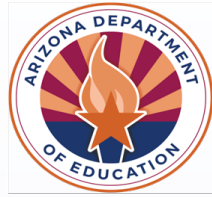


WELCOME TO WEBINAR #4: AASA PAPER-BASED TESTING

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 then be posted on the Assessments webpage under Friday Focus Webinars.



ARIZONA DEPARTMENT OF
EDUCATION
ASSESSMENTS

FRIDAY FOCUS WEBINAR #4: AASA PAPER-BASED TESTING

ACHIEVEMENT ASSESSMENT

OCTOBER 27, 2023



ADMINISTRATION OVERVIEW

DIRECTOR OF ACHIEVEMENT ASSESSMENT:

LISA OLIVER

ACHIEVEMENT STATE COORDINATORS:

CANDIS MIDDLEBROOK AND SHERI DAVENPORT

AASA PAPER-BASED TESTING

All students in grades 3-8
(ELA and Mathematics)

PAPER-BASED TESTING WINDOW

APRIL 1-10, 2024

Writing must be scheduled for April 1 or 2, 2024

RESOURCES - INFOGRAPHICS

2023-2024 Arizona's Science Test (AzSCI)

Test Window:
March 18 – April 12, 2024

- ✓ Science content aligned to the 2 Science & Engineering Practices
- ✓ Based on grade bands: Student from Grades 3-5. Students in Grades 6-8.
- ✓ Students in Cohort 2025 will be in physical science, earth and space science.
- ✓ AzSCI test units are untimed.
- ✓ Three test units, estimated 60-90 minutes.

Email: AzSCI@azed.gov

2023-2024 Arizona's Academic Standards Assessment (AASA)

Test Windows

Computer-Based Testing (CBT)	Paper-Based Testing (PBT)
Online Testing – Writing Unit: April 1 – April 12, 2024 Online Testing – ELA Reading 1 & 2 and Math 1 & 2: April 1 – April 26, 2024	Paper Testing: April 1 – April 10, 2024 *Schedule Writing for April 1 or 2, 2024

AASA – Grades 3-8 – Overview

- ✓ AASA test units are untimed, except for the Grade 3 Oral Reading Fluency (ORF) test unit.
- ✓ **Grade 3:** ELA includes Writing, Reading Unit 1, Reading Unit 2, and ORF. Math includes Math Unit 1 and Math Unit 2.
- ✓ **Grade 3 ORF:** ADE will continue to gather data for the Spring 2024 administration. ORF will not be included in ELA scores, nor will it impact the current Move On When Reading indicator. ORF will be administered in small groups in TestNav for both CBT and PBT schools. *This is new for PBT.*
- ✓ **Grades 4-8:** ELA includes Writing, Reading Unit 1, and Reading Unit 2. Math includes Math Unit 1 and Math Unit 2.
- ✓ All ELA test units must have a valid score to receive an ELA score. All Math test units must have a valid score to receive a Math score.
- ✓ AASA is administered online, by default. The window to sign up for paper-based testing is **September 18 – October 13, 2023**.
- ✓ Calculator ([Desmos Scientific](https://www.desmos.com/calculator)) – Grades 7 and 8 Math Unit 1 only


Accessibility

- ✓ Arizona Accommodations Manual: <https://www.azed.gov/assessment/accessibility>
- ✓ Special Paper Version tests available - Braille, large print, and regular print
- ✓ American Sign Language (ASL) test forms are available for Math and Writing.
- ✓ Submit requests for Special Paper Version tests, ASL tests, and Additional Accommodations **September 5, 2023 – February 23, 2024**. Submission request forms and request process quick guides will be published at <https://www.azed.gov/assessment/aasa>.

