



# AzMERIT Update

October 20th, 2015

## Updated Timeline

September 25th - Testing website for parents updated with videos

October 1st - Principal meetings

October 2nd - Testing website for parents updated with FAQ

October 6th - AzMERIT scores released to districts, Toolkits distributed

October 7th - Early Release

October 20th - Family Score Reports delivered to District

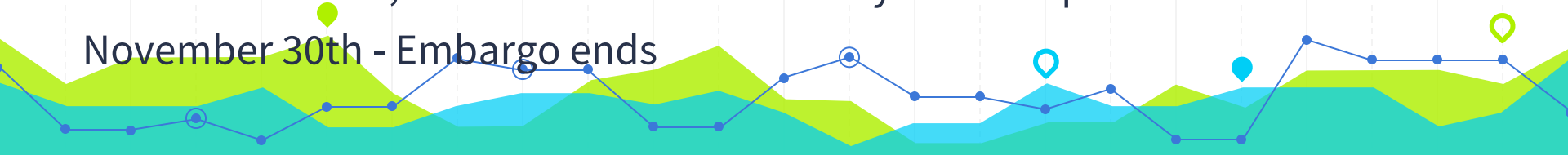
October 22nd - Principal Meeting

November 4th - Early Release

November - Elementary, Middle, K-8 Parent conferences.

November - TBD, Schools send home Family Score Reports

November 30th - Embargo ends





Scottsdale *Unified* School District  
*Engage, Educate, and Empower Every Student, Every Day*

# Scottsdale Unified School District

## **AzMERIT Toolkit** Administrators

2015-2016



Scottsdale *Unified* School District  
*Engage, Educate, and Empower Every Student, Every Day*

# Scottsdale Unified School District

## **AzMERIT Toolkit** Teachers

2015-2016



## Toolkits

- ★ COVER LETTER FOR PARENT SCORE REPORTS
- ★ FREQUENTLY ASKED QUESTIONS ABOUT AzMERIT
- ★ TALKING POINTS FOR ADMINISTRATORS AND TEACHERS
- ★ ROBOCALL SCRIPT FOR PRINCIPALS
- ★ AzMERIT TRIFOLD BROCHURE FOR PARENTS (coming soon)
- ★ TIPS FOR TEACHERS TO TALK WITH STUDENTS ABOUT AzMERIT
- ★ TWEET/SOCIAL MEDIA POST SCRIPT FOR PRINCIPALS (coming soon)

## Communication with Parents

- ★ SUSD presentation to SPC on August 19th.
- ★ SUSD posted information for parents on [sUSD.org](http://sUSD.org) that presents an overview of AzMERIT, and an explanation of the new standards and scoring. Videos to explain the Family Score Reports added Sept. 25th
- ★ SUSD received Family Score Reports today
- ★ Schools will send Family Score Reports home Nov (TBD)
- ★ We will have additional information and resources for parents when we distribute results, and will have information available for parent/teacher conferences.

Maria A. Doe

ABC School (123654)  
ABC District (987456)

## Grade 6 Math Assessment

## About This Assessment

Maria took the AzMERIT Grade 6 Math assessment in spring 2015. The questions in this assessment measure the knowledge and skills taught in this grade and subject area.

Maria's score shows how well she understands Grade 6 Math content. A student who scores **Proficient** or **Highly Proficient** on AzMERIT is likely to be ready for the next grade level of Math.

## About This Report

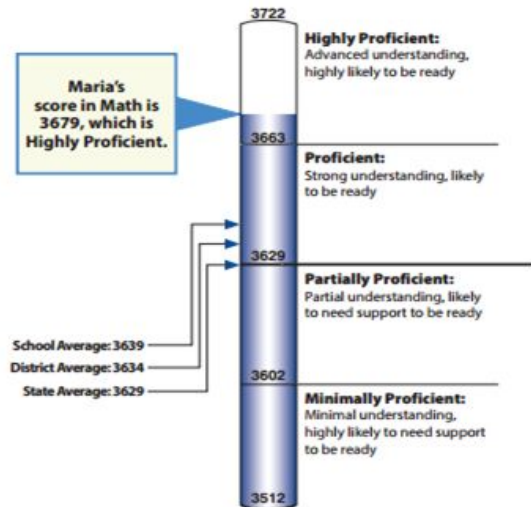
## Front:

- Maria's overall score for this assessment includes a numeric score and a proficiency level.
- Her numeric score can be compared with the school, district, and state averages.
- The proficiency level indicates how well students understand current grade level material and how likely they are to be ready for the next grade.

