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](https://www.azed.gov/assessment) (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

• 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.

• 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
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 on 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.

FIRSTNAME’s OVERALL RESULTS

<table>
<thead>
<tr>
<th>Score Level</th>
<th>100</th>
<th>300</th>
<th>500</th>
<th>700</th>
<th>999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Student</td>
<td>600</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average</td>
<td>535</td>
<td></td>
<td></td>
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<tr>
<td>District Average</td>
<td>550</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Average</td>
<td>575</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 earth 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 effect 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
Performance
Students with the symbol above show a good understanding of the content covered in this reporting category.

Science and Engineering Practices and Crosscutting Concepts in Earth and Space Science
Performance
Students with the symbol at and around show a good understanding of the content covered in this reporting category.

Science and Engineering Practices and Crosscutting Concepts in Life Science
Performance
Students with the symbol below likely need more support with the content covered in this reporting category.
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 systems. These practices reflect science and engineering as they are practiced and experienced.

- **Below Mastery**
- **At or Around Mastery**
- **Above Mastery**

### SEP Reporting Categories

<table>
<thead>
<tr>
<th>Investigating Practices</th>
<th>Description</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asking Questions and Defining Problems</td>
<td>• Planning and Carrying Out Investigations</td>
<td><img src="image" alt="Below Mastery" /></td>
</tr>
<tr>
<td>• Using Mathematical and Computational Thinking</td>
<td>• Analyzing and Interpreting Data*</td>
<td><img src="image" alt="Below Mastery" /></td>
</tr>
<tr>
<td>Sensemaking Practices:</td>
<td>• Developing and Using Models</td>
<td><img src="image" alt="Above Mastery" /></td>
</tr>
<tr>
<td>• Constructing Explanations and Designing Solutions</td>
<td></td>
<td><img src="image" alt="Above Mastery" /></td>
</tr>
<tr>
<td>Critiquing Practices:</td>
<td>• Engaging in Argument from Evidence</td>
<td><img src="image" alt="At or Around Mastery" /></td>
</tr>
<tr>
<td></td>
<td>• Obtaining, Evaluating, and Communicating Information</td>
<td><img src="image" alt="At or Around Mastery" /></td>
</tr>
</tbody>
</table>

*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](https://www.azed.gov/standards-practices/k-12standards/standards-science).

If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov.
# 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

<table>
<thead>
<tr>
<th>Scale score range</th>
<th># of students</th>
<th>Summary by Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4 (999-999)</td>
<td>999</td>
<td>25%</td>
</tr>
<tr>
<td>Level 3 (999-999)</td>
<td>999</td>
<td>38%</td>
</tr>
<tr>
<td>Level 2 (999-999)</td>
<td>999</td>
<td>22%</td>
</tr>
<tr>
<td>Level 1 (999-999)</td>
<td>999</td>
<td>15%</td>
</tr>
</tbody>
</table>

- **Below Mastery**
- **At or Around Mastery**
- **Above Mastery**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Scale Score</th>
<th>Performance Level</th>
<th>Reporting Categories</th>
<th>SEP Reporting Categories</th>
</tr>
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<tbody>
<tr>
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<td>Level 1</td>
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<tr>
<td></td>
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<td>Earth and Space Science</td>
<td>Sensemaking Practices</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Life Science</td>
<td>Critiquing Practices</td>
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<tr>
<td>02LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSSID: 12345678</td>
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<td>Level 2</td>
<td>Physical Science</td>
<td>Investigating Practices</td>
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<tr>
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<td></td>
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<td>Earth and Space Science</td>
<td>Sensemaking Practices</td>
</tr>
<tr>
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<td></td>
<td>Life Science</td>
<td>Critiquing Practices</td>
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<tr>
<td>03LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSSID: 12345678</td>
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<td>Level 4</td>
<td>Physical Science</td>
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<td>Sensemaking Practices</td>
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<td>Life Science</td>
<td>Critiquing Practices</td>
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<td></td>
<td></td>
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<td>Earth and Space Science</td>
<td>Sensemaking Practices</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Life Science</td>
<td>Critiquing Practices</td>
</tr>
<tr>
<td>05LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSSID: 12345678</td>
<td>999</td>
<td>Level 3</td>
<td>Physical Science</td>
<td>Investigating Practices</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Earth and Space Science</td>
<td>Sensemaking Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Life Science</td>
<td>Critiquing Practices</td>
</tr>
<tr>
<td>06LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSSID: 12345678</td>
<td>999</td>
<td>Level 4</td>
<td>Physical Science</td>
<td>Investigating Practices</td>
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<td>Earth and Space Science</td>
<td>Sensemaking Practices</td>
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<td>Critiquing Practices</td>
</tr>
<tr>
<td>07LASTNAME, FIRSTNAME M DOB: mm/dd/yy SSSID: 12345678</td>
<td>999</td>
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<td>Investigating Practices</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Life Science</td>
<td>Critiquing Practices</td>
</tr>
</tbody>
</table>
AASA Student Report