Resources

- ✓ Sample Tests, including for ASL: <https://home.testnav.com/>; Login is not required. Select "Arizona," then select "Mic Check & Sample Tests."
- ✓ Blueprints, Item Specifications, and Performance Level Descriptors: <https://www.azed.gov/assessment/resources>

Email: AASA@azed.gov

 ARIZONA DEPARTMENT OF
EDUCATION

Website: <https://www.azed.gov/assessment/aasa>

<https://www.azed.gov/assessment> Under the
Statewide Assessments Infographics

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Email: AASA@azed.gov



ARIZONA DEPARTMENT OF
EDUCATION

Website: <https://www.azed.gov/assessment/aasa>

<https://www.azed.gov/assessment> Under the
Statewide Assessments Infographics

PAPER-BASED ADMINISTRATION

Test Administration Resources:

- Test Coordinator's Manuals (TCM)
- Test Administration Directions (TAD)
- Test Booklets
- Pre-ID Labels
- Return shipment materials

Participation Count and Materials Due-in-District Window

Receive and Inventory Test Materials Shipments

Verify Contact and Shipping Information

Pre-ID Labels

Returning AASA Materials

Details will be provided in Arizona Learning Management System (AzLMS) Training



PAPER-BASED ADMINISTRATION

Materials Needed for Paper-Based Testing

Each testing room will need the following materials:

- Test Administration Directions (electronic or paper copy)
- AASA secure test booklets with Pre-ID labels applied
- “Testing – Do Not Disturb” signs
- List of students to be tested
- Sharpened pencils with erasers
- Blank, lined or graph scratch paper
- Sign in/out log for entering or exiting the testing room
- Commercially published paper dictionaries and thesauruses for use on ELA Writing only
- Appropriate calculators for Math grades 7 and 8, Unit 1 only



AASA PAPER-BASED TEST

AASA Test Units

Grades 3 - 8 AASA Units

ELA Writing
60 - 90 Minutes

ELA Reading
2 Test Units
45 - 75 minutes for
each unit

Math
2 Test Units
60 - 85 minutes for
each unit

**Oral Reading
Fluency (ORF)**
Grade 3 only
30 minutes

ORAL READING FLUENCY

Grade 3 Oral Reading Fluency (ORF)

Grade 3 Only

Each student reads three separate passages

CBT and PBT:
Maximum of 6 students
may test simultaneously

CBT and PBT:
Administer through
TestNav



Oral Reading Fluency

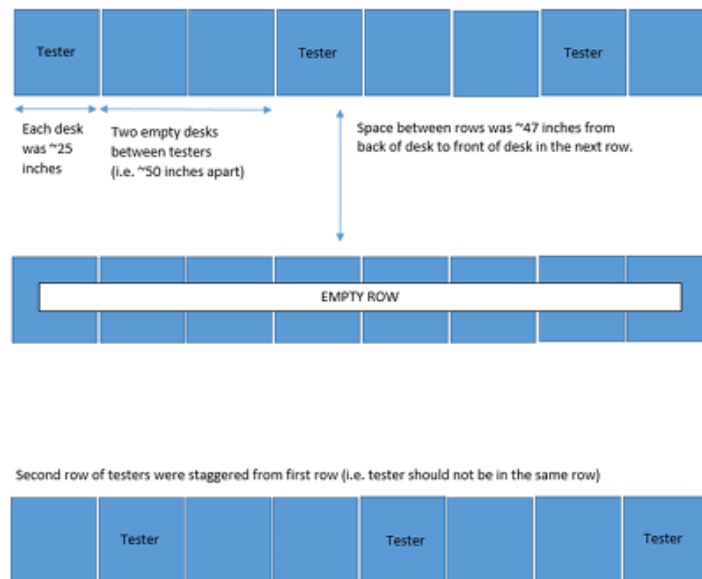


AASA Oral Fluency Test Seating Arrangements

Recommended Seating Arrangements for a Classroom Setting

In an average size classroom (approximately 20 ft. x 26 ft.) a maximum of **6 students** may simultaneously be administered the Oral Fluency test for optimal recording conditions.

Scenario 1: Average classroom (20 ft. X 26 ft.)