## Back:

- Maria's level of mastery is shown for each scoring category.
- Scoring categories represent specific knowledge and skills included in this assessment.
- There is a detailed description of the mastery level for each scoring category.

## Maria's Performance on the Math Assessment



## Maria's score is Highly Proficient.

She shows an **advanced** understanding of the expectations for her tested grade. She is highly likely to be ready for math in the next grade.

## Legend: Scoring Categories

Below Mastery At/Near Mastery Above Mastery

## Math Scoring Categories

## Ratio and Proportional Relationships



Maria performed **above mastery** in Ratio and Proportional Relationships.

**What was assessed?**

Students understand ratios, rates, and percentages. They use proportions to describe relationships between two numbers and recognize similar relationships. They use ratios and rates to solve problems and to create tables. They convert units of measurement.

**What do these results mean?**

Your student almost always correctly uses ratios, rates, or percents to describe relationships between numbers or values; solves unit rate problems that involve multiple steps, real-world situations, or percents; and converts units of measurement to solve problems.

## Expressions and Equations



Maria performed **at or near mastery** in Expressions and Equations.

**What was assessed?**

Students write, read, and find the value of expressions with exponents and letters that stand for numbers. They produce and identify equivalent expressions. They understand that solutions to equations and inequalities are the values that make the equations or inequalities true.

**What do these results mean?**

Your student is often able to find values of expressions with exponents; solve equations and inequalities; use inequalities to describe real-world relationships; and identify independent and dependent variables and use equations to describe the relationship between them.

## The Number System



Maria performed **at or near mastery** in The Number System.

**What was assessed?**

Students solve division problems with fractions. They add, subtract, multiply, and divide when solving problems with multidigit decimal numbers. They find the greatest common factor and least common multiple. They understand the relationship between positive and negative numbers.

**What do these results mean?**

Your student is often able to use addition, subtraction, multiplication, or division strategically to solve problems; find greatest common factors and least common multiples; use positive and negative numbers and plot them on a graph; and determine the distance between two points.

## Geometry, Statistics, and Probability



Maria performed **below mastery** in Geometry, Statistics and Probability.

**What was assessed?**

Students find the area of geometric figures and apply techniques used to solve real-world problems. They find the volume of solid figures. They draw polygons and three-dimensional figures. They recognize statistical questions. They describe, display, and interpret data.

**What do these results mean?**

Your student may have trouble finding the area of polygons; representing three-dimensional figures; recognizing statistical questions; identifying data represented in a graph; understanding the meaning of mean, median, mode, and range; and displaying data visually.

For more information about AzMERIT, go to [azmeritportal.org](http://azmeritportal.org).



**Maria A. Doe**  
ABC School (123654)  
ABC District (987456)

**AzMERIT**  
SPRING 2015

EOC

English Language Arts (ELA) 9 Assessment

**About This Assessment**

Maria took the AzMERIT EOC ELA 9 assessment in spring 2015. The questions in this assessment measure the knowledge and skills taught in this course.

Maria's score shows how well she understands ELA 9 content. A student who scores **Proficient** or **Highly Proficient** on AzMERIT is likely to be ready for the next ELA course.