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 score in ELA is 9999, which is Level 3 (Proficient).

Level 4—Highly Proficient:
Advanced understanding, highly likely to be ready

Level 3—Proficient:
Strong understanding, likely to be ready

Level 2—Partially Proficient:
Partial understanding, likely to need support to be ready

Level 1—Minimally Proficient:
Minimal understanding, highly likely to need support to be ready

School Average 9999
District Average 9999
State Average 9999

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 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.
### ELA Reporting Categories

#### 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.

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

#### 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.

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

#### 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.

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

### Writing Essay Performance

#### Statement of Purpose, Focus & Organization
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.

#### Evidence & Elaboration
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.

#### Conventions & Editing
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.

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

### ENGLISH LANGUAGE ARTS (ELA)

**CONFIDENTIAL ROSTER REPORT WITH SUMMARY**

**GRADE 3**

**SCHOOL:** SCHOOL NAME (99999999)

**DISTRICT:** DISTRICT NAME (99999999)

**SPRING 20XX**

---

**Mean Scale Score:** 9999  
**Students with Valid Results:** 9999  

<table>
<thead>
<tr>
<th>Scale score range</th>
<th># of students</th>
<th>Summary by Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4 (9999-9999)</td>
<td>999</td>
<td>Highly Proficient 25%</td>
</tr>
<tr>
<td>Level 3 (9999-9999)</td>
<td>999</td>
<td>Proficient 38%</td>
</tr>
<tr>
<td>Level 2 (9999-9999)</td>
<td>999</td>
<td>Partially Proficient 22%</td>
</tr>
<tr>
<td>Level 1 (9999-9999)</td>
<td>999</td>
<td>Minimally Proficient 15%</td>
</tr>
</tbody>
</table>

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### ENGLISH LANGUAGE ARTS SCORING CATEGORIES

<table>
<thead>
<tr>
<th>Student Name</th>
<th>DOB</th>
<th>SSID</th>
<th>Scale Score</th>
<th>Performance Level</th>
<th>Reading For Information</th>
<th>Reading for Literature</th>
<th>Writing and Language</th>
<th>Met the Move On When Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>01LASTNAME, FIRSTNAME M</td>
<td>mm/dd/yy</td>
<td>12345678</td>
<td>9999</td>
<td>Minimally Proficient</td>
<td>Below Mastery</td>
<td>Below Mastery</td>
<td>Below Mastery</td>
<td>YES</td>
</tr>
<tr>
<td>02LASTNAME, FIRSTNAME M</td>
<td>mm/dd/yy</td>
<td>12345678</td>
<td>9999</td>
<td>Partially Proficient</td>
<td>Below Mastery</td>
<td>At/Near Mastery</td>
<td>At/Near Mastery</td>
<td>YES</td>
</tr>
<tr>
<td>03LASTNAME, FIRSTNAME M</td>
<td>mm/dd/yy</td>
<td>12345678</td>
<td>9999</td>
<td>Proficient</td>
<td>Above Mastery</td>
<td>Above Mastery</td>
<td>Above Mastery</td>
<td>NO</td>
</tr>
<tr>
<td>04LASTNAME, FIRSTNAME M</td>
<td>mm/dd/yy</td>
<td>12345678</td>
<td>9999</td>
<td>Highly Proficient</td>
<td>At/Near Mastery</td>
<td>At/Near Mastery</td>
<td>At/Near Mastery</td>
<td>YES</td>
</tr>
<tr>
<td>05LASTNAME, FIRSTNAME M</td>
<td>mm/dd/yy</td>
<td>12345678</td>
<td>9999</td>
<td>Partially Proficient</td>
<td>Below Mastery</td>
<td>Below Mastery</td>
<td>Below Mastery</td>
<td>YES</td>
</tr>
</tbody>
</table>
Important Announcement