Important Resources:

AASA Test Coordinator's Manual and the AASA Test Administration Directions Manual

TEST IRREGULARITIES EXAMPLES

Inappropriate reference materials

- Calculators
- Graphic organizers
- Math formula sheet

Student using or in possession of prohibited devices or resources

- Cell phones
- Smart Watch
- Air pods / Earbuds

Unapproved adults in testing environment

Student Cheating

Group Breaks

Test Administrator approving a test for a student who is not eligible

Educator Resources



- AASA Sample Test
- Sample Test Scoring Guides
- Item Specifications and Blueprints
- Performance Level Descriptors
- Additional Resources



Mathematics Item
Specifications

GRADE 3

Computer-Based
Sample Test
Scoring Guide
Grade 3 ELA

<https://www.azed.gov/assessment/aasa>

AZ.ELA.3.RL.6

Content Standard	Distinguish one's own point of view from that of the narrator or those of the characters.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to identify the point of view in a text. Items may ask the student to identify the narrator in a text.
Task Demand	Common Item Formats
Identify various points of view in the text.	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Match – Table Grid • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the points of view of the narrator or characters.	Distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters.
Proficient	Highly Proficient
Distinguishes his or her own point of view from that of the narrator or those of the characters.	Distinguishes his or her own point of view from implicitly stated points of view of the narrator or those of the characters.

QUESTIONS?





CONTENT TIPS

ELA RESOURCES AND ITEM TYPES



ELA RESOURCES

AASA CONTENT DEVELOPER: KATIE DITULLIO

ELA BLUEPRINT ONLINE VS PAPER



AASA ELA Blueprint 2016 Standards

Grades 3-5 Reporting Category	Min.	Max.
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Reading for Informational Text	26%	22%
Listening Comprehension	0%	13%
Writing and Language	26%	38%
Writing	13%	19%
Language	13%	19%
In Grade 3-5 some items in the Reading and Language stands will also be aligned to the standards for Reading: Foundational Skills		

Grades 6-8 Reporting Category	Min.	Max.
Reading Standards for Literature	24%	31%
Reading Standards for Informational Text	30%	38%
Reading for Informational Text	30%	25%
Listening Comprehension	0%	13%
Writing and Language	30%	38%
Writing	17%	19%
Language	13%	19%

Listening Standards will only be assessed on the computer-based assessment.

Percentage of Points by Depth of Knowledge Level	
DOK 1	10% - 20%
DOK 2	50% - 60%
DOK 3	15% - 25%
DOK 4	16% - 19% (Writing)

ORAL READING FLUENCY (ORF)

Directions: When you are ready, select the red button and begin reading the passage out loud. Start with the first word. After one minute, the recording will end.

On Saturday morning, Flora went outside to play with her new basketball. She hoped her brother Sam could play with her.

Flora found Sam cleaning up leaves in the backyard, but a strong wind kept blowing the leaves through the air.

"I can play as soon as I finish working in the yard," Sam explained.

Flora put down her ball to help Sam. While they worked, a strong gust blew her basketball down a hill behind her house. Flora did not notice.

When the yard was clean and it was finally time to play, Flora went to pick up her ball.

"My basketball has disappeared," Flora told Sam. Then she realized what had likely happened. "I think the wind blew my ball down the hill!" she exclaimed.

With watchful eyes, Flora and Sam slowly began hiking down the rocky slope. Before long, Flora found a striped cap hiding in some tall grass. It was not what she was looking for, but she picked up the hat.

Next, Sam noticed a kite caught in a bush. It was not what he was looking for, but Sam untangled the kite.

Finally, Flora and Sam reached the bottom of the hill. Their neighbors, Max and Pablo, were studying the area. When they saw the cap and kite that Sam and Flora had found, Max and Pablo cheered with delight.

"That's my missing cap!" exclaimed Max.

"You found my lost kite," added Pablo. "The wind has been playing tricks on us!"

Flora laughed and explained that the wind blew away her basketball too. Together they all began to search. Moments later, Sam pointed to some big rocks. The runaway ball was stuck between them.

"Finally, I can play my favorite game," Flora announced happily. "Would anyone like to join me?"

Everyone nodded, and Flora grinned. The tricky wind took her basketball, but it also helped her find a team of friends.

Grade 3 Oral Reading Fluency

The Oral Reading Fluency (ORF) test section is administered to all third grade students.

