Assessments Friday Focus Webinar Series
Webinar #5: Reporting

Dr. Anju Kuriakose
Director of Psychometrics
Arizona Department of Education

Welcome to Webinar: Reporting

This webinar will be recorded and posted on the ADE Assessments webpage.

Please enter your First and Last Name in the Chat for tracking purposes for the live event.

We will also be capturing the chat questions. If there are questions that were frequently asked or need further clarification, ADE will compile and create an FAQ which will be posted on the Assessment Webpage.

Welcome and Overview

- **ADE Assessments Team will have additional webinar sessions in this series for the 2021-2022 school year.**
- **These will be recorded and posted on the Assessments Webpage:** https://www.azed.gov/assessment
- ***This session will spotlight the different reports for LEAs, where to access reports and how the reports can be used.***

Friday Focus Webinar Flyer (includes registration information)

Characteristics of Summative Assessments

- Assessments of learning
- Near or at the end of a school year
- Point in time assessment
- Administered under standard conditions
- Allowable Tools, Features, and Accommodations

Balanced Assessment Framework link:
https://cms.azed.gov/home/GetDocumentFile?id=598093f33217e1170830a006

Assessments 2021-2022

Arizona's Board of Education – 5 Year Assessment Plan

- State Board of Education determined that College Board could not be an option on the Menu of Assessments due to their decision to no longer offer the writing essay.

Transition to new assessments

- AASA (Grades 3 - 8) * New in name only. Same items (bank), resources scoring/performance levels.
- ACT Aspire (Grade 9) State Board has not determined how this assessment will be used in State Accountability.
- ACT (Grade 11)
- AzSCI (Grades 5, 8, and 11)
  - *Standard Setting Summer of 2022*
- MSAA Science (Grades 5, 8, and 11)
  - *Standard Setting Summer of 2022*

Assessments 2021-2022 – Field Testing

- ✓ **Stand-Alone Field Tests**
- ✓ **All Students must participate**
  - ✓ AZELLA
    - ✓ Standard setting in summer 2022
  - ✓ AASA Writing
    - ✓ The data will be analyzed and incorporated into the scale
- ✓ **No data will be shared at the District, School or Student level.**

Reports – AASA and AzSCI

- ✓ Confidential Student Score Report
- ✓ Confidential Roster Report with Summary – School
- ✓ Confidential Roster Report with Summary – District
- ✓ Downloadable data files
- ✓ District Data files will be available upon request for AASA

AzSCI – Student Report – Page 1

DEPARTMENT OF EDUCATION
ARIZONA SCIENCE (AzSCI)

FIRSTNAME M. LASTNAME
Season YYYY Grade: 8
SSID: 12345678 DOB: XX/XX/XXXX
DISTRICT NAME (9999999)
SCHOOL NAME (9999999)

Arizona Assessment - Science (AzSCI)
Confidential Student Score Report

About the AzSCI

The Arizona Science Assessment (AzSCI) will be aligned to the Arizona Science Standards (2018) that were developed using a three-dimensional approach. The three dimensions of science instruction are Science and Engineering Practices (what students do to make sense of phenomena), Crosscutting Concepts (the lens through which students think about phenomena), and the Core Ideas (the big ideas of science [content] in Life, Physical, and Earth/Space Science.

Arizona science assessment (AzSCI) examines students' performance of scientific and engineering practices (SEPs) in the context of core ideas (CIs) and crosscutting concepts (CCCs). Although these SEPs are described separately, they generally function in concert.

About this report

This report will help you answer questions about the development of your student's skills and abilities:

- How did your student perform on the AzSCI test?
- What does your student's score mean?
- How did your students perform using the three-dimensional standards: Science and Engineering Practices and Crosscutting Concepts in the specific Core Idea areas?
- How did your student's performance compare to that of other students in the same school, district and state?

FIRSTNAME's OVERALL RESULTS

Performance Level Description: A level 3 eighth grade student will effectively engage in multiple scientific practices as they gather information to ask questions and explain phenomena in the natural world. The student will develop models and explain patterns in data as evidence to support and communicate their understanding of earths systems. A student will be able to use basic mathematical and computational thinking to analyze data and support arguments to identify patterns and cause and affect relationships in the natural world. The student will be able to identify criteria and constraints in an investigation in order to evaluate solutions.

⇩ = Below Mastery ⇔ = At or Around Mastery ⇧ = Above Mastery

How did FIRSTNAME perform on different Reporting Categories?					
Science and Engineering Practices and Crosscutting Concepts in Physical Science		**Science and Engineering Practices and Crosscutting Concepts in Earth and Space Science**		**Science and Engineering Practices and Crosscutting Concepts in Life Science**	
Performance	⇧	**Performance**	⇔	**Performance**	⇩
Students with the symbol **above** show a good understanding of the content covered in this reporting category.		Students with the symbol **at and around** show a good understanding of the content covered in this reporting category.		Students with the symbol **below** likely need more support with the content covered in this reporting category.	

AzSCI – Page 2

Performance using Science and Engineering Practices (SEPs)

The science and engineering practices describe a robust process for how scientists investigate and build models and theories of the natural world or how engineers design and build system. These practices reflect science and engineering as they are practiced and experienced.

⇩ = Below Mastery ⇔ = At or Around Mastery ⇧ = Above Mastery

SEP REPORTING CATEGORIES	DESCRIPTION	PERFORMANCE
Investigating Practices:	• Asking Questions and Defining Problems • Planning and Carrying Out Investigation • Using Mathematical and Computational Thinking • Analyzing and Interpreting Data*	⇩
Sensemaking Practices:	• Developing and Using Models • Constructing Explanations and Designing Solutions	⇧
Critiquing Practices:	• Engaging in Argument from Evidence • Obtaining, Evaluating, and Communicating Information	⇔

**Assessment Reporting Categories for Science Engineering Practices (SEP) may vary from instruction.*

How will my student's school use the test results?
Results from the test give your student's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

Learn more about the New Arizona Science Standards
Explore your school website, or ask your principal, for information on your school's annual assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements.
You can also learn more about New Arizona Science standards at
https://www.azed.gov/standards-practices/k-12standards/standards-science.

For more information about AzSCI, go to https://www.azed.gov/assessment/sci.
If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov.

DEPARTMENT OF EDUCATION

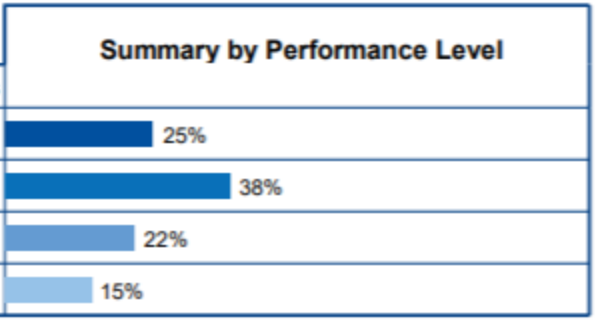
ARIZONA SCIENCE (AzSCI)

ARIZONA ASSESSMENT - SCIENCE (AzSCI)
CONFIDENTIAL ROSTER REPORT WITH SUMMARY
GRADE 99

SCHOOL: SCHOOL NAME (9999999)
DISTRICT: DISTRICT NAME (9999999)
SPRING 20XX

Mean Scale Score: 999
Students with Valid Results: 9999

Scale score range	# of students
Level 4 (999-999)	999
Level 3 (999-999)	999
Level 2 (999-999)	999
Level 1 (999-999)	999



= Below Mastery = At or Around Mastery = Above Mastery

Student Name	Scale Score	Performance Level	Reporting Categories			SEP Reporting Categories		
			Physical Science	Earth and Space Science	Life Science	Investigating Practices	Sensemaking Practices	Critiquing Practices
01LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSID: 12345678	999	Level 1	⇩	⇔	⇩	⇔	⇩	⇩
02LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSID: 12345678	999	Level 2	⇔	⇩	⇔	⇧	⇔	⇩
03LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSID: 12345678	999	Level 4	⇧	⇧	⇔	⇧	⇧	⇧
04LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSID: 12345678	999	Level 3	⇔	⇧	⇧	⇔	⇔	⇧
05LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSID: 12345678	999	Level 3	⇧	⇔	⇧	⇩	⇧	⇧
06LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSID: 12345678	999	Level 4	⇔	⇧	⇔	⇧	⇧	⇧
07LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSID: 12345678	999	Level 2	⇩	⇔	⇔	⇔	⇩	⇔

AASA Student Report

ENGLISH LANGUAGE ARTS (ELA)
CONFIDENTIAL STUDENT SCORE REPORT
GRADE 3 - SPRING 20XX

AASA ARIZONA'S ACADEMIC STANDARDS ASSESSMENT

FIRSTNAME M. LASTNAME

SAID: 12345678
DOB: mm/dd/yyyy
SCHOOL: SCHOOL NAME (9999999)
DISTRICT: DISTRICT NAME (9999999)

About This Assessment

FIRSTNAME took the AASA Grade 3 ELA assessment in spring 20XX. The questions in this assessment measure the knowledge and skills taught in this grade and subject area.

