



ILEARN Reporting Scale, Performance Levels, and Cut Scores

The ILEARN Through-Year Assessment is a component of Indiana's cohesive teaching, learning, and assessment system. ILEARN is aligned to the content and expectations delineated by Indiana's Academic Standards and measures student performance along a continuum of learning. The assessment and its cut scores are built on learning progressions, published as Performance Level Descriptors (PLDs); therefore, the data are useful for understanding students' progression of learning within Indiana Academic Standards. A detailed description of the research-based process used to develop and refine PLDs and to set performance standards for ILEARN that accurately communicate student achievement based on those PLDs will be published on the [Assessment Technical Reports](#) webpage.

ILEARN English/Language Arts

ILEARN English/Language Arts assessments align with the 2023 Indiana Academic Standards. ILEARN ELA is reported on a vertical scale across grades 3-8 so that student growth can be considered across years, as well as within a year. The performance standards were updated beginning with ILEARN Spring 2026 assessments and apply to both the Summative and Checkpoints.

ILEARN English/Language Arts					
Grade	Lowest Obtainable Score	Approaching Proficiency	At Proficiency	Above Proficiency	Highest Obtainable Score
3	297	364	413	456	509
4	302	388	434	484	546
5	304	398	449	503	583
6	307	408	462	518	588
7	316	418	474	530	597
8	318	431	484	540	621



ILEARN Mathematics

ILEARN Mathematics assessments align with the 2023 Indiana Academic Standards. ILEARN Math is reported on a vertical scale across grades 3-8 so that student growth can be considered across years, as well as within a year. The performance standards were updated beginning with ILEARN Spring 2026 assessments and apply to both the Summative and Checkpoints.

ILEARN Mathematics					
Grade	Lowest Obtainable Score	Approaching Proficiency	At Proficiency	Above Proficiency	Highest Obtainable Score
3	403	468	485	512	552
4	414	489	505	541	592
5	419	505	531	573	644
6	423	525	561	617	713
7	438	549	605	669	794
8	453	585	661	738	897

ILEARN Science

ILEARN Science assessments align with the 2023 Indiana Academic Standards, which are three-dimensional performance expectations aligned with the Next Generation Science Standards (NGSS). ILEARN Science is only administered in grades 4, 6, and Biology; therefore, each grade has its own discrete scoring scale. The performance standards were updated beginning with ILEARN Spring 2024 assessments for grades 4 and 6 and the Fall 2023 assessment for Biology.

ILEARN Science					
Grade	Lowest Obtainable Score	Approaching Proficiency	At Proficiency	Above Proficiency	Highest Obtainable Score



4	100	145	163	180	220
6	300	347	363	372	420
Biology	500	546	561	573	620

ILEARN Social Studies

ILEARN Social Studies assessments align with the 2026 Indiana Academic Standards. ILEARN Social Studies is only administered at grade 5 with an optional U.S. Government End-of-Course assessment for high school; therefore, each assessment has its own discrete scoring scale. The performance standards were updated for ILEARN Spring 2026 for grade 5 and will be updated for ILEARN U.S. Government in Spring 2027.

ILEARN Social Studies*					
Grade	Lowest Obtainable Score	Approaching Proficiency	At Proficiency	Above Proficiency	Highest Obtainable Score
5	300	423	450	504	600

*ILEARN U.S. Government ECA score information will be added in Summer 2027.

Performance Levels and Performance Level Descriptors

ILEARN assessments categorize student performance into four levels of proficiency. These levels are defined at a high level through Indiana's Policy Performance Level Descriptors.

Indiana's Policy Performance Level Descriptors	
Below Proficiency	Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.
Approaching Proficiency	Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.



At Proficiency	Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.
Above Proficiency	Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

Each academic standard within each grade level and content area has its own Range Performance Level Descriptor. The Range PLD is a specific description of the content and skills required for a given academic standard at each performance level. These PLDs are useful for interpreting scores as content and skills demonstrated on the assessment and for planning instruction and intervention. Access the Range PLDs on the [Indiana Assessment Frameworks](#).