**About This Report**

Front:

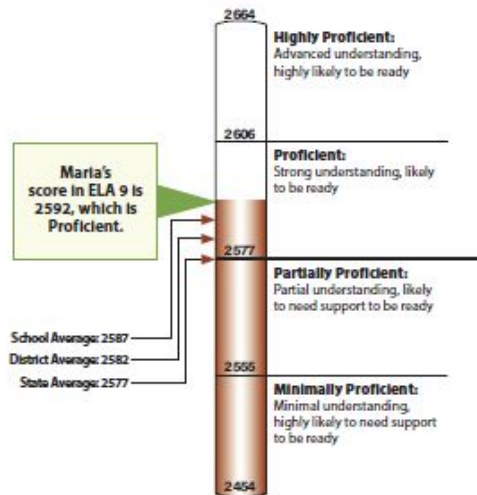
- Maria's overall score for this assessment includes a numeric score and a proficiency level.
- Her numeric score can be compared with the school, district, and state averages.
- The proficiency level indicates how well students understand current course material and how likely they are to be ready for the next course.

Back:

- Maria's level of mastery is shown for each scoring category.
- Scoring categories represent specific knowledge and skills included in this assessment.
- There is a detailed description of the mastery level for each scoring category.

**Maria's Performance on the ELA 9 Assessment****Maria's score is Proficient.**

She shows a **strong** understanding of the expectations for this course. She is likely to be ready for the next ELA course.

**Legend: Scoring Categories**

Below Mastery



At/Near Mastery



Above Mastery

**ELA 9 Scoring Categories****Reading for Information**

Maria performed **above mastery** in Reading for Information.

**What was assessed?**

Students find a main idea or claim in a text and tell how an author supports it with evidence. They judge an author's use of evidence to make a claim. They describe the effect of specific words and phrases on a text. They compare major historical U.S. documents.

**What do these results mean?**

Your student explains how the main idea is developed in a text; analyzes word choice in a text and how it affects the way information is presented; critiques the strengths and weaknesses of an argument; and compares the use of language in major U.S. historical documents.

**Reading for Literature**

Maria performed **at or near mastery** in Reading for Literature.

**What was assessed?**

Students tell how the major theme is developed in a text. They examine how characters develop, interact, and move a story forward. They analyze words and phrases to determine how they affect a story. They compare and contrast works of art and literature from outside the United States.

**What do these results mean?**

Your student can often find the main theme of a text; tell how characters change throughout a story and interact with other characters; show how an author uses writing tools (like flashbacks) to organize a story; and determine the point of view of a non-U.S. work of literature.

**Writing and Language**

Maria performed **below mastery** in Writing and Language.

**What was assessed?**

Students write clearly to inform or make an argument. They judge if sources are reliable and use appropriate evidence to support their claims. They understand the literal and figurative meanings of words and use them in their writing. They spell correctly and use correct grammar.

**What do these results mean?**

Your student may have trouble writing clearly organized arguments; addressing opinions that are different from his or her own; making connections between ideas when writing to inform; using information from many sources when doing research; and spelling and using punctuation correctly.

The Writing and Language portion of the ELA assessment requires that each student complete an essay. The essay is evaluated on three criteria. The chart below shows your child's performance on each criteria.

**Writing Essay Performance**

Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
Your student earned 3 out of 4 possible points. In general, your student's essay stays on topic and is focused. The main idea of the topic is given context and addresses the audience and purpose for writing. The response is organized and develops connections between ideas. It uses transitions and has an introduction and conclusion.	Your student earned 1 out of 4 possible points. Your student's essay includes little support or evidence for the main idea. It uses few sources, facts, or details, which may be unrelated or incorrect. The response does not express ideas clearly and uses limited language and vocabulary. It does not address the audience or purpose for writing well.	Your student earned 2 out of 2 possible points. Your student's essay shows an understanding of sentence formation and other conventions. The response may have some mistakes, but they are not repeated often in the text. It uses correct punctuation, capitalization, and spelling.

# AzMERIT FAMILY REPORT GUIDE

**FAMILY SCORE REPORT**

**AzMERIT**  
Arizona

**Grade 5 Math Assessment**

**About This Assessment**  
Mark took the AzMERIT Grade 5 Math assessment in spring 2015. The questions on this assessment measure the knowledge and skills taught in the grade and subject area. Mark's score shows how well the assessment aligns with the standards for mathematics. Proficient or Highly Proficient on AzMERIT is a sign he is ready for the next grade level of math.

**About This Report**  
This report shows how the assessment results compare to other students in the state. The numbers in the report show how well Mark did on the assessment. The numbers in the report show how well Mark did on the assessment. The numbers in the report show how well Mark did on the assessment.

