



# Assessment Update

## AzMERIT and MOWR

## Communication Timeline

August 14

State Board Meeting – AzMerit Cut Scores were adopted

August 19

Parent Council

August 19

Department Chairs

August 20

Principals

August 24

State Board Meeting -- MOWR baselines adopted

August 27

Teaching and Learning Departments

Sept. 9

Assessment Committee

Sept. 10

SUSD.org Assessment page

## AzMERIT - Spring 2015

Public school students across Arizona took **Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT)**, the new statewide achievement test which replaced AIMS in reading, writing and mathematics.

- Unique to Arizona
- Items drawn from Utah item bank
- Arizona educators reviewed each item to determine its appropriateness for Arizona students
- Administered via computer or paper

Adapted from Joe O'Reilly presentation  
to the East Valley School Board meeting



# Performance Levels

## AIMS

Exceeds

Meets

Approaches

Falls Far Below

## AzMERIT

Highly Proficient

Proficient

Partially Proficient

Minimally Proficient



## Performance Level Standard Setting - July, 2015

Eighty-one Arizona educators participated in the AzMERIT Standard Setting Workshop.

These educators were divided into eight panels representing four grade bands (3-4, 5-6, 7-8, and 9-11) for each subject (ELA and math).

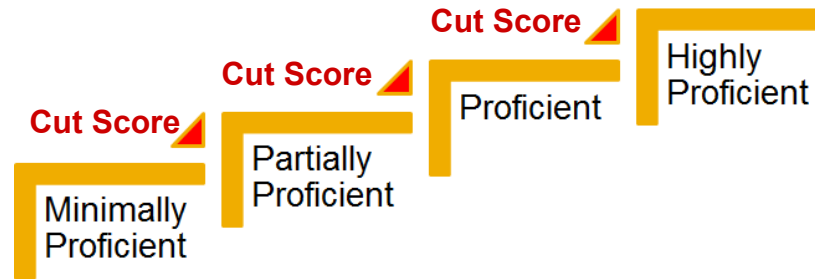
Arizona State Board of Education Special Meeting

Executive Summary

August 14, 2015



The panelists recommended performance standards (cut scores) for AzMERIT that measure student progress toward college and career readiness and allow for meaningful national and multistate comparisons of school and student achievement using the “Bookmark” method.



Adapted from Joe O'Reilly presentation  
to the East Valley School Board meeting

The recommended AzMERIT performance standards are generally comparable to performance standards for NAEP and Smarter Balanced. For AzMERIT ELA 11 and AzMERIT Algebra II, the recommended performance standards indicate a college readiness at least as rigorous as ACT's college readiness.

Arizona State Board of Education Special Meeting

Executive Summary

August 14, 2015





*I believe the voices and expertise of Arizona educators were held in high regard during the process of setting the cut scores for AzMERIT. We were provided with an overview of the bookmarking process and then, within our grade level bands, were able to delve into the work. During round 1, we used the ordered item booklet, Performance Level Descriptors (PLDs) and the math content standards in lively conversations enabling thoughtful decisions to be made. Following round 1, we were able to see our cut scores compared to Smarter Balanced and NAEP's cut scores and have an additional round of conversation and deliberation.*

*Throughout the process, educators remained grounded in agreement that our purpose in setting the cut scores is to ensure all students in Arizona are being held to appropriate standards of achievement.*