- [Recommended Seating Arrangements](#)
- [Headphone and Microphone Requirements](#)
- [Pearson Headset Recommendations](#)
- [Accessibility for Grade 3 ORF Items](#)
- [ORF Frequently Asked Questions](#)

WRITING RESOURCES

AZ.ELA.3.W.1

Content Standard	Write opinion pieces on topics or texts, using reasons to support one's point of view. <ol style="list-style-type: none"> Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.
Task Demand	Common Item Formats
Directions Templates Write a multi-paragraph essay expressing your opinion (whether) ... Use information from the sources in your essay. Manage your time carefully so that you can do the following actions: <ul style="list-style-type: none"> Read the sources. Plan your response. Write your response. Revise and edit your response. Be sure to include the following tasks: <ul style="list-style-type: none"> an introduction support for your opinion using information from the sources a conclusion that is related to your opinion Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.	<ul style="list-style-type: none"> Writing Prompt

AZ.ELA.7.W.2

Content Standard	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.
Task Demand	Common Item Formats
Directions Template Write a multi-paragraph informative essay explaining . . . Use information from the sources in your essay. Manage your time carefully so that you can do the following actions: <ul style="list-style-type: none"> Read the sources. Plan your response. Write your response. Revise and edit your response. Be sure to include the following tasks: <ul style="list-style-type: none"> Use evidence from multiple sources. Avoid overly relying on one source. Your response should be in the form of a multi-paragraph essay. Write your response in the space provided.	<ul style="list-style-type: none"> Writing Prompt

AASA Writing Resources - Descriptions

Writing Rubrics

- [Grades 3-5 Informative-Explanatory Rubric](#)
- [Grades 3-5 Opinion Rubric](#)
- [Grades 6-8 Informative-Explanatory Rubric](#)
- [Grades 6-8 Argumentative Rubric](#)

Writing Guides

- [Grades 3-5 Informative-Explanatory](#)
- [Grades 3-5 Opinion](#)
- [Grades 6 Argumentative](#)
- [Grades 6-8 Informative-Explanatory](#)
- [Grades 7-8 Argumentative](#)

Writing Rubric Guides

- [Grades 3-5 Informative](#)
- [Grades 3-5 Opinion](#)
- [Grades 6-8 Informative](#)
- [Grades 6-8 Argumentative](#)

Annotated Writing Samples Guides

- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Writing Prompt Templates

Grade level prompt templates can be found in the *Item Specifications* documents for your grade level.

ADE Writing Presentation for AASA

MATCH TABLE GRID

- Identify whether each detail from the passage is associated with an average robot, a Robotina robot, or both.

Fill in the circle for the correct answer in each row.

Detail from the Passage	Average Robot	Robotina Robot	Both
Possess human qualities	(A)	(B)	(C)
Assist humans in daily tasks	(D)	(E)	(F)
Perform only one task	(G)	(H)	(I)
Adapt to human motion	(J)	(K)	(L)

Grade 8, #7

Based on the information in the passage, select whether there are differences in the prairie dogs' reactions to each category.

Fill in the circle for the correct answer in each row.

Category	Reactions Stay the Same	Reactions Change
Birds of prey	(A)	(B)
Different people	(C)	(D)
Different species of dogs	(E)	(F)
Prairie dog chatter	(G)	(H)

Grade 6, #7

INLINE CHOICE

Fill in the circle of the correct answer to complete each part of the sentence.

The first mechanical clocks in Europe were _____.

- ☐ Ⓐ made in factories
- ☐ Ⓑ large and heavy
- ☐ Ⓒ hard to understand

and people put them _____.

- ☐ Ⓐ in the sunlight
- ☐ Ⓑ inside their homes
- ☐ Ⓒ on church towers

HOT TEXT

Which **three** details in paragraphs 10 and 11 support the theme that hard work and patience help people achieve their goals?

Fill in the circle **before** each correct detail.

10 After a while, (A) I noticed that RW was flicking his ears backward and forward, listening to my commands, and then focusing on the task in front of him. (B) We were making progress. We had to work on backing up, again, and (C) that was the hardest thing for RW to master. He's really a "full speed ahead" kind of horse.

11 (D) Finally, the day came when Mom agreed that I could ride RW by myself to the practice ring. Well, we enjoyed that outing more than I can say, and (E) it helped to blow off some steam, so that RW and I had a super practice session. Best of all, Mom, Rosie, and even James were at the ring, too, (F) watching how well RW and I did together.