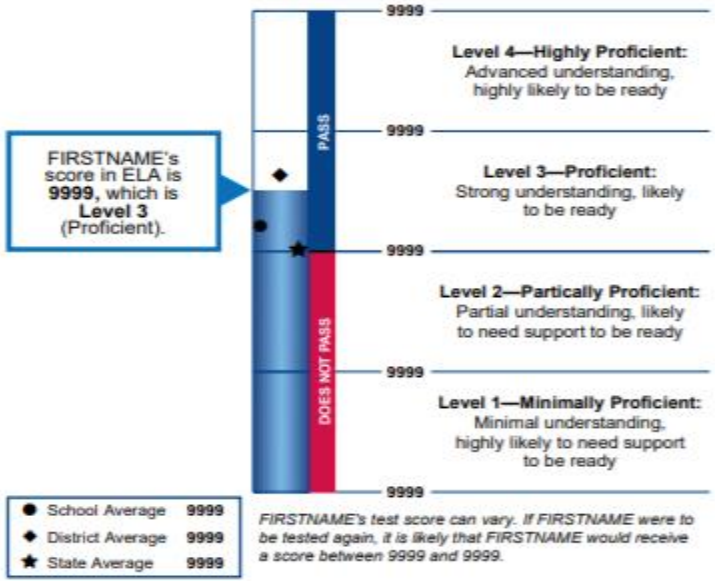
FIRSTNAME's score shows how well FIRSTNAME understands Grade 3 ELA content. A student who scores **Proficient** or **Highly Proficient** on AASA is likely to be ready for the next grade level of ELA.

About This Report

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

Back:
- FIRSTNAME'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.

FIRSTNAME's Performance on the ELA Assessment



FIRSTNAME's test score can vary. If FIRSTNAME were to be tested again, it is likely that FIRSTNAME would receive a score between 9999 and 9999.

FIRSTNAME's score is Level 3 (Proficient).

FIRSTNAME shows a **strong** understanding of the expectations for the tested grade. FIRSTNAME is likely to be ready for ELA in the next grade.

Has FIRSTNAME met the Move On When Reading requirement?

YES

This determination is made based on the Reading component of the ELA assessment.

GRADE 3 FIRSTNAME's ELA CONFIDENTIAL SCORE REPORT - page 2

Legend: Reporting Categories

Below Mastery | At/Near Mastery | Above Mastery

ELA Reporting Categories

Reading for Information

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

What was assessed?
Students find the main idea and the supporting details of a text. They connect events, ideas, steps, sentences, paragraphs, and illustrations to one another. They find similarities and differences between two texts on the same topic.

What do these results mean?
Your student almost always finds connections between concepts, ideas, or events; uses the text and pictures to make conclusions to ask and answer questions; and finds the similarities and differences between important ideas and key details in two texts on the same topic.

Reading for Literature

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

What was assessed?
Students ask and answer questions about a text. They tell how characters and their actions affect a story. They explain how pictures help tell a story. They read two texts by one author and tell the similarities and differences. They find the central message of a story.

What do these results mean?
Your student can often find similarities and differences between the settings or plots of stories written by the same author; tell how one part of a story affects another part; use key details to retell a story and find the main idea; and tell the point of view in a story.

Writing and Language

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

What was assessed?
Students write to give information or state opinions. They write on a topic giving supporting details or facts. They use correct capitalization, punctuation, and spelling. They use sentences, a glossary, or a dictionary to figure out the meaning of new words.

What do these results mean?
Your student may have trouble organizing writing for a purpose (like to give information or give opinions); using clues in a text to understand the meaning of new words; spelling commonly used words correctly; and writing simple sentences with correct capitalization and punctuation.

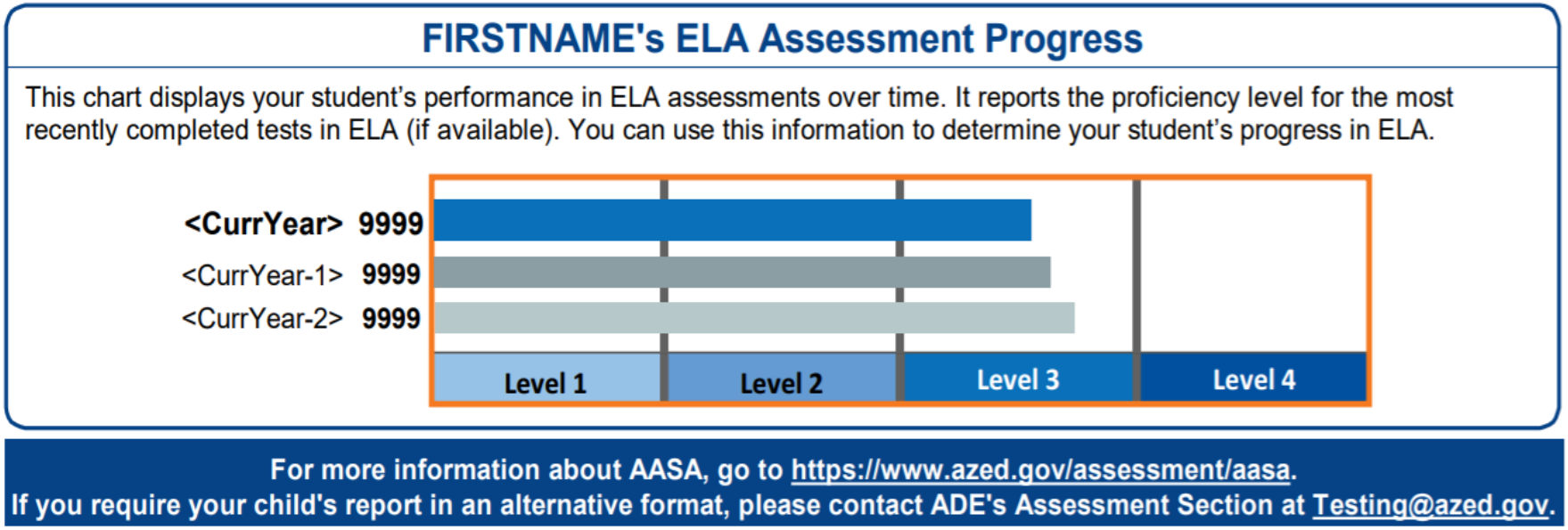
The Writing and Language portion of the ELA assessment requires that each student complete an essay. The essay is evaluated on three criteria.

Writing Essay Performance

Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
Your student earned 3 out of 4 possible points. Your student's essay mainly stays on topic. The opinion is clearly stated and mostly focused. Context supporting the opinion fits the purpose. The response is organized and has few mistakes. There is some variety of transitions used. There is a clear progression of ideas within the essay. There is a clear beginning and end.	Your student earned 2 out of 4 possible points. Your student's essay includes details, facts, and sources that somewhat support its opinion. This evidence is unevenly integrated into the response. The words used are sometimes inappropriate for audience and purpose.	Your student earned 2 out of 2 possible points. Your student's essay shows a strong understanding of sentence structure and language conventions. There are few mistakes in punctuation, capitalization, and spelling present in the response.