No new information at this time. Check back soon!

The ACT Test: Arizona

Next Steps | Important Dates | Help and Contact

Test Administration Process Next Steps

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

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

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

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

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

5. Step 5
   Administration - Administer the test.

6. Step 6
   Transportation: Return test materials.

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

- Setting Up for Success - Online Reporting and TAA (document)
- PearsonAccess<sup>next</sup> 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

Your Predicted PreACT Composite Score Range is 17-21
The prediction assumes you take the PreACT in 10th grade and assumes typical growth in achievement.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Subject</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>17-21</td>
<td>COMPOSITE</td>
<td>17-23</td>
</tr>
<tr>
<td></td>
<td>ENGLISH</td>
<td>17-23</td>
</tr>
</tbody>
</table>

Your Predicted ACT Composite Score Range is 19-22
The prediction assumes you take the ACT in 11th grade and assumes typical growth in achievement.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Subject</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-22</td>
<td>COMPOSITE</td>
<td>20-25</td>
</tr>
<tr>
<td></td>
<td>ENGLISH</td>
<td>20-25</td>
</tr>
</tbody>
</table>

Scale 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>420 - 430</td>
</tr>
<tr>
<td>English</td>
<td>432 - 440</td>
</tr>
<tr>
<td>Reading</td>
<td>422 - 428</td>
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<tr>
<td>ELA</td>
<td>428 - 432</td>
</tr>
<tr>
<td>Science</td>
<td>420 - 426</td>
</tr>
<tr>
<td>Math</td>
<td>424 - 430</td>
</tr>
<tr>
<td>STEM</td>
<td>423 - 427</td>
</tr>
</tbody>
</table>

Progress Toward Career Readiness
Progress Toward Career Readiness is an early indicator of your future level of achievement on the ACT National Career Readiness Certificate (NCRC). The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.

<table>
<thead>
<tr>
<th>Progress Level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze</td>
<td>400</td>
</tr>
<tr>
<td>Silver</td>
<td>428</td>
</tr>
<tr>
<td>Gold</td>
<td>452</td>
</tr>
<tr>
<td>Platinum</td>
<td>474</td>
</tr>
</tbody>
</table>

Students with this ACT Aspire Composite score are likely to obtain a Silver level on the ACT NCRC in 11th grade.

Progress with Text Complexity
Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by assessing understanding of texts from a range of complexity levels.

Your National Percentile Rank

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentile</th>
</tr>
</thead>
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<tr>
<td>English</td>
<td>75th</td>
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<tr>
<td>Reading</td>
<td>61st</td>
</tr>
<tr>
<td>ELA</td>
<td>67th</td>
</tr>
<tr>
<td>Science</td>
<td>42nd</td>
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<tr>
<td>Math</td>
<td>62nd</td>
</tr>
<tr>
<td>STEM</td>
<td>51st</td>
</tr>
</tbody>
</table>