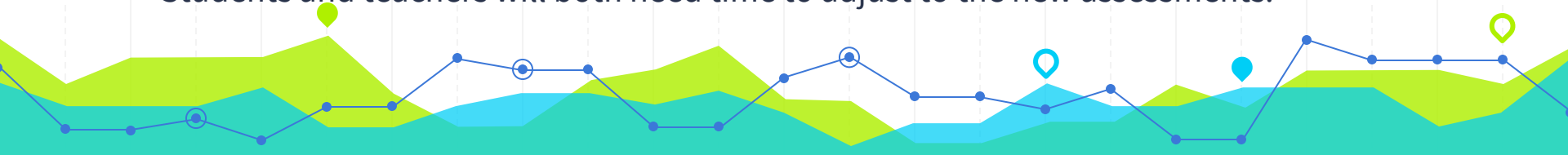
*-SUSD Math Teacher*





## Things to Keep in Mind

- Test scores will be reported differently from the AIMS test.
- The performance levels were set by veteran Arizona teachers.
- Test scores will be lower for most students than what we've seen previously.
- The important thing these results tell us is not that scores are falling, but that expectations are soaring.
- Last spring was the first time we have given the AzMERIT test. This is why the results we are just receiving are the new baseline.
- The use of new tests and establishment of higher baselines is happening not only in Arizona, but in most states around the country
- All states saw a large drop in the percent proficient, similar to what we saw in Arizona, when new tests were put in place.
- Students and teachers will both need time to adjust to the new assessments.



## Communication with Parents

- SUSD presented this information 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.
- The Arizona Department of Education will be sending school districts the results of the AzMerit assessment in October. SUSD will communicate results to parents as we have the information.
- We will have additional information and resources for parents when we distribute results, and will have information available for parent/teacher conferences.

# AzMERIT FAMILY REPORT GUIDE

**FAMILY SCORE REPORT**

**Maria A. Doe**  
AZC (School ID: 2012345)  
 AZC (District ID: 247890)

**AzMERIT**  
Arizona

**Grade 5 Math Assessment**

**About This Assessment**  
 We use the AzMERIT Grade 5 Math assessment to measure the knowledge and skills of our students in math. The assessment is aligned with the Arizona state standards for mathematics. It is designed to measure your child's understanding of math concepts and skills. The assessment is used to help us understand how well your child is learning and to provide information to help us improve our instruction.

**About This Report**  
 This report shows your child's score on the assessment and compares it to the scores of other students in your child's school, district, and state. It also shows the performance level that your child achieved. The performance level is based on the score and is used to describe your child's understanding of math. The report also includes information about the assessment and how to use the report to help your child learn more about math.

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

**Math's score is 200, which is Partially Proficient.**

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

**Partially Proficient:** Partial understanding, likely need support to be ready for next grade or course.

**Minimally Proficient:** Minimal understanding, likely need support to be ready for next grade or course.

**Not Proficient:** No understanding, need significant support to be ready for next grade or course.

**Arizona Department of Education**  
Arizona Department of Education  
 600 North Central Expressway  
 Phoenix, AZ 85004  
 602.974.3000  
 www.azed.gov

## 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** **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.

**Math Scoring Categories**  
 Algebra/Geometry  
 Arithmetic  
 Measurement

**Math Scoring Categories**

**Standards and Operations in One Variable Algebra: Testing**  
**+**  
 What are these results about?  
 This scoring category assesses your student's understanding of standards and operations in one variable algebra. It includes standards and operations in one variable algebra. It is designed to measure your child's understanding of algebra concepts and skills. The assessment is used to help us understand how well your child is learning and to provide information to help us improve our instruction.

**Standards and Operations - Proficient**  
**✓**  
 What are these results about?  
 This scoring category assesses your student's understanding of standards and operations in one variable algebra. It includes standards and operations in one variable algebra. It is designed to measure your child's understanding of algebra concepts and skills. The assessment is used to help us understand how well your child is learning and to provide information to help us improve our instruction.

**Standards, Units, and Systems**  
**!**  
 What are these results about?  
 This scoring category assesses your student's understanding of standards, units, and systems. It includes standards, units, and systems. It is designed to measure your child's understanding of these concepts and skills. The assessment is used to help us understand how well your child is learning and to provide information to help us improve our instruction.

**For more information about AzMERIT, go to [www.azed.gov](http://www.azed.gov).**

**Arizona Department of Education**  
Arizona Department of Education  
 600 North Central Expressway  
 Phoenix, AZ 85004  
 602.974.3000  
 www.azed.gov

