

AzM2 FAMILY REPORT GUIDE

FAMILY SCORE REPORT

Maria A. Doe
 Birth Date: 04/17/2010 ABC School (123654)
 SAIS ID: 99999123 ABC District (987456)

AzM2
SPRING 2021

Grade 5 Math Assessment

About This Assessment

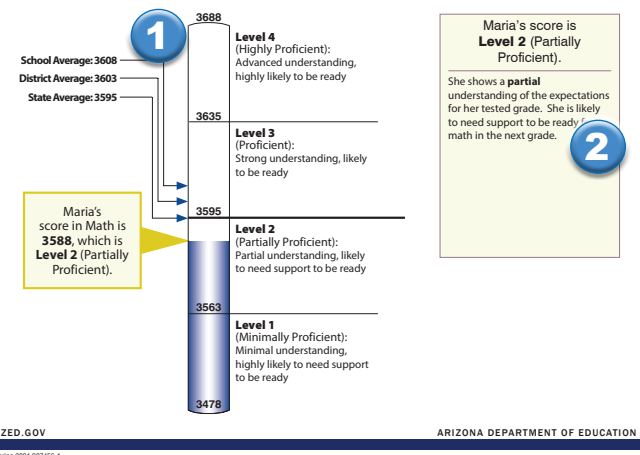
Maria took the AzM2 Grade 5 Math assessment in spring 2021. The questions in this assessment measure the knowledge and skills taught in this grade and subject area.

Maria's score shows how well she understands Grade 5 Math content. A student who scores **Level 3 (Proficient)** or **Level 4 (Highly Proficient)** on AzM2 is likely to be ready for the next grade level of Math.

About This Report

- Front:**
- Maria's overall score for this assessment includes a numeric score and a proficiency level.
 - Her numeric score can be compared with the school, district, and state averages.
 - The proficiency level shows how well students understand current grade-level material and how likely they are to be ready for the next grade.
- Back:**
- Maria's level of mastery is shown for each scoring category.
 - Scoring categories represent specific knowledge and skills included in this assessment.
 - There is a detailed description of the mastery level for each scoring category.

Maria's Performance on the Math Assessment



1 Barrel Chart

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

2 Performance Levels

Your student's performance level is identified in this box. There are four performance levels that describe the general skills and abilities for students who take the AzM2. Students who score **Level 3 (Proficient)** or **Level 4 (Highly Proficient)** on AzM2 are likely to be ready for the next grade or course. Students who score **Level 2 (Partially Proficient)** or **Level 1 (Minimally Proficient)** are likely to need support to be ready for the next grade or course.

3 Scoring Categories

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

4 Mastery Levels

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

5 What Was Assessed?

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

6 What Do These Results Mean?

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

7 Progress Chart

This graphic displays your student's progress over time. It reports the proficiency level for the most recently completed tests in ELA or Math.

FAMILY SCORE REPORT

For more information about AzM2, go to [AzM2portal.org](#).

Legend: Scoring Categories

- Below Mastery
- At/Near Mastery
- Above Mastery

Math Scoring Categories

Operations, Algebraic Thinking, and Numbers in Base Ten

Maria performed **above mastery** in Operations, Algebraic Thinking, and Numbers in Base Ten.

What was assessed? Students add, subtract, multiply, or divide decimals to hundredths and decompose numbers into prime factors. They write and find the value of numerical expressions and use given rules to create patterns. Students can find relationships between two patterns and graph ordered pairs. They can multiply multidigit numbers. They solve, represent, and explain four-digit by two-digit division problems using place value, multiplication, equations, or arrays.

What do these results mean? Students multiply multidigit numbers fluently including decomposing numbers into prime factors; solves four-digit by two-digit division problems and explains strategies using equations, and area models; explains patterns related to multiplying and dividing numbers by powers of ten; adds, subtracts, multiplies, and divides decimals to the hundredths; and creates two patterns using given rules, finds relationships between the patterns and graphs.

Numbers and Operations - Fractions

Maria performed **at or near mastery** in Numbers and Operations - Fractions.

What was assessed? Students add and subtract fractions with different denominators (bottom number), including mixed numbers. They multiply fractions, including proper, improper, and mixed numbers, and solve division word problems with fractions or mixed numbers as answers. Students create and use models to explain multiplication and division story problems with fractions. They find the area of rectangles with side lengths that include fractions, by using unit squares or multiplying.

What do these results mean? Your student often solves fraction word problems with different denominators (bottom number); solves division word problems with fractions for answers; creates and uses models to explain story problems for multiplication and division fraction problems; uses the relationship between multiplication and division to divide unit fractions (1 as the numerator, or top number) and whole numbers by each other; and finds the area of rectangles with side lengths that include fractions.