Grade 5, #5

. This question has **two** parts. First answer Part A. Then answer Part B.

Part A

What is the **main** theme of "Free Books"?

- Ⓐ Even things that are received as gifts come with a cost.
- Ⓑ Building new friendships can change a person's life.
- Ⓒ Many valuable lessons can be learned from reading.
- Ⓓ Benefiting from generosity should lead to one being generous.

Part B

Fill in the circles **before two** phrases from paragraphs 7 and 8 that **best** support the answer in Part A.

- 7 (A) "Enjoying the books?" she asked. (B) Mateo nodded, speechless, and the woman said, (C) "Good. Pass them on." Then (D) she disappeared inside, as if she had never been there at all.
- 8 (E) When Mateo's heartbeat slowed, he knew what he had to do. As soon as he got home, (F) he grabbed that very first mystery from his shelf and called his friend Daniel.

Grade 8, #13

DRAG AND DROP

Which description matches each tree?

Write the letter of the correct answer in each box. There will be **one** correct answer in each box.

Oak Tree	Pine Tree	Willow Tree
_____	_____	_____

- A. Refuses to help because the little bird is a stranger
- B. Fears that the little bird will eat too much
- C. Offers to help keep the little bird warm

Grade 3, #5

For **each** passage, select **two** qualities that make the instruments in that passage unique.

Write the letter of the correct answers in each box. There will be **two** correct answers in each box. Not all answers will be used.

"Ice Music"	"Tunes from Trash"
_____	_____

- A. Can be repaired with the vapor from breath
- B. Played by musicians of all ages
- C. Constructed with X-ray film and bottle caps
- D. Require cold storage for preservation
- E. Create an enjoyable concert
- F. Use metal cans or barrels for the correct sound

Grade 7, #15

QUESTIONS?





MATH RESOURCES

AASA CONTENT DEVELOPER: MELANIE HILL

MATH TOOLS

▼ AASA Additional Math Resources

- [Calculator Guidance](#)
- [Hess Math Matrix](#)
- [Desmos Graphing Calculator](#)
- [Desmos Scientific Calculator](#)
- [Grid-In Response Items](#) (for Paper-Based Testing)

[Read-Aloud Guidance for Paper-Based Testing](#)

AASA Item Specifications are aligned to the 2016 ELA and Mathematics Standards.

ELA Item Specifications

- [ELA Grade 3](#)
- [ELA Grade 4](#)
- [ELA Grade 5](#)
- [ELA Grade 6](#)
- [ELA Grade 7](#)
- [ELA Grade 8](#)

Math Item Specifications

- [Math Grade 3](#)
- [Math Grade 4](#)
- [Math Grade 5](#)
- [Math Grade 6](#)
- [Math Grade 7](#)
- [Math Grade 8](#)

ITEM SPECIFICATIONS

3.NF.A.1

Content Standards	Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
Explanations	<p>Students express fractions as fair sharing, parts of a whole, and parts of a set. They use various contexts (candy bars, fruit, and cakes) and a variety of models (circles, squares, rectangles, fraction bars, and number lines) to develop understanding of fractions and represent fractions. Students need many opportunities to solve word problems that require fair sharing.</p> <p>To develop understanding of fair shares, students first participate in situations where the number of objects is greater than the number of children and then progress into situations where the number of objects is less than the number of children.</p>
Content Limits	<p>Denominators limited to 2, 3, 4, 6, and 8.</p> <p>Combining or putting together unit fractions rather than formal addition or subtraction of fractions.</p> <p>Maintain concept of a whole as one entity that can be equally partitioned in various ways when working with unit fractions. Limit usage of the words numerator and denominator in items—focus should not be on assessing vocabulary terms.</p> <p>Fractions a/b can be improper fractions and students should not be guided to put fractions in lowest terms or to simplify.</p> <p>Focus more on area models since 3.NF.2 uses number lines exclusively.</p>
Context	Context is allowed.
Sample Task Demands	Common Item Formats
Students will be required to identify a model given a fraction.	<ul style="list-style-type: none"> Equation Response Graphic Response Multiple Choice Response Matching Item Response Multi-Select Response
Students will be required to identify a fraction given a model.	
Students will be required to partition a whole into equal parts and identify that each part is a unit fraction.	