## 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.

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

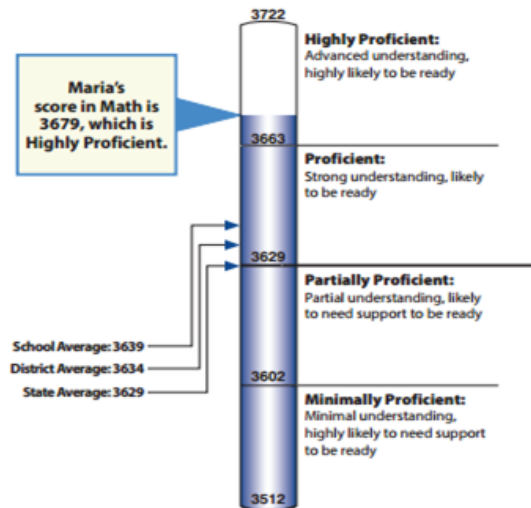
## Front:

- 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

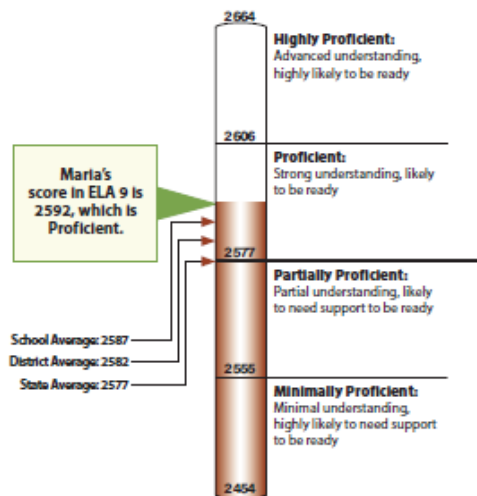
Front:

- 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.

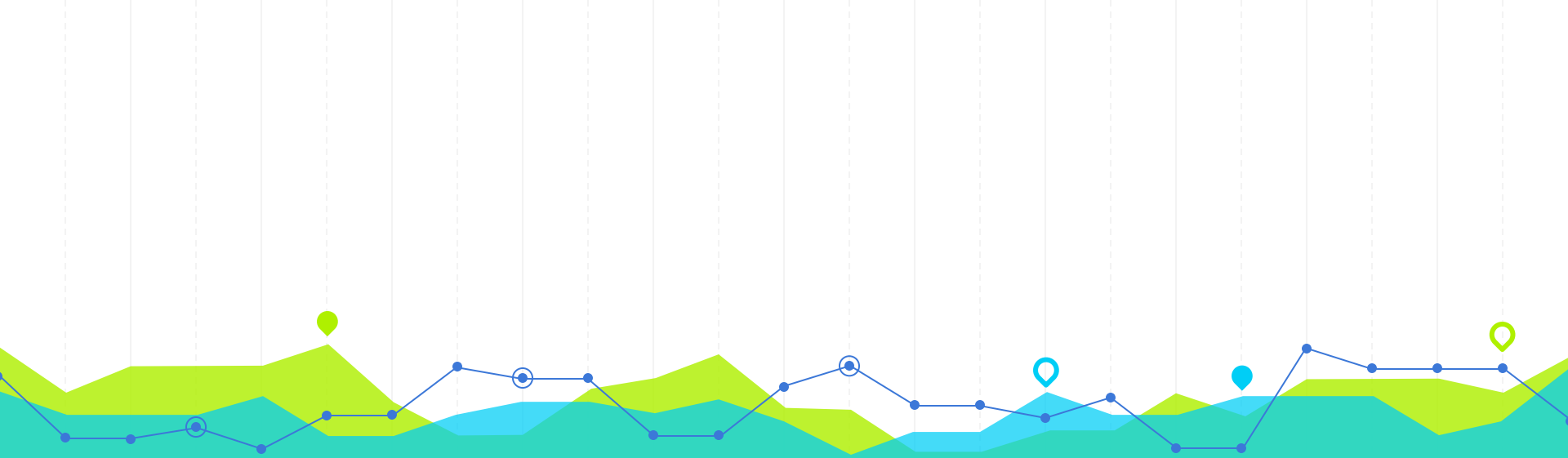
## What do these results mean?

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 criterion.