Longitudinal Data

Three years of data will be part of the report if data is available.



Roster Report

ENGLISH LANGUAGE ARTS (ELA)
CONFIDENTIAL ROSTER REPORT WITH SUMMARY
GRADE 3

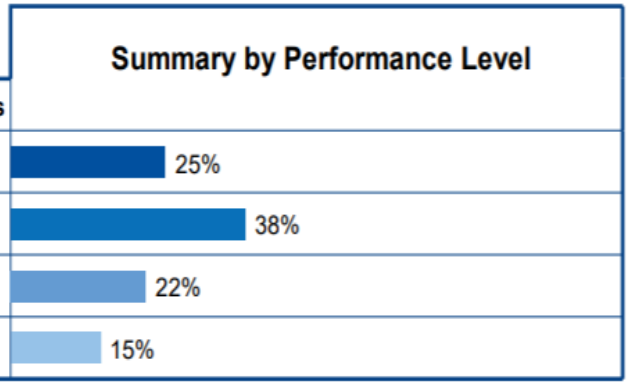
ARIZONA'S ACADEMIC STANDARDS ASSESSMENT

SCHOOL: SCHOOL NAME (9999999)
DISTRICT: DISTRICT NAME (9999999)
SPRING 20XX

Mean Scale Score: 9999
Students with Valid Results: 9999

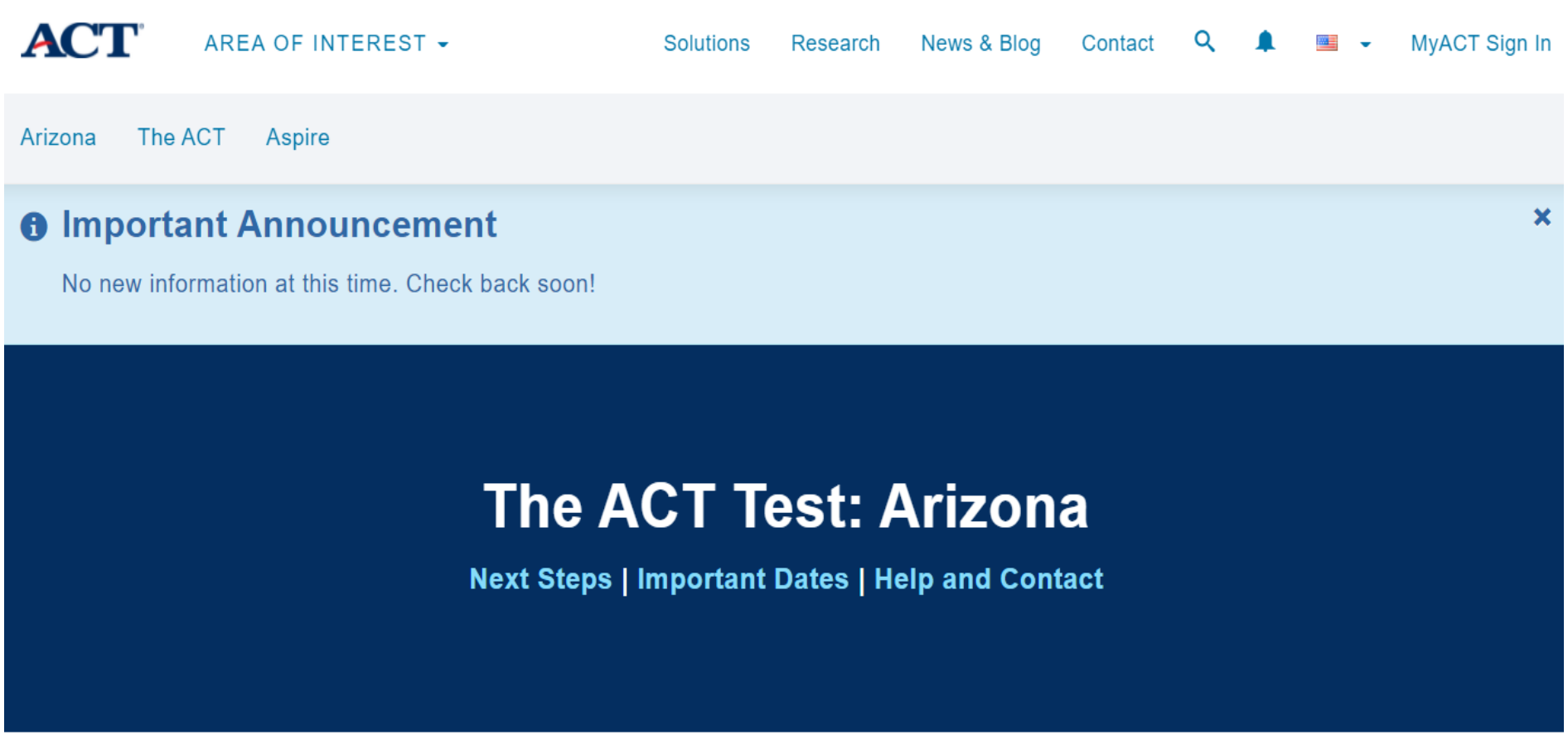
Scale score range	# of students
Level 4 (9999-9999) Highly Proficient	**999**
Level 3 (9999-9999) Proficient	**999**
Level 2 (9999-9999) Partially Proficient	**999**
Level 1 (9999-9999) Minimally Proficient	**999**

Summary by Performance Level



Student Name	DOB	SSID	Scale Score	Performance Level	ENGLISH LANGUAGE ARTS SCORING CATEGORIES			
					Reading For Information	Reading for Literature	Writing and Language	Met the Move On When Reading
01LASTNAME, FIRSTNAME M	mm/dd/yy	12345678	9999	Minimally Proficient	Below Mastery	Below Mastery	Below Mastery	YES
02LASTNAME, FIRSTNAME M	mm/dd/yy	12345678	9999	Partially Proficient	Below Mastery	At/Near Mastery	At/Near Mastery	YES
03LASTNAME, FIRSTNAME M	mm/dd/yy	12345678	9999	Proficient	Above Mastery	Above Mastery	Above Mastery	NO
04LASTNAME, FIRSTNAME M	mm/dd/yy	12345678	9999	Highly Proficient	At/Near Mastery	At/Near Mastery	At/Near Mastery	YES
05LASTNAME, FIRSTNAME M	mm/dd/yy	12345678	9999	Partially Proficient	Below Mastery	Below Mastery	Below Mastery	YES

HS Tests



https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/arizona/the-act.html

ACT and ACT Aspire

Test Administration Process Next Steps

Select your current phase of the test administration process to see resources related to that phase.

1 Step 1 | 2 Step 2 | 3 Step 3 | 4 Step 4 | 5 Step 5 | 6 Step 6 | 7 Step 7

Process Steps (Expand for Descriptions)

Step 1: Orientation - Learn about test formats and policies; select test dates and provide shipping information; select test staff and set up accounts.

Step 2: Configuration - Upload student data records; verify enrollment for test materials.

Step 3: Accommodation - Learn about accessibility supports; request accommodations and/or supports; request qualified exceptions to the deadline.

Step 4: Preparation - Order test materials; complete non-test activities; provide examinees test prep information; prepare your facility, staff, and materials; update examinee information.

Step 5: Administration - Administer the test.

Step 6: Transportation: Return test materials.

Step 7: Interpretation - Access and understand score reports; share reporting information with examinees.