Interpreting Growth on Vertical Reporting Scales

Indiana developed new vertical reporting scales for English/Language Arts and Mathematics in Spring 2026. Vertical scales are designed to help stakeholders understand if students are growing across time. They connect content and scores across grades to the same reporting scale. This supports stakeholder comparisons of demonstrated ability in adjacent grades. Students can demonstrate growth in multiple ways on a vertical scale.

Patterns of Growth on a Vertical Scale	
Advancing ability within more complex content (strong growth)	
A student's scale score increases from one grade level to the next. This pattern indicates they are advancing in their overall skills and ability, even when applied to more complex content expectations. This is an easily recognizable pattern of growth.	<i>Example "Ava":</i> Ava receives a Math Grade 5 scale score of 562 (At Proficiency). The next year, Ava receives a Math Grade 6 scale score of 579 (At Proficiency). <i>Example "Blair":</i> Blair receives an ELA Grade 7 scale score of 529 (At Proficiency). The next year, Blair receives an ELA Grade 8 scale score of 540 (Above Proficiency). Both students advanced in score points on the scale (ability) while also engaging in more complex content, demonstrating strong advancements in the content area. Blair's growth also shifted her into a higher performance level, indicating she mastered additional key content.
Maintaining relative ability within more complex content (growth)	
A student's scale score remains the	<i>Example "Chris":</i> Chris receives a Math Grade 5 scale



same from one grade level to the next. This pattern indicates they are maintaining their overall skills and ability when applied to more complex content expectations. A vertical scale score describes how well a student meets current grade-level expectations AND predicts how they would perform on content aligned with the next grade level <i>had they received instruction</i>. This form of growth is often applied in ELA as text complexity changes across grade levels; however, it is also seen in mathematics as number sense, operations, problem-solving, and mathematics processes evolve across the grades. In these situations, it is important to refer to the student's overall performance level for additional context to support interpretation of the results.	score of 530 (Approaching Proficiency). The next year, Chris receives a Math Grade 6 scale score of 530 (Approaching Proficiency). Chris maintained his relative level of ability while applying those skills to more rigorous content standards. He also maintained his overall performance level. These two factors combine to demonstrate that Chris grew in his abilities from one year to the next. <i>Example "Devon":</i> Devon receives an ELA Grade 6 scale score of 463 (At Proficiency). The next year, Devon receives an ELA Grade 7 scale score of 463 (Approaching Proficiency). The Grade 7 ELA assessment is aligned to more rigorous content standards and includes higher levels of text complexity than the Grade 6 assessment. A score of 463 in both years indicates that he is showing growth by maintaining his relative amount of ability within the more complex Grade 6 content. However, because Devon moved from At Proficiency to Approaching Proficiency, we see that this growth was not enough to continue meeting the new grade level's expectations for proficiency.
Decrease in relative ability within more complex content (decline)	
A student's scale score decreases from one grade level to the next. This pattern indicates they may be decreasing in their relative amount of ability as the content becomes more complex. The student likely needs more intensive support and/or greater exposure to grade-level tasks, situations, and texts. The student's performance can be further contextualized by considering whether their overall performance level stayed the same or declined.	<i>Example "Elsie":</i> Elsie receives a Math Grade 5 scale score of 530 (Approaching Proficiency). This score indicates both what she knows and can do in grade 5 <i>and</i> what she would likely be able to do on the grade 6 assessment <i>after receiving instruction</i>. The next year, Elsie receives a Math Grade 6 scale score of 425 (Approaching Proficiency). This shows that she has fallen behind relative to the more rigorous grade-level standards. Her pace of learning has slowed, which results in a decline. <i>Example "Finn":</i> Finn receives an ELA Grade 6 scale score of 465 (At Proficiency). This score indicates both what he knows and can do in grade 6 <i>and</i> what he would likely be able to do on the grade 7 assessment <i>after receiving instruction</i>. The next year, Finn receives an ELA Grade 7 scale score of 455 (Approaching Proficiency). This shows that he has fallen behind relative to the more rigorous grade-level standards and texts. His decline in his overall performance level further contextualizes the scores and indicates a need for more intensive intervention and support.



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