict whether students in the sample would achieve the *Approaches Proficiency* level or higher on the ILEARN ELA assessment. A higher classification accuracy rate indicates stronger congruence between the ISIP Assess and ILEARN ELA assessments. Classification accuracy was conducted for ISIP Assess at BOY and the ILEARN ELA assessment *Approaches Proficiency* level or higher. Classification accuracy analyses were performed to determine ISIP Assess ARM cut points that could help differentiate students who would or would not attain *Approaches Proficiency* or higher levels on the ILEARN ELA assessment.

Classification accuracy of ISIP Assess ARM cut scores was performed at the 30th–50th percentiles and ILEARN ELA *Approaches Proficiency* level or higher, as shown in Table 9. The AUC, sensitivity, specificity, positive predictive power, negative predictive power, and the overall rate were computed and compared to determine the best ISIP Assess ARM cut point to identify students who would most likely meet the *Approaches Proficiency* level or higher on the ILEARN ELA assessment.

BOY Classification Accuracy: ISIP Assess and ILEARN ELA

The AUC ranged from 0.68 to 0.79, indicating that the percentage of students correctly classified on ISIP Assess with respect to the ILEARN ELA assessment was approximately 72% across grade levels using the cut points below. Sensitivity ranged from 0.69 to 0.78, indicating that approximately 72% of students across grade levels who met or exceeded the *Approaches Proficiency* level on the ILEARN ELA assessment were correctly identified by scoring above the ISIP Assess cut point. The specificity ranged from 0.68 to 0.79, indicating that approximately 72% of students across grade levels who did not meet the *Approaches Proficiency* level on ILEARN ELA assessment were correctly identified by scoring below the ISIP Assess cut point. The ISIP Assess ARM cut points accurately predicted attaining *Approaches Proficiency* and above on the ILEARN ELA assessment about 72% of the time at BOY.

MOY Classification Accuracy: ISIP Assess and ILEARN ELA

The AUC ranged from 0.63 to 0.78, indicating that the percentage of students correctly classified on ISIP Assess with respect to the ILEARN ELA assessment was approximately 72% across grade levels using the cut points below. Sensitivity ranged from 0.64 to 0.77, indicating that approximately 72% of students across grade levels who met or exceeded the *Approaches*

Proficiency level on the ILEARN ELA assessment were correctly identified by scoring above the ISIP Assess cut point. The specificity ranged from 0.61 to 0.80, indicating that approximately 72% of students across grade levels who did not meet the *Approaches Proficiency* level on ILEARN ELA assessment were correctly identified by scoring below the ISIP Assess cut point. The ISIP Assess ARM cut points accurately predicted attaining *Approaches Proficiency* and above on the ILEARN ELA assessment about 72% of the time at MOY.

EOY Classification Accuracy: ISIP Assess and ILEARN ELA

The AUC ranged from 0.73 to 0.80, indicating that the percentage of students correctly classified on ISIP Assess with respect to the ILEARN ELA assessment was approximately 76% across grade levels using the cut points below. Sensitivity ranged from 0.74 to 0.82, indicating that approximately 77% of students across grade levels who met or exceeded the *Approaches Proficiency* level on the ILEARN ELA assessment were correctly identified by scoring above the ISIP Assess cut point. The specificity ranged from 0.71 to 0.79, indicating that approximately 75% of students across grade levels who did not meet the *Approaches Proficiency* level on ILEARN ELA assessment were correctly identified by scoring below the ISIP Assess cut point. The ISIP Assess ARM cut points accurately predicted attaining *Approaches Proficiency* and above on the ILEARN ELA assessment about 75% of the time at EOY.

Table 9. *Classification Accuracy Indices by Grade Level*

Grade	Benchmark	Cut Point	AUC	Sensitivity	Specificity
3	BOY	50th	.79	.78	.79
	MOY	45th	.78	.77	.80
	EOY	50th	.80	.82	.79
4	BOY	40th	.69	.70	.68
	MOY	40th	.75	.74	.76
	EOY	40th	.73	.76	.71
5	BOY	35th	.68	.69	.68
	MOY	30th	.63	.64	.61
	EOY	50th	.74	.74	.75

Conclusion

The present study demonstrated a strong positive correlation between ISIP Assess ARM scores and ILEARN ELA performance. The BOY, MOY, and EOY ISIP Assess ARM scores were effective predictors of student performance on the ILEARN ELA assessment. The predictive power was strong for grades 3 through 5, where a clear relationship between higher ISIP Assess ARM scores and the likelihood of attaining the *Approaches Proficiency* level or above on the ILEARN ELA assessment was observed.

The Pearson product-moment correlation coefficients for these grades ranged between .52 and .76, confirming the presence of a strong positive relationship between ISIP Assess and ILEARN ELA scores. The probabilities of meeting various performance levels on the ILEARN ELA assessment showed a clear trend: the likelihood of achieving high performance levels on the ILEARN ELA assessment increased as students attained higher ISIP Assess ARM scores. While the scores needed to obtain *Approaching Proficiency* or higher varied by grade level, the classification accuracy analysis reinforced the predictive validity of ISIP Assess ARM scores, with approximately 72–75% of students correctly classified based on their ISIP Assess ARM scores in relation to their ILEARN ELA performance across all benchmarks.

The findings underscore the value of ISIP Assess as an assessment tool, not only for tracking student progress within or across academic years, but also for predicting student performance on end-of-grade summative assessments such as the ILEARN ELA. Teachers and administrators can effectively utilize these insights to target interventions and support programs more efficiently, thereby promoting improved learning outcomes. The study substantiates the use of ISIP Reading assessments in the classroom, offering a powerful tool for educators to enhance instructional strategies, facilitate learning, and promote student success.

There are notable limitations to the current study. Linking estimates, such as the probability bands, are cohort-dependent and sensitive to both sample size and each grade's performance distribution. In this sample, grades 4 and 5 had relatively small samples, which reduces precision of the estimated probabilities for those grades. The population also was not uniform across grades: overall performance was low, which naturally yields fewer "high" probabilities in the upper ILEARN performance levels at BOY, MOY, and EOY even at the same ARM percentile. Accordingly, the low, medium, and high probability labels reflect this study's cohort and may differ for other cohorts, districts, or years.

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