## 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.



# Statewide Results

# AzMERIT ELA

Minimally Proficient

Partially Proficient

Proficient

Highly Proficient

Grade 3	2395-2496	2497-2508	2509-2540	2541-2605
Grade 4	2400-2509	2510-2522	2523-2558	2559-2610
Grade 5	2419-2519	2520-2542	2543-2577	2578-2629
Grade 6	2431-2531	2532-2552	2553-2596	2597-2641
Grade 7	2438-2542	2543-2560	2561-2599	2600-2648
Grade 8	2448-2550	2551-2571	2572-2603	2604-2658
Grade 9	2454-2554	2555-2576	2577-2605	2606-2664
Grade 10	2458-2566	2567-2580	2581-2605	2606-2668
Grade 11	2465-2568	2569-2584	2585-2607	2608-2675

# ELA-Statewide

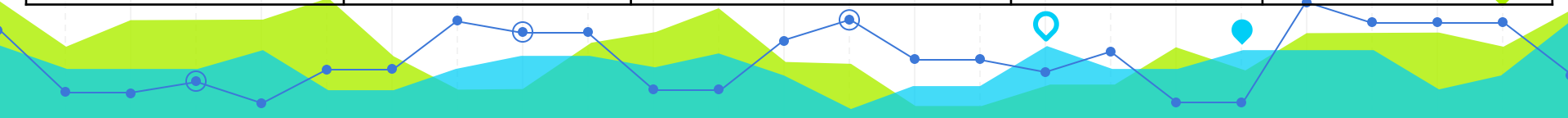
Minimally Proficient

Partially Proficient

Proficient

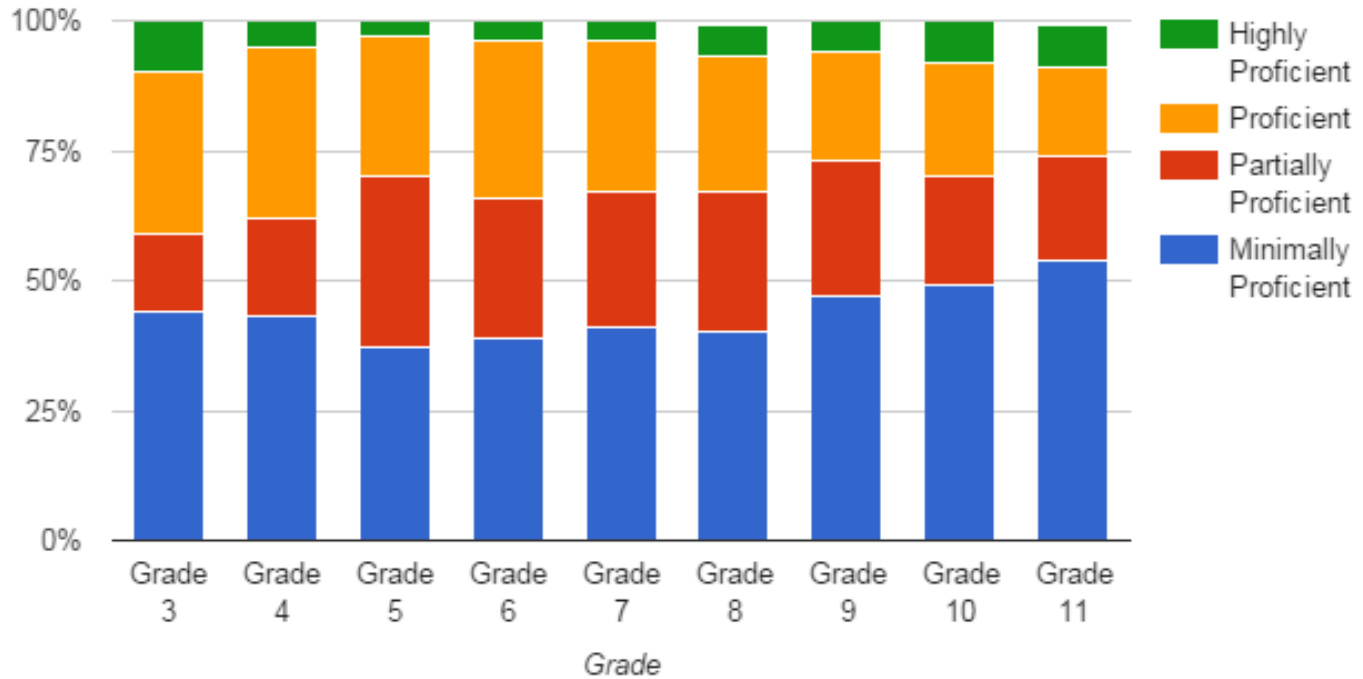
Highly Proficient

Grade 3	44%	15%	31%	10%
Grade 4	43%	19%	33%	5%
Grade 5	37%	33%	27%	3%
Grade 6	39%	27%	30%	4%
Grade 7	41%	26%	29%	4%
Grade 8	40%	27%	26%	6%
Grade 9	47%	26%	21%	6%
Grade 10	49%	21%	22%	8%
Grade 11	54%	20%	17%	8%





# AzMERIT ELA - Statewide



# AzMERIT Math

Minimally Proficient

Partially Proficient

Proficient

Highly Proficient

Grade 3	3395-3494	3495-3530	3531-3572	3573-3605
Grade 4	3435-3529	3530-3561	3562-3605	3606-3645
Grade 5	3478-3562	3563-3594	3595-3634	3635-3688
Grade 6	3512-3601	3602-3628	3629-3662	3663-3722
Grade 7	3529-3628	3629-3651	3652-3679	3680-3739
Grade 8	3566-3649	3650-3672	3673-3704	3705-3776
Algebra I	3577-3660	3661-3680	3681-3719	3720-3787
Geometry	3609-3672	3673-3696	3697-3742	3743-3819
Algebra II	3629-3689	3690-3710	3711-3750	3751-3839