Resources:

- Setting Up for Success - Online Reporting and TAA (document)
- PearsonAccess^{next} User Guide (document – select the Accessing Reports section)
- Score Report Schedule for the ACT Test (coming soon)
- ACT User Handbook for Educators (document)
- MyACT Quick Start Guide (document)
- Sample Score Report - High School (document)
- ACT Online Reporting User Supplement

Training:

- ACT Online Reporting Training (on-demand presentation)

Share Reporting Information with Examinees

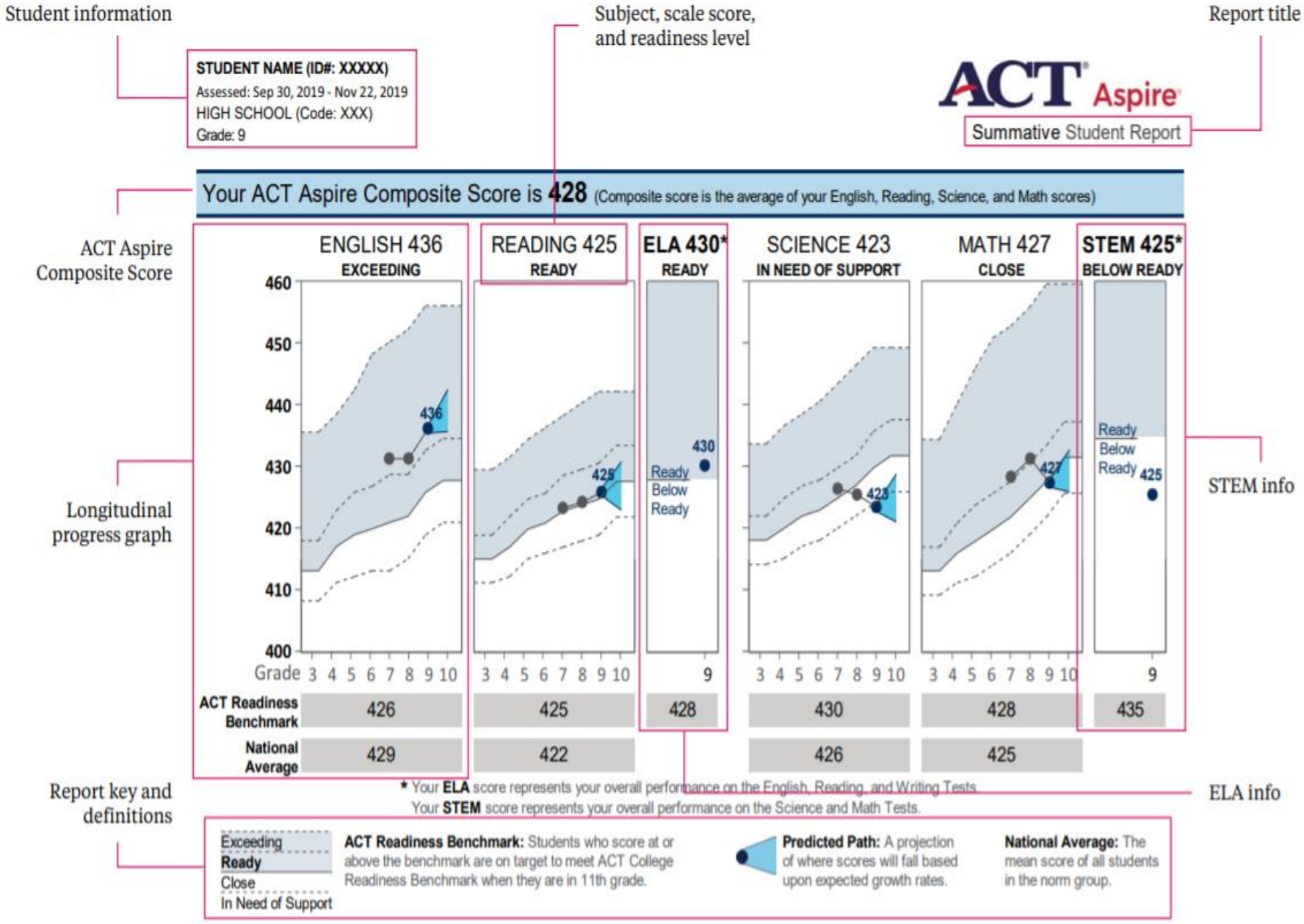
Websites:

- Understanding Your Scores (act.org)

Resources:

- Student Information Booklet (document)
- Sample Score Report - Student (document)
- Using Your ACT Results (document)
- Using Your ACT Results - Spanish (document)
- Understanding Your Scores (act.org)
- Interactive Student Report (document)

ACT Aspire – Summative Student Report



ACT Aspire – Summative Student Report

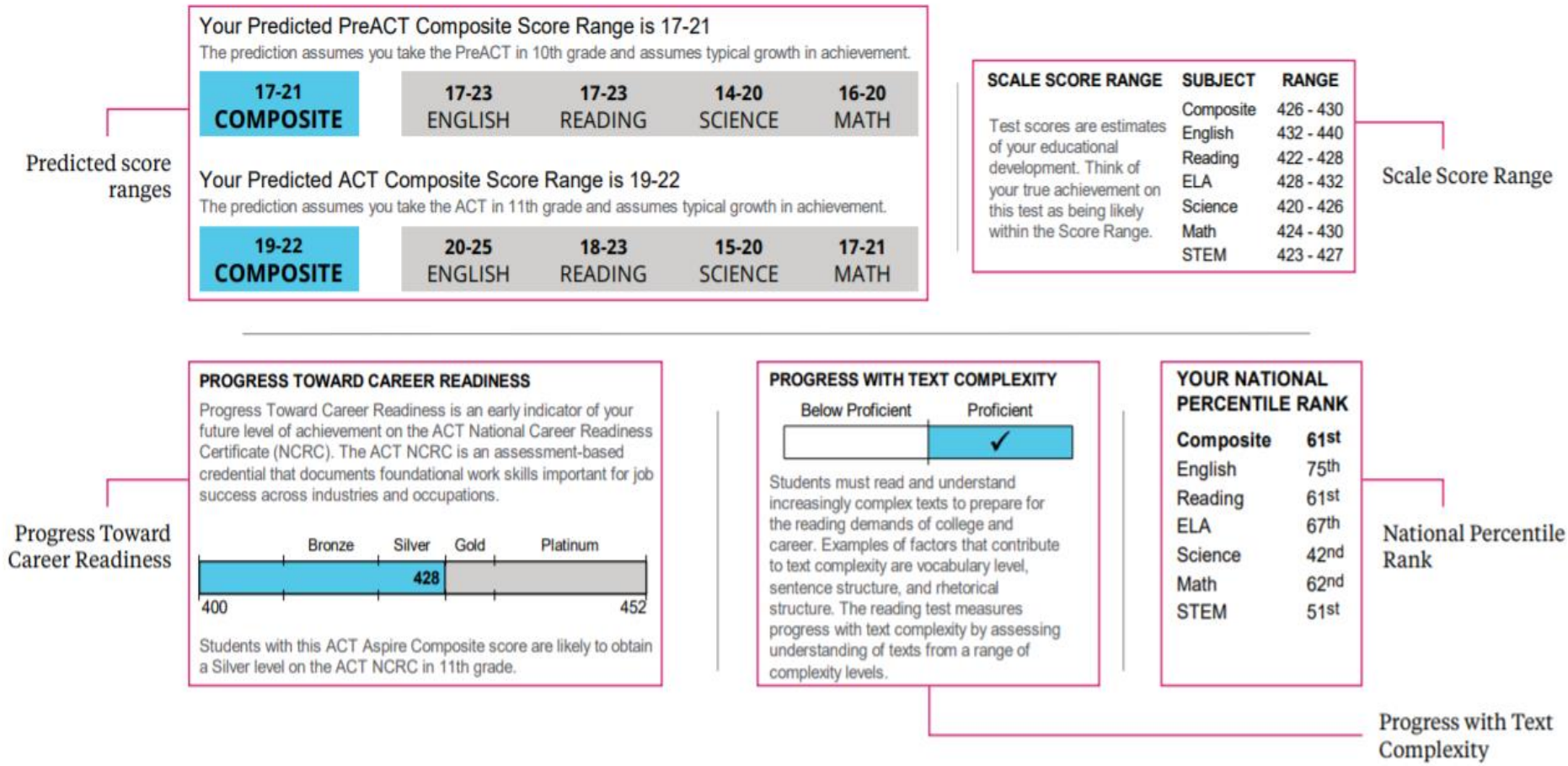


Figure 1. ACT Aspire Individual Student Report, page 1

ACT Aspire Individual Student Report - page 2

Your Detailed ACT Aspire Results

The scores below represent your performance on reporting categories measured by the test. Reporting category designations are provided to help you to start to focus on strengths and weaknesses. Categories with only a few items may be less representative of your overall achievement in that category.