Figure 1. ACT Aspire Individual Student Report, page 1
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.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>Percent Correct</th>
<th>SCIENCE</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production of Writing</td>
<td>11 of 13</td>
<td>Interpretation of Data</td>
<td>9 of 18</td>
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<tr>
<td>Knowledge of Language</td>
<td>4 of 6</td>
<td>Scientific Investigation</td>
<td>4 of 10</td>
</tr>
<tr>
<td>Conventions of Standard English</td>
<td>20 of 31</td>
<td>Evaluation of Models, Inferences, &amp; Experimental Results</td>
<td>4 of 12</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>READING</td>
<td></td>
<td></td>
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<tr>
<td>Key Ideas &amp; Details</td>
<td>10 of 14</td>
<td>MATH*</td>
<td></td>
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<tr>
<td>Craft &amp; Structure</td>
<td>6 of 11</td>
<td>Grade Level Progress</td>
<td>15 of 31</td>
</tr>
<tr>
<td>Integration of Knowledge &amp; Ideas</td>
<td>4 of 5</td>
<td>• Number &amp; Quantity</td>
<td>1 of 3</td>
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<tr>
<td></td>
<td></td>
<td>• Algebra</td>
<td>3 of 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Functions</td>
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<td></td>
<td></td>
<td>• Geometry</td>
<td>3 of 7</td>
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<tr>
<td></td>
<td></td>
<td>• Statistics &amp; Probability</td>
<td>3 of 4</td>
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<tr>
<td></td>
<td></td>
<td>• Integrating Essential Skills</td>
<td>8 of 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Justification &amp; Explanation</td>
<td>3 of 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Modeling</td>
<td>13 of 21</td>
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<tr>
<td>WRITING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas &amp; Analysis</td>
<td>3 of 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development &amp; Support</td>
<td>3 of 6</td>
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<td></td>
</tr>
<tr>
<td>Organization</td>
<td>3 of 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Use &amp; Conventions</td>
<td>3 of 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

**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.
## MAISON SCORES

<table>
<thead>
<tr>
<th>Subject</th>
<th>ACT Readiness Level</th>
<th>Score</th>
<th>Your National Percentile Rank</th>
<th>Predicted PreACT Score</th>
<th>Predicted ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Exceeding</td>
<td>436</td>
<td>75th</td>
<td>17 - 23</td>
<td>20 - 25</td>
</tr>
<tr>
<td>Reading</td>
<td>Ready</td>
<td>425</td>
<td>61st</td>
<td>17 - 23</td>
<td>18 - 23</td>
</tr>
<tr>
<td>Writing</td>
<td>Scoreable</td>
<td>422</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>In Need of Support</td>
<td>423</td>
<td>42nd</td>
<td>14 - 20</td>
<td>15 - 20</td>
</tr>
<tr>
<td>Math</td>
<td>Close</td>
<td>427</td>
<td>62nd</td>
<td>16 - 20</td>
<td>17 - 21</td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td>428</td>
<td>61st</td>
<td>17 - 21</td>
<td>19 - 22</td>
</tr>
</tbody>
</table>

## SUPPLEMENTAL SCORES

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>430</td>
</tr>
<tr>
<td>STEM</td>
<td>425</td>
</tr>
</tbody>
</table>

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.

**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.

**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. 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**  
7532 W 48TH ST APT 4  
Wheat Ridge, CO, 80033  
ACT ID: 201293212  
Graduation Year: 2022  
DOB: September 01, 2003  
Test Date: April 2021  
High School Code: 061-450  
Wheat Ridge Senior High School

---

**ACT Composite Score:**  22  
- Math: 19  
- Science: 18  
- English: 24  
- Reading: 23  
- Writing: 8

**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 66 for the student’s Composite score means 66% 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.

**Composite Score:**  
- Bronze: 0  
- Silver: 2  
- Gold: 8  
- Platinum: 36

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.
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 Oct 2020
21 Oct 2020
20 Apr 2021
21 Apr 2021
24 Apr 2021
23 Apr 2021
8 Apr 2021
24

Composite
21
Math
19
Science
18
STEM
19
English
24
Reading
23
Writing
8
ELA

Student Score
Score
Score Range

ACT College Readiness Benchmarks
- Score
- 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

<table>
<thead>
<tr>
<th>MATH</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing for Higher Math (15 of 35)</td>
<td>43%</td>
</tr>
<tr>
<td>• Number &amp; Quantity (3 of 5)</td>
<td>60%</td>
</tr>
<tr>
<td>• Algebra (4 of 8)</td>
<td>50%</td>
</tr>
<tr>
<td>• Functions (2 of 8)</td>
<td>25%</td>
</tr>
<tr>
<td>• Geometry (4 of 8)</td>
<td>50%</td>
</tr>
<tr>
<td>• Statistics &amp; Probability (2 of 6)</td>
<td>33%</td>
</tr>
<tr>
<td>Integrating Essential Skills (11 of 25)</td>
<td>44%</td>
</tr>
<tr>
<td>Modeling (12 of 21)</td>
<td>57%</td>
</tr>
</tbody>
</table>