# Math-Statewide

Minimally Proficient

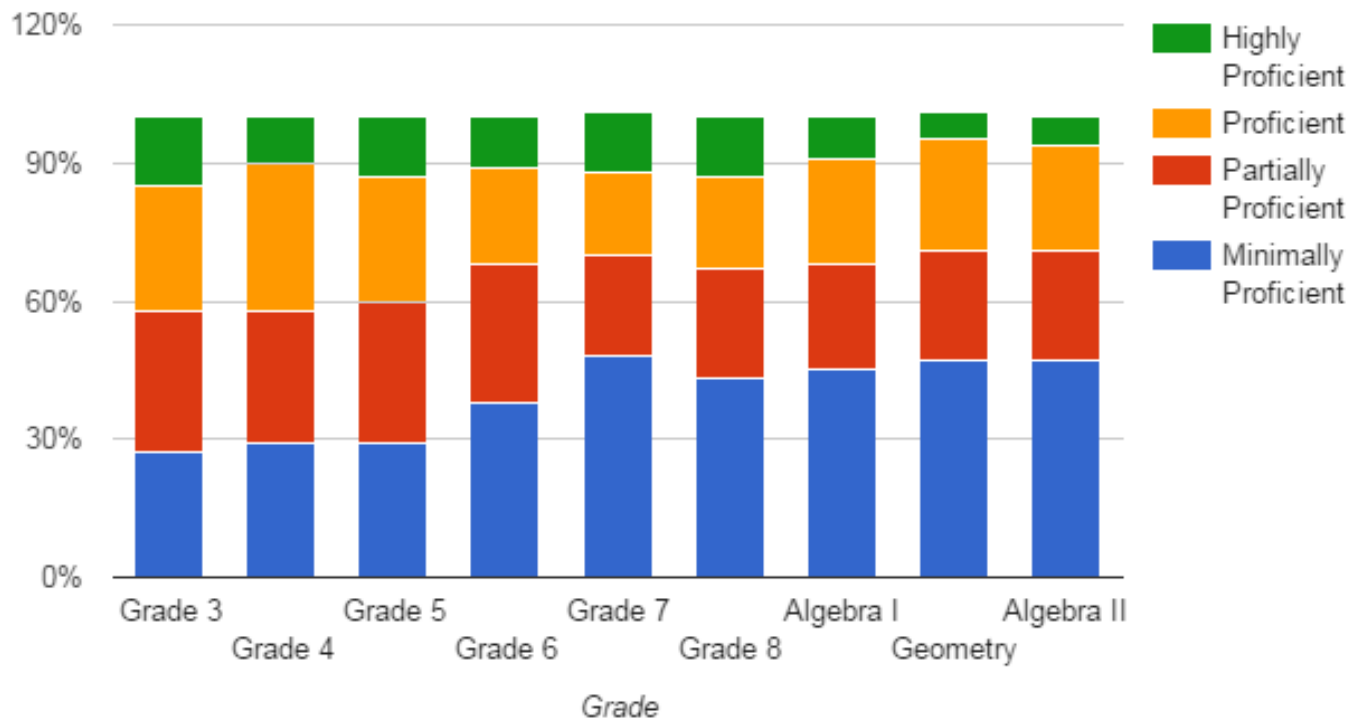
Partially Proficient

Proficient

Highly Proficient

Grade 3	27%	31%	27%	15%
Grade 4	29%	29%	32%	10%
Grade 5	29%	31%	27%	13%
Grade 6	38%	30%	21%	11%
Grade 7	48%	22%	18%	13%
Grade 8	43%	24%	20%	13%
Algebra I	45%	23%	23%	9%
Geometry	47%	24%	24%	6%
Algebra II	47%	24%	23%	6%

# AzMERIT Math - Statewide



## Resources for Parents/Community

**SUSD** - [susd.org](https://www.susd.org)

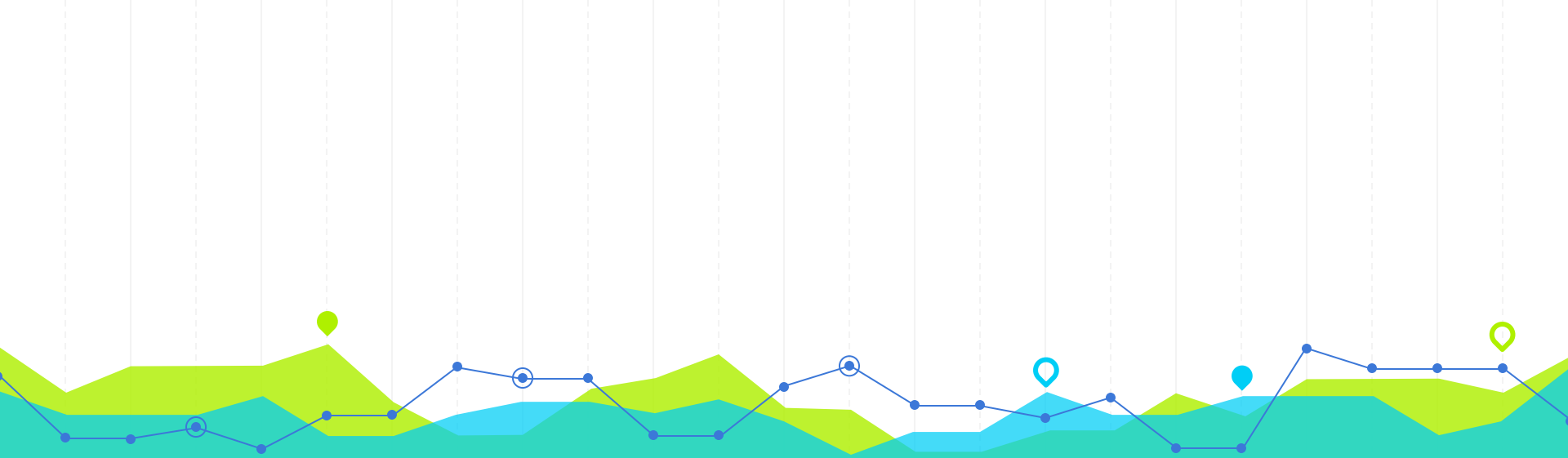
**AzMERIT** - [Arizona Dept. of Education](#)  
**Statewide** [results](#)

**“What to Expect from AzMERIT”** - [Arizona School Boards Assc.](#)

**AzMERIT Webinar** - [Expect More Arizona](#)

**AzMERIT FAQ for Parents** - [Expect More Arizona](#)





# Move On When Reading

## Move On When Reading

In 2010, Move on When Reading (MOWR), was enacted, requiring third grade students demonstrate a reading level above Falls Far Below on AIMS or equivalent on a successor test in order to be promoted to fourth grade.