		Percent Correct
ENGLISH		
Production of Writing	11 of 13	85%
Knowledge of Language	4 of 6	67%
Conventions of Standard English	20 of 31	65%
READING		
Key Ideas & Details	10 of 14	71%
Craft & Structure	6 of 11	55%
Integration of Knowledge & Ideas	4 of 5	80%
WRITING		
Ideas & Analysis	3 of 6	50%
Development & Support	3 of 6	50%
Organization	3 of 6	50%
Language Use & Conventions	3 of 6	50%

		Percent Correct
SCIENCE		
Interpretation of Data	9 of 18	50%
Scientific Investigation	4 of 10	40%
Evaluation of Models, Inferences, & Experimental Results	4 of 12	33%
MATH*		
Grade Level Progress	15 of 31	48%
• Number & Quantity	1 of 3	33%
• Algebra	3 of 7	43%
• Functions	4 of 6	67%
• Geometry	3 of 7	43%
• Statistics & Probability	3 of 4	75%
Integrating Essential Skills	8 of 20	40%
Justification & Explanation	3 of 12	25%
Modeling	13 of 21	62%

ACT Readiness Range: Shows where a student who has met the ACT Readiness Benchmark on this assessment would typically perform.

* **Math** test questions can map to multiple reporting categories, so totals will exceed the number of questions on test.

ACT Aspire Individual Student Report - page 2

Improvement Ideas

ENGLISH

Production of Writing: Practice writing for a variety of purposes. Continue working on developing topics effectively, organizing ideas in logical, cohesive ways, and expressing ideas in a stylistically consistent manner.

Knowledge of Language: In your writing, experiment with how word choices affect meaning and how language functions differently in different contexts.

Conventions of Standard English: Challenge yourself to write complex sentences, avoiding all errors in sentence construction and using parts of speech and punctuation correctly.

READING

Key Ideas & Details: Read increasingly complex texts from a variety of genres. Work on making and supporting reasonable inferences and on identifying and inferring main ideas, themes, sequences, and relationships.

Craft & Structure: As you read, consider the purpose of texts and parts of texts. Also analyze how texts are organized, how authors use point of view, and how authors use words and phrases.

Integration of Knowledge & Ideas: Read complex texts from a variety of genres. Analyze how authors present arguments, focusing on strengths and weaknesses. Also, look for connections between and among related texts.

WRITING SCORE POINT DESCRIPTORS

Use the following rubric descriptions of your writing scores to identify your strengths and areas for improvement.

Ideas & Analysis: The response is somewhat appropriate to the task, with an analysis that is oversimplified or imprecise. Implications or complications are only somewhat clear or relevant. Specific details and generalized ideas are somewhat connected.

Development & Support: Explanations of ideas are limited, but include some use of supporting reasons and/or relevant examples.

Organization: The response exhibits some evidence of organizational structure. Some ideas are logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.

Language Use & Conventions: The response demonstrates some developing ability to convey meaning. Word choice is general and occasionally imprecise. Sentence structures show little variety and are sometimes unclear. Voice and tone are somewhat appropriate for the analytical purpose but are inconsistently maintained. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.

SCIENCE

Interpretation of Data: Generate and interpret a greater number and variety of data presentations (scientific tables, line graphs, diagrams). Use trends to extend data in data presentations (interpolation, extrapolation).

Scientific Investigation: Generate questions that can be investigated and then design and perform controlled experiments to validly test the questions. Examine complex scientific experiments involving multiple variables.

Evaluation of Models, Inferences, & Experimental Results: Compare and evaluate the results of scientific experiments and compare and evaluate competing scientific explanations. Examine ways to improve on scientific experiments and explanations.

Improvement ideas

MATH

Grade Level Progress: Try completing the "challenge" questions in your textbook for your current math work.

- **Number & Quantity:** Work on applying properties of exponents and rewriting radical expressions in terms of rational exponents. Do the properties of exponents make sense to you? If you make sense of them, they will be easier to use.
- **Algebra:** Work on performing operations on polynomials, solving linear equations and inequalities, and solving quadratic equations. Do algebraic expressions have meaning for you? Interpret expressions as they apply to the real world.
- **Functions:** Practice working with piecewise-defined functions; describe what the graph means in terms of a real-world situation.
- **Geometry:** Work on explaining geometric reasoning related to lines and angles. Derive the formula for the volume of a pyramid.
- **Statistics & Probability:** What could you do if you gave a survey but some people didn't answer the question? Would it matter?

Integrating Essential Skills: Continue to strengthen your skills by applying and integrating the mathematics you learned in previous grades.

Justification & Explanation: Understand mathematical derivations and justification in your textbooks. Know the concepts behind math terms and why procedures work.

Modeling: Find some real-world situations and create models to describe and predict information.

ACT Aspire ISR – 1 page

ACT Aspire

Assessed Sep 30, 2019 - Nov 22, 2019

STUDENT

Grade: 9

HIGH SCHOOL, School ID: XXX

Student ID: XXXXXX

Student Report

Summative

MAIN SCORES

Subject	ACT Readiness Level	Score Score Range	Your National Percentile Rank	Predicted PreACT Score	Predicted ACT Score
English	Exceeding	**436** 432 - 440	75th	17 - 23	20 - 25
Reading	Ready	**425** 422 - 428	61st	17 - 23	18 - 23
Writing	Scoreable				
Science	In Need of Support	**423** 420 - 426	42nd	14 - 20	15 - 20
Math	Close	**427** 424 - 430	62nd	16 - 20	17 - 21
Composite		**428** 426 - 430	61st	17 - 21	19 - 22

SUPPLEMENTAL SCORES

	Readiness	Score Score Range
ELA	Ready	**430** 428 - 432
STEM	Below Ready	**425** 423 - 427

Progress with Text Complexity — Sufficient Progress: **Yes**

Progress Toward Career Readiness — You are likely to obtain a **Silver** level on the ACT NCRC in the 11th grade.

ACT Readiness Level: Based on the test score and performance level cut scores, your performance can be classified into one of these levels: Exceeding, Ready, Close, In Need of Support.

Score Range: Test scores are estimates of your educational development. Think of your true achievement on this test as being likely within the Score Range.

National Percentile Rank: The percentage of other grade 9 students in the nation who received a score that is the same as or lower than yours.