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identify a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts given visual support.	Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts.
Proficient	Highly Proficient
Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	Apply understanding of unit fractions to real world, multi-step problems.

Item Number	Cluster	Content Standard	DOK
1	3.NF.A	3.NF.A.1	1

The rectangle shown is divided into equal parts. Shade $\frac{4}{6}$ of the rectangle.
Select the parts you want to shade.

Fewer More Reset

Scoring Rubric

Score	Description
1	Student shades 4 out of 6 parts of the fraction model.
0	The response is incorrect or irrelevant.

(1 Point) Student shades the correct parts of the fraction model.

ONLINE OPTION

Mrs. Yoder buys 7 boxes of chalk for her school. Each box contains 30 pieces of chalk.

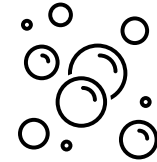
How many pieces of chalk does Mrs. Yoder buy?

Enter your answer in the space provided.

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
	0	$\frac{\Box}{\Box}$
.	-	$\frac{\Box}{\Box}$

THE **BUBBLE** OR THE BLANKS?



One of the item types that exist on the paper versions of the math AASA assessments are grid-in response items.

-	-	-	-	-	-	-
/	/	/	/	/	/	/
.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

GRID-IN RESPONSE

Mrs. Yoder buys 7 boxes of chalk for her school. Each box contains 30 pieces of chalk.

How many pieces of chalk does Mrs. Yoder buy?

Enter your answer in the grid provided.

[illegible]

A 10x10 grid with a large red X over it. The top row contains the numbers 2, 1, 0, followed by four empty cells. The rest of the grid is empty.

GRID-IN MIXED NUMBER RESPONSE

Mr. Shinn has a rectangular-shaped garden that has a length of $4\frac{1}{4}$ feet and a width of $5\frac{2}{3}$ feet.

What is the area, in square feet (sq ft), of Mr. Shinn's garden?

Enter your answer in the grid provided.

-	-	-	-	-	-
.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



2	4		1	/	1	2
-	-	-	-	-	-	-
.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



2	4	1	/	1	2
-	-	-	-	-	-
.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



2	8	9	/	1	2
-	-	-	-	-	-
.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

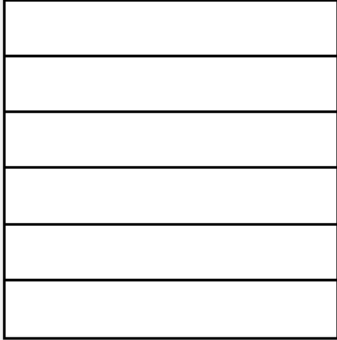


9		1	1	/	1	2
-	-	-	-	-	-	-
.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

MATH SAMPLE – FRACTION MODEL

The rectangle shown is divided into equal parts. Shade $\frac{4}{6}$ of the rectangle.

Select the parts you want to shade.



A vertical rectangle is divided into 6 equal horizontal sections. Below the rectangle are three buttons: 'Fewer', 'More', and 'Reset'.

Fewer More Reset

ONLINE OPTION – FRACTION MODEL

The rectangle shown is divided into equal parts.

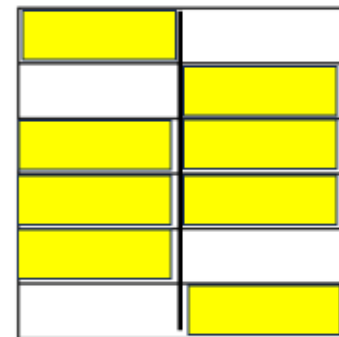
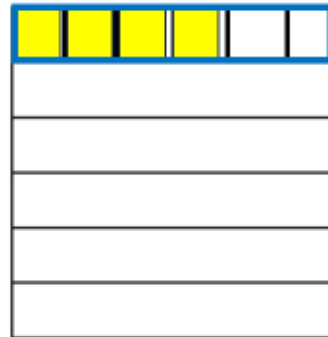
Shade $\frac{4}{6}$ of the rectangle.