## SCIENCE  18

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of Data (10 of 18)</td>
<td>56%</td>
</tr>
<tr>
<td>Scientific Investigation (2 of 10)</td>
<td>20%</td>
</tr>
<tr>
<td>Evaluation of Models, Inferences &amp; Experimental Results (4 of 12)</td>
<td>33%</td>
</tr>
</tbody>
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## ENGLISH  24

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Production of Writing (17 of 23)</td>
<td>74%</td>
</tr>
<tr>
<td>Knowledge of Language (10 of 12)</td>
<td>83%</td>
</tr>
<tr>
<td>Conventions of Standard English (29 of 40)</td>
<td>73%</td>
</tr>
</tbody>
</table>

## READING  23

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>Key Ideas &amp; Details (17 of 24)</td>
<td>71%</td>
</tr>
<tr>
<td>Craft &amp; Structure (5 of 10)</td>
<td>50%</td>
</tr>
<tr>
<td>Integration of Knowledge &amp; Ideas (5 of 6)</td>
<td>83%</td>
</tr>
</tbody>
</table>

### 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.

### 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.

### WRITING  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](http://www.act.org/the-act/writing-scores).
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rank</th>
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<tbody>
<tr>
<td>Composite</td>
<td>59%</td>
</tr>
<tr>
<td>Math</td>
<td>54%</td>
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<tr>
<td>Science</td>
<td>39%</td>
</tr>
<tr>
<td>STEM</td>
<td>48%</td>
</tr>
<tr>
<td>English</td>
<td>75%</td>
</tr>
<tr>
<td>Reading</td>
<td>66%</td>
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<tr>
<td>Writing</td>
<td>90%</td>
</tr>
<tr>
<td>ELA</td>
<td>77%</td>
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</table>

State Rank

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>Composite</td>
<td>36%</td>
</tr>
<tr>
<td>Math</td>
<td>32%</td>
</tr>
<tr>
<td>Science</td>
<td>19%</td>
</tr>
<tr>
<td>STEM</td>
<td>26%</td>
</tr>
<tr>
<td>English</td>
<td>57%</td>
</tr>
<tr>
<td>Reading</td>
<td>48%</td>
</tr>
<tr>
<td>Writing</td>
<td>72%</td>
</tr>
<tr>
<td>ELA</td>
<td>43%</td>
</tr>
</tbody>
</table>
# ACT - Individual Student Report (ISR)

**Ann C Taylor**  
GRADUATION YEAR: 2022  
TEST DATE: APRIL 2021

## 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](http://www.act.org/content/dam/act/unsecured/documents/ACT-UserHandbook.pdf)

### Educational and Occupational Plans

<table>
<thead>
<tr>
<th>Interest Inventory Scores</th>
<th>Interest Area</th>
<th>Standard Score</th>
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<tbody>
<tr>
<td></td>
<td>Science Tech</td>
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<tr>
<td></td>
<td>Arts</td>
<td>51</td>
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<td></td>
<td>Social Service</td>
<td>36</td>
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<td></td>
<td>Admin. &amp; Sales</td>
<td>52</td>
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<td></td>
<td>Business Oper.</td>
<td>59</td>
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<tr>
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<td>Technical</td>
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<table>
<thead>
<tr>
<th>Major*</th>
<th>Occupation*</th>
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</thead>
<tbody>
<tr>
<td>Amer/English Literature</td>
<td>Creative Writing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Need</th>
<th>Not Sure</th>
<th>Fairly Sure</th>
<th>Very Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Choices</th>
<th>Chance of &quot;B&quot; or Higher GPA based on Composite score and GPA</th>
<th>ACT Composite Score of middle 50% of students</th>
<th>Average High School GPA of current students</th>
<th>Average High School Class Rank of current students</th>
<th>Percentage of First-Year Students Receiving Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>0011 Auburn University, AL</td>
<td>9%</td>
<td>26-30</td>
<td>3.85</td>
<td>Majority in Top 25%</td>
<td>38%</td>
</tr>
<tr>
<td>0046 Adams State University, Alamosa, CO</td>
<td>9%</td>
<td>17-22</td>
<td>3.12</td>
<td>UNKNOWN</td>
<td>60%</td>
</tr>
<tr>
<td>0081 Capital Community College, Hartford, CT</td>
<td>9%</td>
<td>26-30</td>
<td>2.69</td>
<td>UNKNOWN</td>
<td>53%</td>
</tr>
<tr>
<td>0070 Mitchell College, New London, CT</td>
<td>9%</td>
<td>26-30</td>
<td>3.45</td>
<td>Top 25%</td>
<td>Class Rank</td>
</tr>
</tbody>
</table>