Understand subject skill expectations for each ACT Readiness Level by reviewing the Performance Level Descriptors: www.act.org/aspire

ACT – Individual Student Report

ANN C TAYLOR
7852 W 46TH ST APT 4
WHEAT RIDGE, CO, 80033

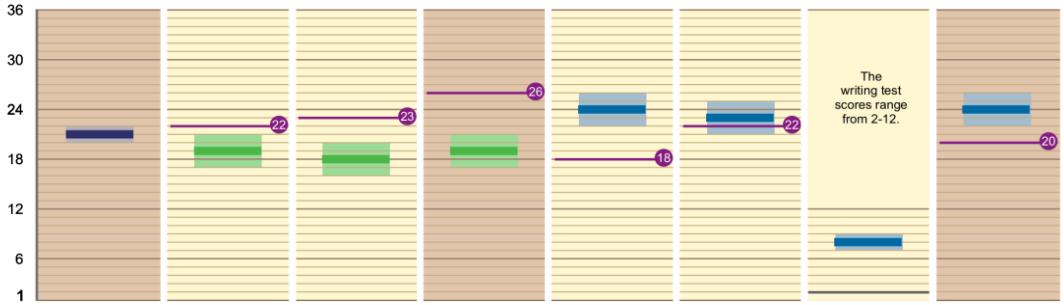
ACT ID: 201293212
GRADUATION YEAR: 2022

DOB: SEPTEMBER 01, 2003
GENDER: FEMALE

TEST DATE: APRIL 2021
HIGH SCHOOL CODE: 061-450
WHEAT RIDGE SENIOR HIGH SCHOOL

SUPER SCORE	22	21	20	21	24	23	8	24
		Oct 2020	Oct 2020		Apr 2021	Apr 2021	Apr 2021	

21 COMPOSITE	19 MATH	18 SCIENCE	19 STEM	24 ENGLISH	23 READING	8 WRITING	24 ELA



Student Score
Score
Score Range

ACT College Readiness Benchmarks
Readiness Benchmark
If the student's score is at or above the Benchmark, he or she will likely be ready for first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

Student's Score Range
Test scores are estimates of the student's educational development. Think of true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below the student's score.

Detailed Results

MATH 19

			ACT Readiness Range
Preparing for Higher Math	15 of 35	43%	
• Number & Quantity	3 of 5	60%	✓
• Algebra	4 of 8	50%	
• Functions	2 of 8	25%	
• Geometry	4 of 8	50%	
• Statistics & Probability	2 of 6	33%	
Integrating Essential Skills	11 of 25	44%	
Modeling	12 of 21	57%	

SCIENCE 18

Interpretation of Data	10 of 18	56%
Scientific Investigation	2 of 10	20%
Evaluation of Models, Inferences & Experimental Results	4 of 12	33%

ACT Composite Score: ACT Math, Science, English, and Reading test scores and the Composite score range from 1 to 36. For each test, we converted the student's number of correct answers into a score within that range. The student's Composite score is the average of his or her scores on the four subjects rounded to the nearest whole number. If the student left any test completely blank, that score is reported as two dashes and no Composite score is computed.

STEM: Sciences, Technology, Engineering and Math **ELA:** English Language Arts

ACT Readiness Range: This range indicates how students who met the ACT College Readiness Benchmark on this subject test would be expected to perform.

ENGLISH 24

			ACT Readiness Range
Production of Writing	17 of 23	74%	✓
Knowledge of Language	10 of 12	83%	✓
Conventions of Standard English	29 of 40	73%	✓

READING 23

Key Ideas & Details	17 of 24	71%
Craft & Structure	5 of 10	50%
Integration of Knowledge & Ideas	5 of 6	83% ✓

Understanding Complex Texts — Below | Proficient | Above

Understanding Complex Texts: This indicator lets you know if you are understanding the central meaning of complex texts at a level that is needed to succeed in college courses with high reading demand.

WRITING 8

Ideas & Analysis	8
Development & Support	8
Organization	9
Language Use & Conventions	8

If the student took the writing test, the essay was scored on a scale of 1 to 6 by two raters in each of the four writing domains. These domains represent essential skills and abilities that are necessary to meet the writing demands of college and career. The domain scores, which range from 2 to 12, are each a sum of the two raters' scores. The writing score is the average of the student's four domain scores rounded to the nearest whole number. To learn more about the writing score, visit www.act.org/the-act/writing-scores.

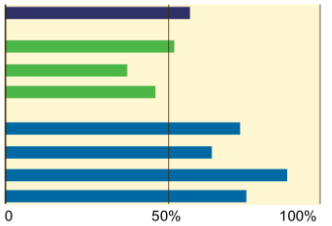
The ACT®
High School Report

Ranking Results

The student's ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT® test and received scores that are the same as or lower than the student's scores. For example, a rank of 56 for the student's Composite score means 56% of students earned that Composite score or below.

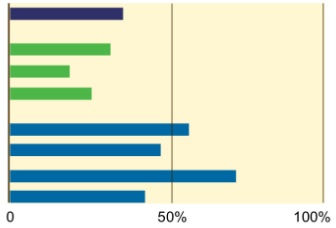
US Rank

Composite	59%
Math	54%
Science	39%
STEM	48%
English	75%
Reading	66%
Writing	90%
ELA	77%



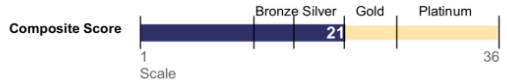
State Rank

Composite	36%
Math	32%
Science	19%
STEM	26%
English	57%
Reading	48%
Writing	72%
ELA	43%



Progress Toward the ACT National Career Readiness Certificate®

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC®) that students with this ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.



Students with this ACT Composite score are likely to obtain a Silver level NCRC.
Dashes (-) indicate information was not provided or could not be calculated.

ACT - Scores

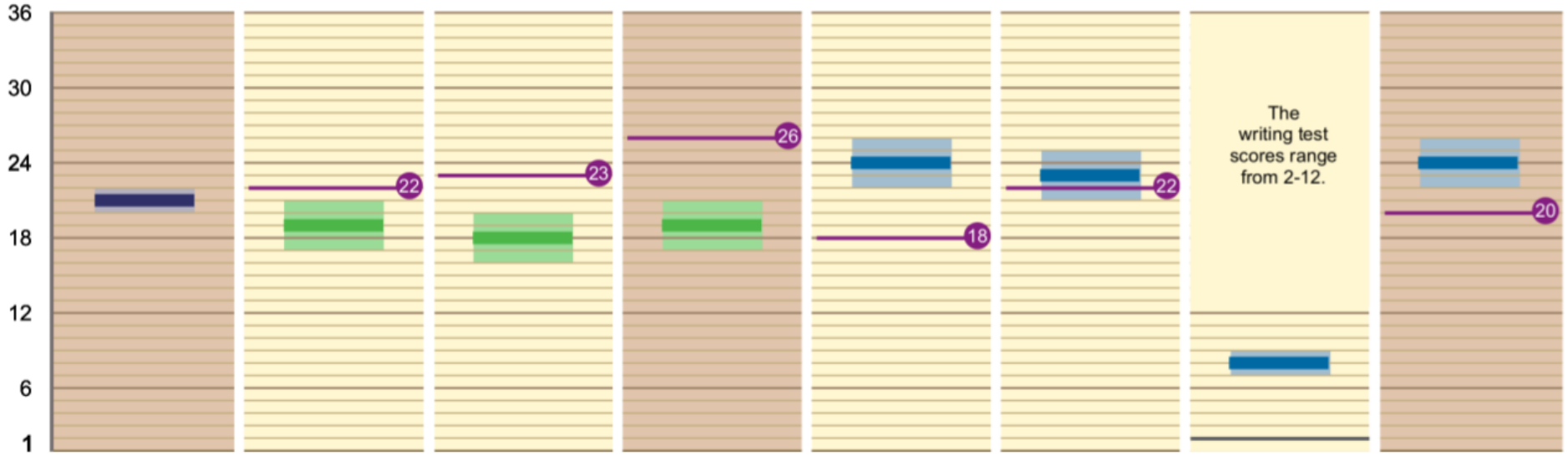
ANN C TAYLOR
7852 W 46TH ST APT 4
WHEAT RIDGE, CO, 80033

ACT ID: 201293212
GRADUATION YEAR: 2022

DOB: SEPTEMBER 01, 2003
GENDER: FEMALE

TEST DATE: APRIL 2021
HIGH SCHOOL CODE: 061-450
WHEAT RIDGE SENIOR HIGH SCHOOL

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING	WRITING	ELA
SUPER SCORE	22	21 Oct 2020	20 Oct 2020	21	24 Apr 2021	23 Apr 2021	8 Apr 2021	24
	21	19	18	19	24	23	8	24



Student Score
Score
Score Range

ACT College Readiness Benchmarks
Readiness Benchmark
If the student's score is at or above the Benchmark, he or she will likely be ready for first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

Student's Score Range
Test scores are estimates of the student's educational development. Think of true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below the student's score.