MATH SAMPLE

The rectangle shown is divided into equal parts.

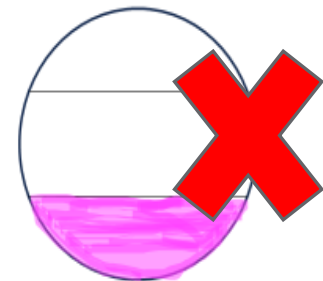
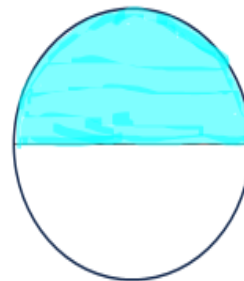
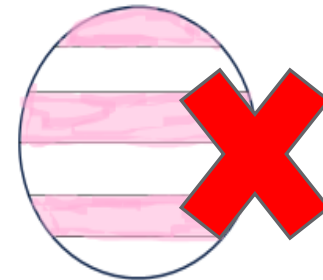
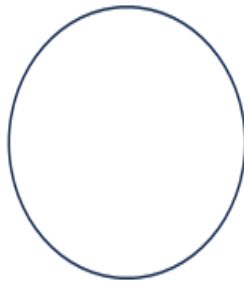
Shade $\frac{4}{6}$ of the rectangle.



EXAMPLE WITH A PIE GRAPH

Three friends shared a cake. The cake was cut into 6 slices. Each friend had one piece of cake. What fraction of the cake was eaten by the friends?

Divide the figure into the correct number of equal parts. Then shade the part or parts that show your answer.



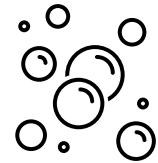
ONLINE OPTION

The expression $24 \div 8$ can be used to represent the following sentences.

Complete the sentences by selecting the correct answers from the drop-down menus.

There are books placed equally into boxes. There are books in each box.

PAPER-BASED SAMPLE



The expression $24 \div 8$ can be used to represent the following sentences.

Select the correct answers to complete each sentence.

There are _____ books placed

- ☐ A 8
- ☒ B 24

equally into _____ boxes.

- ☒ C 8
- ☐ D 16
- ☐ E 24

There are _____ books in each box.

- ☒ F 3
- ☐ G 8
- ☐ H 24
- ☐ I 32

The expression $24 \div 8$ can be used to represent the following sentences.

Select the correct answers to complete each sentence.

There are 24 books placed

- ☐ A 8
- ☒ B 24

equally into 8 boxes.

- ☐ C 8
- ☐ D 16
- ☒ E 24

There are 3 books in each box.

- ☒ F 3
- ☐ G 8
- ☐ H 24
- ☐ I 32

ONLINE OPTION – BAR GRAPH

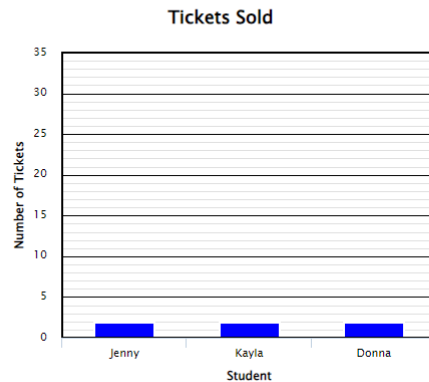


The table shows the number of tickets to a school event that were sold by each of 3 students.

Student	Tickets Sold
Jenny	13
Kayla	25
Donna	10

On the final day of sales, Jenny sold an additional 7 tickets. Complete the bar graph to show the total number of tickets sold by each of the 3 students.

Drag the top of each bar to the correct height.