**Mark's Performance on the Math Assessment**

Mark's score is 20th, which is Partially Proficient.

**Mark's score is Partially Proficient.**  
This shows a partial understanding of the assessment for her level grade. She is likely to need support to be ready for the next grade or course.

**Highly Proficient**  
Excellent understanding, highly likely to be ready for the next grade or course.

**Partially Proficient**  
Partial understanding, likely to need support in the next grade or course.

**Minimally Proficient**  
Minimal understanding, highly likely to need support in the next grade or course.

**Not Proficient**  
No understanding, highly likely to need support in the next grade or course.

Arizona Department of Education

## 1 Barrel Chart

This "barrel chart" shows the range of scores and the four performance levels possible on this test. Your student's numeric score is shown along with the averages for your student's school, district, and the state of Arizona.

## 2 Performance Levels

Your student's performance level is identified in this box. There are four performance levels that describe the general skills and abilities for students who take the AzMERIT. Students who score in the "Proficient" or "Highly Proficient" range are likely to be ready for the next grade or course. Students who score in the "Partially Proficient" or "Minimally Proficient" range are likely to need support to be ready for the next grade or course.

**FAMILY SCORE REPORT**

**AzMERIT**  
Arizona

**Math Scoring Categories**

**3**

**Understanding of Content**  
Students who score in this category have a good understanding of the content covered in this scoring category. They are likely to be ready for the next grade or course.

**4**

**Understanding of Content**  
Students who score in this category have a good understanding of the content covered in this scoring category. They are likely to be ready for the next grade or course.

**5**

**Understanding of Content**  
Students who score in this category have a good understanding of the content covered in this scoring category. They are likely to be ready for the next grade or course.

**6**

**Understanding of Content**  
Students who score in this category have a good understanding of the content covered in this scoring category. They are likely to be ready for the next grade or course.

Arizona Department of Education

## 3 Scoring Categories

Each test has three or more scoring categories that describe the content in different parts of the test.

## 4 Mastery Levels

Your student's ability level for each of these scoring categories is indicated. Students with the symbol **+** or **✓** show a good understanding of the content covered in this scoring category. Students with the symbol **!** likely need more support with the content covered in this scoring category.

## 5 What Was Assessed?

This short paragraph describes what type of content is covered in this scoring category.

## 6 What Do These Results Mean?

This short paragraph describes your student's understanding of the content in this scoring category based on his or her ability level.



## How can you Help Your Child?

Make sure the lines of communication are open between your child, your child's teacher and you. Set shared goals for what your child needs to know, and check in regularly on your child's progress.

Additionally, you can bring learning opportunities into everyday life. Encourage your child to read daily. While cooking, halve or double ingredients and ask your child to determine the correct amounts. At the grocery store, ask him or her to apply discounts to item prices or attempt to predict your total, or to calculate the tip while dining out. Share the morning news with your child and ask him or her to summarize the top stories.

### HELPFUL LINKS:

SUSD Testing Resources:  
[concrete.susd.org/parents/testing-results/az-merit/](https://concrete.susd.org/parents/testing-results/az-merit/)

More helpful information:  
[www.azed.gov/assessment/azmerit](http://www.azed.gov/assessment/azmerit)  
[www.expectmorearizona.org](http://www.expectmorearizona.org)  
[www.azpta.org](http://www.azpta.org)  
[www.bealearninghero.org](http://www.bealearninghero.org)