ACT – Detailed Results

Detailed Results

MATH 19

ACT Readiness Range

Preparing for Higher Math	15 of 35	43%	
• Number & Quantity	3 of 5	60%	✓
• Algebra	4 of 8	50%	
• Functions	2 of 8	25%	
• Geometry	4 of 8	50%	
• Statistics & Probability	2 of 6	33%	
Integrating Essential Skills	11 of 25	44%	
Modeling	12 of 21	57%	

SCIENCE 18

Interpretation of Data	10 of 18	56%
Scientific Investigation	2 of 10	20%
Evaluation of Models, Inferences & Experimental Results	4 of 12	33%

ACT Composite Score: ACT Math, Science, English, and Reading test scores and the Composite score range from 1 to 36. For each test, we converted the student's number of correct answers into a score within that range. The student's Composite score is the average of his or her scores on the four subjects rounded to the nearest whole number. If the student left any test completely blank, that score is reported as two dashes and no Composite score is computed.

STEM: Sciences, Technology, Engineering and Math **ELA:** English Language Arts

ACT Readiness Range: This range indicates how students who met the ACT College Readiness Benchmark on this subject test would be expected to perform.

ENGLISH 24

ACT Readiness Range

Production of Writing	17 of 23	74%	✓
Knowledge of Language	10 of 12	83%	✓
Conventions of Standard English	29 of 40	73%	✓

READING 23

Key Ideas & Details	17 of 24	71%	✓
Craft & Structure	5 of 10	50%	
Integration of Knowledge & Ideas	5 of 6	83%	✓

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ACT HS Report - Rankings

Ranking Results

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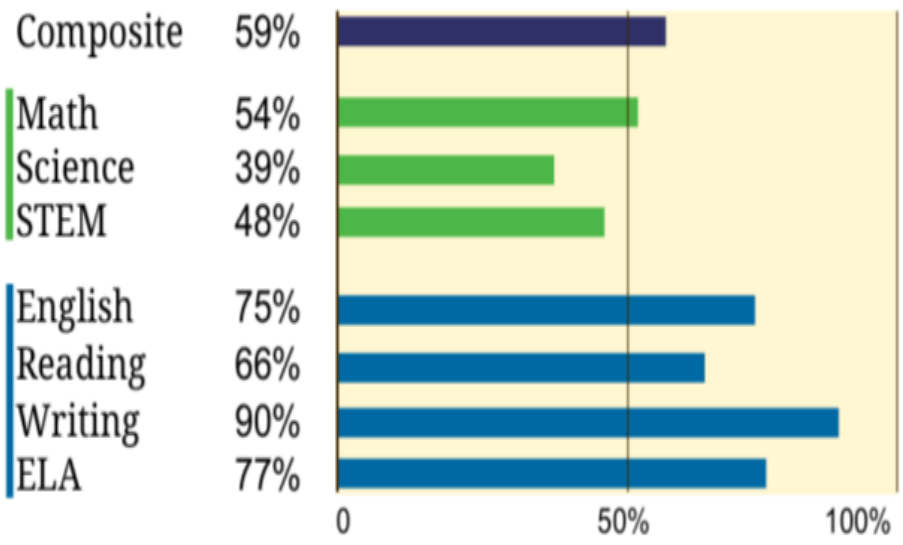
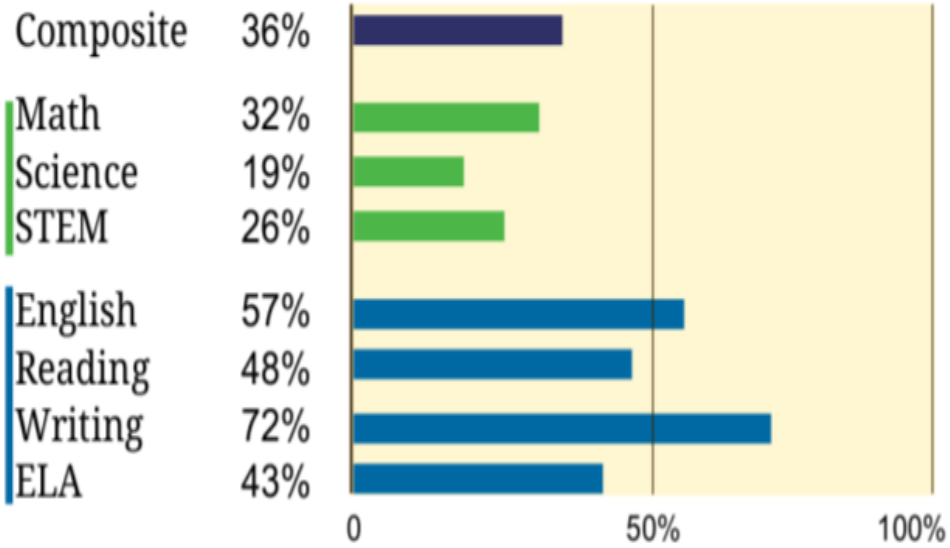


State Rank



ACT – Individual Student Report (ISR)

ANN C TAYLOR
GRADUATION YEAR: 2022
TEST DATE: APRIL 2021

The ACT
High School Report

College Fit

At the student's direction, scores from this test date are being reported to the colleges shown below. College planning information is provided for the choices listed when registered or tested. Check with colleges for recent changes in information. Note: GPA was calculated from the grades the student reported. For more information, see the *ACT User Handbook* at
www.act.org/content/dam/act/unsecured/documents/ACT-UserHandbook.pdf

College Choices	Chance of "B" or Higher GPA based on Composite score and GPA	ACT Composite Scores of the middle 50% of current students	Average High School GPA of current students	Average High School Class Rank of current students	Percentage of First-Year Students Receiving Financial Aid: Need	Percentage of First-Year Students Receiving Financial Aid: Merit
0011 AUBURN UNIVERSITY AUBURN, AL	--%	24- 30 (1–36)	3.86	Majority in Top 25%	38%	62%
0496 ADAMS STATE UNIVERSITY ALAMOSA, CO	--%	17-22 (1–36)	3.12	UNKNOWN	83%	42%
0561 CAPITAL COMMUNITY COLLEGE HARTFORD, CT	--%			UNKNOWN	76%	--%
0572 MITCHELL COLLEGE NEW LONDON, CT	--%		2.68	UNKNOWN	83%	77%
ANN C TAYLOR		**21** Composite	**3.45** GPA	**Top 25%** Class Rank		

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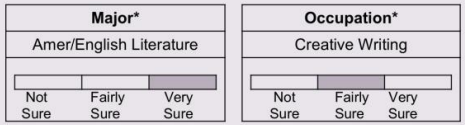
Educational and Occupational Plans

Interest Inventory Scores



To learn more, visit
www.act.org/collegeplanning

Examples of Related Majors

- Classical/Ancient Languages & Lit
- Comparative Literature
- Creative Writing
- English Language & Literature, General
- Communications, General

Examples of Related Occupations

- Actor
- Composer (Music)
- Dancer/Choreographer
- Fashion Model
- Musician (Instrumental)
- Radio/TV Program Writer
- Singer
- Writer/Author

Needs Help With*
Educational/Occupational Plans, Writing, Math, Reading, Study Skills, Finding Work

Have students check out careers, majors, and colleges that are right for them at www.act.org/collegeplanning.

*Information provided by the student. If major and occupation boxes are not shaded, data were incomplete.