**Ann C Taylor**  
Composite GPA: 3.45  
Top 25% Class Rank

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Alternate Assessment

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
Multi-State Alternate Assessment (MSAA)

2021 Guide for Score Report Interpretation

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- State Specific Information
- Introduction to the MSAA
  - Purpose
  - Student Participation
  - Overview of the MSAA Format
  - Scoring
- MSAA Score Reports
  - Overview
  - Interpreting and Using the MSAA Scores
  - Talking to Parents and Guardians
  - Special Reporting Codes and Messages
  - Types of Score Reports
  - Testing Participation
- Reports for the District
  - District Summary Report
  - District Roster Report
- Reports for the School
  - School Summary Report
  - School Roster Report
  - Individual Student Report
- Appendix A Writing Scoring Rubrics
- Appendix B Performance Level Descriptors
  - Performance Level Descriptors for ELA and Mathematics
- Appendix C Scale Score Ranges
- Appendix D Individual Student Report Sample

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
Guide to Navigating and Using AZELLA Reports

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   District and School Administrators .................................................................... 4
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   Classroom Teachers ......................................................................................... 5
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https://www.azed.gov/sites/default/files/2019/03/Navigating%20Reports%205-01-2019_logo_BV_web.pdf?id=5c8fa7ba1dc2508885d63e4
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
TRAINING – PART 1: AZELLA REPORTS

UNDERSTANDING AZELLA REPORTS - PearsonAccess

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
How did FIRSTNA perform on the English Language Learner Assessment Placement?

OVERALL PROFICIENCY LEVEL

☐ Proficient students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is 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 read 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.

Score Report

<table>
<thead>
<tr>
<th>Score Report</th>
<th>Scale Score</th>
<th>Pre-Emergent / Emergent</th>
<th>Basic</th>
<th>Intermediate</th>
<th>Proficient</th>
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<td>*Reading</td>
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<td>*Writing</td>
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<tr>
<td>Listening</td>
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<tr>
<td>Speaking</td>
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Domain Scores

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<th>Scale Score</th>
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<tr>
<td>Language (Conventions/Vocabulary)</td>
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<tr>
<td>Oral (Listening/Speaking)</td>
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<tr>
<td>Comprehension (Reading/Listening)</td>
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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
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 for School Year 2021-2022

<table>
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<th>Resource</th>
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<td>Statewide Assessments and Accountability FAQ</td>
<td>[Statewide Assessments and Accountability FAQ]</td>
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<td>The Examiner Newsletter</td>
<td>[The Examiner Newsletter]</td>
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<td>Assessment District Test Coordinator and Security Agreement to be signed by Superintendent/Charter Representative</td>
<td>[2021-2022 Assessment Test Coordinator and Security Agreement]</td>
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<tr>
<td>Staff Test Security Form for Achievement Testing</td>
<td>[Achievement Tests Staff Security Agreement]</td>
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<td>Assessments Overview 2021 and Beyond</td>
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<td>Test Security</td>
<td>[Test Preparation and Administrative Practices - Pupil Achievement Testing]</td>
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Questions

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Thank you!

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