Measurement, Data, and Geometry

Maria performed **below mastery** in Measurement, Data, and Geometry.

What was assessed? Students convert measurements within the same system (like metric) and use conversions to solve multistep, real world problems. They find the volume of solid figures using unit cubes, multiplication, and formulas. They plot ordered pairs on a graph and use graphs to solve problems. They understand that properties create categories and subcategories of flat shapes and can name flat shapes based on properties (number of sides, parallel, perpendicular, types of angles).

What do these results mean? Your student may have trouble understanding volume is a property of solid figures and can be measured using unit cubes; relating volume to multiplication; and breaking apart solid figures into rectangular prisms, finding the volume of each, and using addition to find the volume of the entire solid figure. Your student may have trouble converting measurements within the same system; making line plots; graphing ordered pairs; and naming flat shapes based on properties.

Maria's Math Assessment Progress

This chart displays your student's performance in Math assessments over time. It reports the proficiency level for the most recently completed tests in Math (if available). You can use this information to determine your student's progress in Math.

Grade	Proficiency Level
Grade 3 Spring 2019	Level 3 (Proficient)
Grade N/A Spring 2020	No Data Available
Grade 5 Spring 2021	Level 2 (Partially Proficient)

For more information about your student's academic performance, contact your student's teacher or school.

GUÍA PARA EL INFORME FAMILIAR DEL AzM2

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SAIS ID: 99999123

ABC School (123654)
ABC District (987456)

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AzM2
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Grade 5 Math Assessment

About This Assessment

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Maria's score shows how well she understands Grade 5 Math content. A student who scores **Level 3 (Proficient)** or **Level 4 (Highly Proficient)** on AzM2 is likely to be ready for the next grade level of Math.

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Front:

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Maria's Performance on the Math Assessment

Maria's score is **Level 2 (Partially Proficient)**.

She shows a **partial** understanding of the expectations for her tested grade. She is likely to need support to be ready for math in the next grade.

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1 Gráfica de barra

Esta "gráfica de barra" muestra el rango de puntajes y los cuatro niveles de desempeño posibles para este examen. El puntaje numérico de su estudiante se muestra junto con los promedios de la escuela y distrito de su estudiante, así como del estado de Arizona.

2 Niveles de rendimiento

En este cuadro se identifica el nivel de desempeño de su estudiante. Existen cuatro niveles de desempeño que describen las habilidades y destrezas de los estudiantes que toman el AzM2. Es probable que los estudiantes que califican en el **Nivel 3 (Competente o Proficiente en inglés)** o **Nivel 4 (Altamente Competente o Highly Proficient en inglés)** estén preparados para el siguiente grado o curso. Los estudiantes que califican en el **Nivel 2 (Parcialmente Competente o Partially Proficient en inglés)** o **Nivel 1 (Mínimamente Competente o Minimally Proficient en inglés)** probablemente necesiten apoyo para estar preparados para el siguiente grado o curso.

3 Categorías de puntaje

Cada examen tiene tres o más categorías de puntaje que describen el contenido de las diferentes partes del examen.

4 Niveles de dominio

Estos indican el nivel de habilidad de su estudiante en cada una de estas categorías de puntaje. Los estudiantes con los símbolos **+** o **✓** demuestran buena comprensión del contenido cubierto en esta categoría de puntaje. Los estudiantes con el símbolo **!** probablemente necesiten más apoyo con el contenido cubierto en esta categoría de puntaje.

5 ¿Qué se evaluó?

Este breve párrafo describe qué tipo de contenido se cubre en esta categoría de puntaje.

6 ¿Qué significan estos resultados?

Este breve párrafo describe la comprensión que su estudiante tiene acerca del contenido de esta categoría de puntaje, con base en su nivel de habilidad.

7 Tabla de progreso

Esta gráfica muestra el progreso de su estudiante a través del tiempo. Muestra su nivel de desempeño en los exámenes más recientes de artes de lenguaje -inglés o matemáticas.

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AzM2

Legend: Scoring Categories

! Below Mastery ✓ At/Near Mastery + Above Mastery

Math Scoring Categories

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+

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What do these results mean?
Students multiply multi-digit numbers fluently including decomposing numbers into prime factors; solves four-digit by two-digit division problems and explains strategies using equations, and area models; explains patterns related to multiplying and dividing numbers by powers of ten; adds, subtracts, multiplies, and divides decimals to the hundredths; and creates two patterns using given rules, finds relationships between the patterns and graphs.

Numbers and Operations - Fractions

✓

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Para obtener más información acerca del rendimiento académico de su estudiante, póngase en contacto con los maestros o la escuela de su estudiante.