Alternate Assessment

Alternate Assessment REPORTING

MSAA Reports

- **MSAA 2021 Student Results Reports** will be sent to districts by August 13, 2021
- The **MSAA Reporting Portal** will open August 2 - September 24, 2021
- MSAA 2021 Student Results Layout District Reports
- MSAA 2021 Guide for Score Report Interpretation
- The **MSAA 2021 Parent Overview Guides** (English and Spanish versions) are located on the tab labeled "Parents and Students"

https://www.azed.gov/assessment/msaa

Alternate Assessment

Multi-State Alternate Assessment

(MSAA)

msaa
Multi-State Alternate Assessment

2021 Guide
for
Score Report Interpretation

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https://www.azed.gov/sites/default/files/2018/09/MSAA%202021%20Guide%20for%20Score%20Interpretation.pdf

msaa
Multi-State Alternate Assessment

Types of Score Reports

Below are the types of MSAA score reports that will be available on the MSAA Reporting Portal. Only district TCs using their current MSAA username and password may access the MSAA reports here: https://www.msaaassessment.org under the Reporting tab. Reports are only available during the online reporting window. All MSAA score reports are confidential documents.

- Reports for the District
  - District Summary Report (DSR)
  - District Roster Report (DRR)
  - Student Results File
- Reports for the School
  - School Summary Report (SSR)
  - School Roster Report (SRR)
  - Student Results File
  - Individual Student Report

AZELLA

Guide to Navigating and Using AZELLA Reports

Figure 1 AZELLA Logo

Arizona Department of Education. A publication of the Assessment, Office of English Language Acquisition Services (OELAS), and Accountability divisions.

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Alphabetical Roster Report 17
Kindergarten Placement Test Reports 18

https://www.azed.gov/sites/default/files/2019/03/Navigating%20Reports%205-01-2019_logo_BV_web.pdf?id=5c8fa7ba1dcb2508885d63e4

AZELLA Reports

Reports in PAN

- ✓ **Individual Student Report**
- ✓ **Proficiency Roster Reports**
  - ✓ Spring Reassessment report
  - ✓ Alphabetical Roster Report
  - ✓ Kindergarten Placement Test Report

Reports in ADE Connect

- ✓ **EL70 – AZELLA Student Test History Report**
- ✓ **EL71 – EL Program Participation Report**
- ✓ **EL72 – AZELLA Roster Report**
- ✓ **EL73 – EL Student Need Report**

AZELLA – Individual Student Report (ISR)

TRAINING – PART I: AZELLA REPORTS

UNDERSTANDING AZELLA REPORTS - *PearsonAccess^{next}*

Understanding the Individual Student Report

The first step in using the AZELLA reports is to understand what is included in the *Individual Student Report*. This report is produced only for students with a valid, completed, and scored AZELLA. Below is a mock-up of the *Stage I – Stage V Individual Student Report*. The *Kindergarten Placement Test* is different, and that report will be discussed separately.

A – Header information

B – Student demographic information

C – Student score information

D – Student overall proficiency level and EL designation

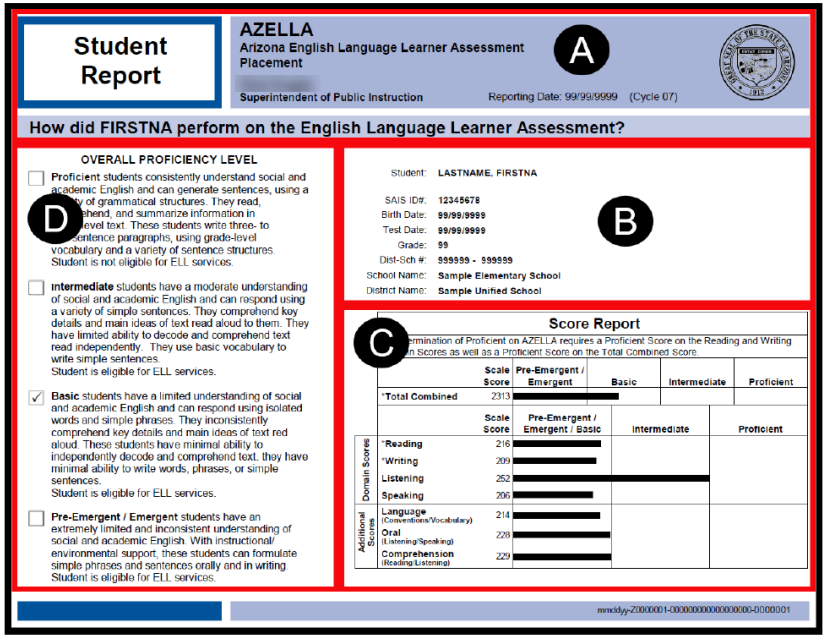

Figure 2 Sample AZELLA Placement Test Student Report from Pearson

Student Report

AZELLA
Arizona English Language Learner Assessment Placement

A

Superintendent of Public Instruction Reporting Date: 99/99/9999 (Cycle 07)

How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

D

☐ **Proficient** students consistently understand social and academic English and can generate sentences, using a ty of grammatical structures. They read, ehend, and summarize information in level text. These students write three- to sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.

☐ **Intermediate** students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences.
Student is eligible for ELL services.

☑ **Basic** students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text red aloud. These students have minimal ability to independently decode and comprehend text. they have minimal ability to write words, phrases, or simple sentences.
Student is eligible for ELL services.

☐ **Pre-Emergent / Emergent** students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing.
Student is eligible for ELL services.

Student:	**LASTNAME, FIRSTNA**
SAIS ID#:	**12345678**
Birth Date:	**99/99/9999**
Test Date:	**99/99/9999**
Grade:	**99**
Dist-Sch #:	**999999 - 999999**
School Name:	**Sample Elementary School**
District Name:	**Sample Unified School**

B

C

Score Report

ermination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing n Scores as well as a Proficient Score on the Total Combined Score.

		Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
	*Total Combined	2313				

		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
Domain Scores	*Reading	216			
	*Writing	209			
	Listening	252			
	Speaking	206			
Additional Scores	Language (Conventions/Vocabulary)	214			
	Oral (Listening/Speaking)	228			
	Comprehension (Reading/Listening)	229			

Reports

Summative

A snapshot

Overall picture

- State level
- District level
- School level
- Grade level
- Student level

What the reports can tell you

- Overall proficiency
- Predicted scores
- PL levels – Pass/Fail or levels
- Strengths and Areas for improvement
  - Above Mastery
  - At or near mastery
  - Below mastery

Assessments -https://www.azed.gov/assessment

Welcome to Assessments

The Assessment Section is responsible for statewide assessment of students enrolled in Arizona public schools. The section works closely with educators in the development and administration of our assessments. All Arizona public schools, including district schools and charter schools, are required to properly administer state and federally mandated assessments.

Updates for Statewide Testing

- Assessments Overview - 2021 and Beyond - *updated 8-17-2021*
- Infographics for 2021-2022 Statewide Assessments
  - Statewide Achievement Assessments - *updated 8-16-2021*
  - AASA - *7-30-2021*
  - Statewide High School Assessments - *updated 8-16-2021*
  - AZELLA - *8-12-2021*
  - Alternate Assessment - *8-17-21*
- Statewide Assessments and Accountability FAQ - 2-16-2021

- ▸ Public Comment - Alternate English Language Proficiency Standards
- ▸ Previous Updates
- ▸ LEA Assessment Results Toolkit 2021
- ▸ Friday Focus Webinars 2021-2022
- ▸ Friday Focus Webinars 2020-2021

DTC Resources

District Test Coordinators

Achievement DTCs | Alternate Assessment DTCs | AZELLA DTCs

DTC Resources for School Year 2021-2022	
Statewide Assessments and Accountability FAQ	Statewide Assessments and Accountability FAQ
The Examiner Newsletter	The Examiner Newsletter
Assessment District Test Coordinator and Security Agreement to be signed by Superintendent/Charter Representative	2021-2022 Assessment Test Coordinator and Security Agreement
Staff Test Security Form for Achievement Testing	Achievement Tests Staff Security Agreement
Assessments Overview 2021 and Beyond	Assessments Overview 2021 and Beyond - *updated 8/17/21*
2021-2022 Detailed Testing Calendar	2021-2022 Detailed Testing Calendar - *updated 10/22/21*
Test Security	Test Preparation and Administrative Practices - Pupil Achievement Testing

Questions

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Thank you!

For questions, please contact us at:
Testing@azed.gov