School year 2013-2014 was the first school year that students were retained due to the MOWR requirement.

Arizona State Board of Education Special Meeting

Executive Summary

August 14, 2015



## Move On When Reading

The total AzMERIT ELA score is not comparable to AIMS Reading. AzMERIT does not report a single reading score. Instead, to better match the Arizona academic standards, AzMERIT ELA results include two reading scores: Reading for Information and Reading for Literature.

For MOWR purposes, an AzMERIT Grade 3 reading score, which combines the two existing reading scoring categories, was calculated. It was determined that an AzMERIT Grade 3 reading score of 2446 is equivalent to the previous MOWR cut score of 379 on AIMS Reading.

Arizona State Board of Education Special Meeting

Executive Summary

August 14, 2015



## Move On When Reading

For the spring 2015 administration of AzMERIT ELA, approximately 97% of Arizona Grade 3 students are expected to attain a reading score of at least 2446 which is consistent with spring 2014 AIMS Reading results.

The cut score of 2446 was approved at the 8/24/15 State Board of Education meeting. The SBE also voted to remove the MOWR score from the parent AzMERIT reports.

Arizona State Board of Education Special Meeting

Executive Summary

August 14, 2015



# AzMERIT ELA

Minimally Proficient

Partially Proficient

Proficient

Highly Proficient

Grade 3	<b>2395-2496</b>	2497-2508	2509-2540	2541-2605
Grade 4	2400-2509	2510-2522	2523-2558	2559-2610
Grade 5	2419-2519	2520-2542	2543-2577	2578-2629
Grade 6	2431-2531	2532-2552	2553-2596	2597-2641
Grade 7	2438-2542	2543-2560	2561-2599	2600-2648
Grade 8	2448-2550	2551-2571	2572-2603	2604-2658
Grade 9	2454-2554	2555-2576	2577-2605	2606-2664
Grade 10	2458-2566	2567-2580	2581-2605	2606-2668
Grade 11	2465-2568	2569-2584	2585-2607	2608-2675

## Move On When Reading


- There was NO Retention, based on MOWR Laws, of 3rd Graders **minimally proficient (2446)** on the AzMERIT assessment at the end of the 2014-2015 school year. (Because scores were not available)
- Scores will be available in October to SUSD.
  - Schools must identify students that scored **2446** and below on the 3rd grade reading portion of the AzMERIT assessment.
  - Identified student(s) **MUST** receive the same intervention and remedial strategies they would've received had they been retained (required under the law).

Arizona State Board of Education Special Meeting

Executive Summary

August 14, 2015

## Next Steps

- Continued training and communication with staff and parents
  - Analysis of SUSD results beginning October 6th
  - Professional development and training for teachers as needed
  - Identification of students below 2446 for MOWR and parent notification
  - Parent reports will be delivered to SUSD October 20th, mailed to parents after October break
  - Additional parent resources
  - Assessment Committee work
- 

## Assessment Committee Timeline

29 members, 7 facilitators, 6 observers

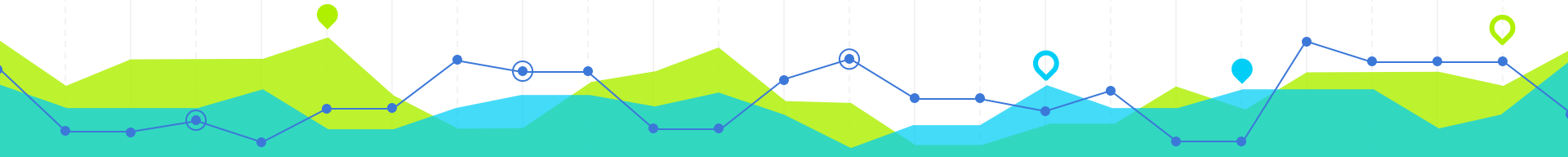
September 9th: Large Group – First meeting

September 24th: Large Group – Determining RFP Criteria

October 1st – January 26th: RFP Subcommittee Work

February 18th Large Group Assessment Committee

March 22nd & April 19th: Presentation of RFP recommendations to Governing Board



# Discussion