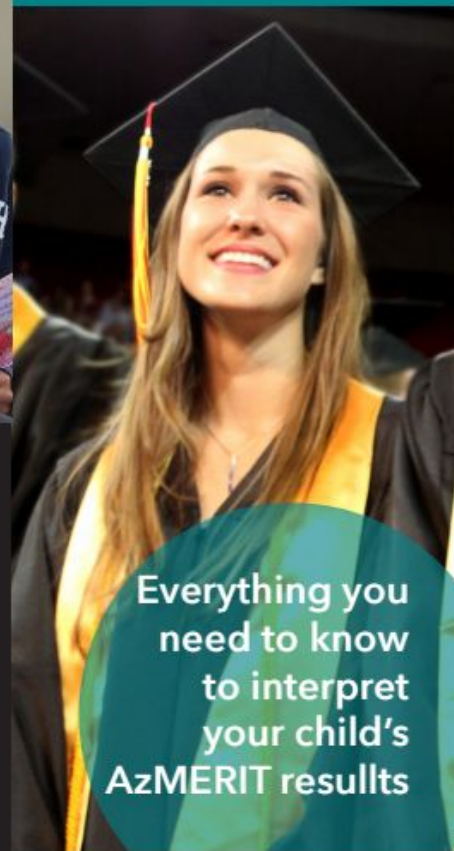


### Scottsdale Unified School District

*Our primary mission is to deliver a world-class education promoting the highest level of academic achievement, creativity and personal growth that will inspire greatness in today's students and tomorrow's leaders.*

Content courtesy of Mesa Public Schools

## AzMERIT High Expectations and You



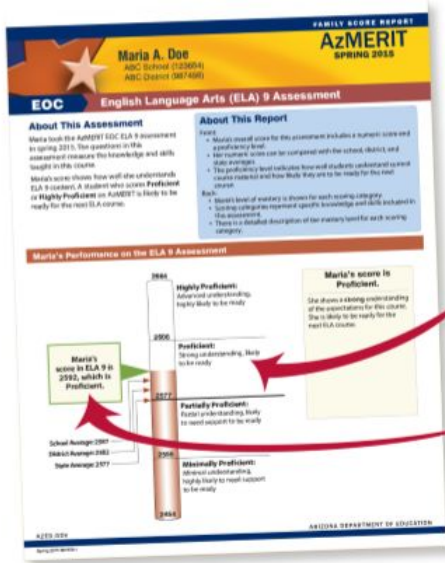
Everything you  
need to know  
to interpret  
your child's  
AzMERIT results

As a parent, you are your child's champion on the path from preschool to postsecondary education. At our school, we support your child by engaging them in learning with high expectations.

The statewide adoption of Arizona's College and Career Ready Standards in 2010 reflects Arizona's commitment to ensuring all students are successfully prepared to enter the next grade level and ultimately find success in the college or career of their choice. In spring 2015, students took the AzMERIT assessment for the first time. This assessment is aligned to the more rigorous math and English Language Arts (ELA) standards for all Arizona students.

AzMERIT measures different skills and knowledge than AIMS did. Because of this, AzMERIT and AIMS cannot be compared. Statewide, less students were proficient on AzMERIT than AIMS. And that is OK. AzMERIT and the new standards are a reset – the new baseline measure of student achievement. We anticipate proficiency levels will increase over time.

## HOW TO READ THE RESULTS



There are four performance levels for the AzMERIT assessment. These are **Highly Proficient**, which indicates an advanced understanding of the content in the course or subject area; **Proficient**, which indicates a strong understanding; **Partially Proficient**, which indicates a partial understanding and possible need for additional support; and **Minimally Proficient**, which indicates a minimal understanding and probable need for additional support. These levels were determined based on what students at each grade level should know to move on in the subject and be successful in the next grade or course.

Based on their grade level or courses, every student who took AzMERIT will receive a Family Score Report for ELA and math. The graph you see at the bottom of the report shows what score each student needed to be within each proficiency level.

The first important piece of information for your child is what level of proficiency he or she scored. For example, this student's score is 2592 on ninth grade ELA, which falls in the "Proficient" range. The student demonstrated a strong understanding of the expectations in her English Language Arts course.

You may have questions about the proficiency levels your child achieved, and your child's teacher is a great resource for further information.

The back of the report shows the scoring categories for each assessment. Your child will have achieved a rating of **Above Mastery**, **At/Near Mastery** or **Below Mastery** in each category. The short paragraphs explain the type of content covered in each category and your child's level of understanding of the content.



You can better understand your child's strengths and weaknesses by reviewing the scoring categories. If a student has a Below Mastery in any of the categories, like this student has for Writing and Language, he or she may need interventions or other individual learning opportunities.



# Discussion