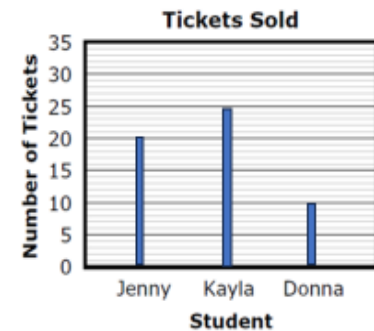
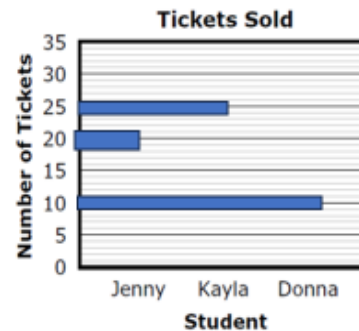
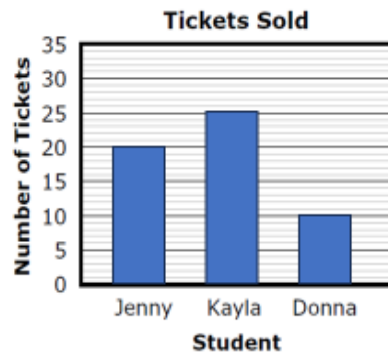
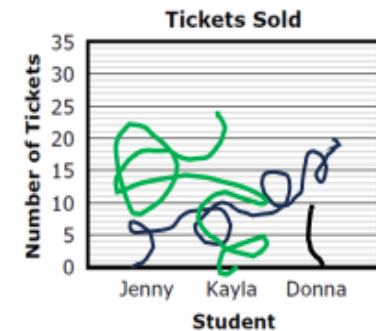
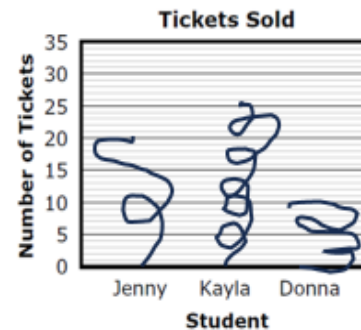
PAPER -BASED BAR GRAPH SAMPLE



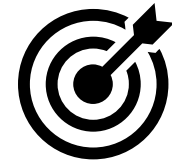
The table shows the number of tickets to a school event that were sold by each of 3 students.

Student	Tickets Sold
Jenny	13
Kayla	25
Donna	10

On the final day of sales, Jenny sold an additional 7 tickets. Create a bar graph by drawing bars to show the correct number of tickets sold by each of the 3 students.

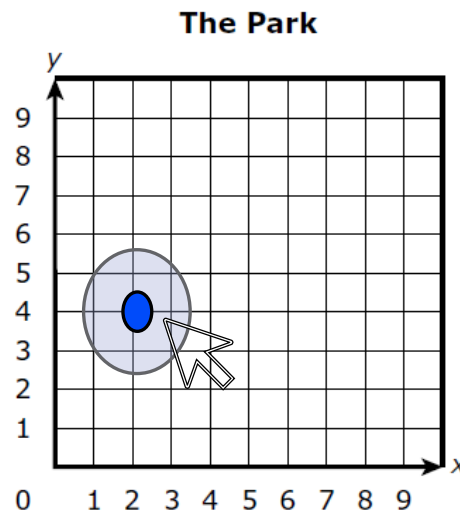


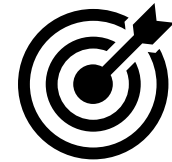
ONLINE OPTION



The coordinate grid represents the park where Kayla is playing. First she slides down the slide, and then she swings on the swings. The slide is located at $(2, 4)$. The swings are located at $(3, 6)$.

Plot the points on the coordinate grid to show the locations of the slide and the swings.

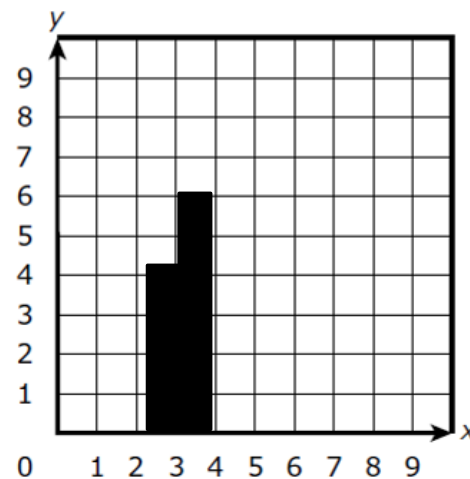
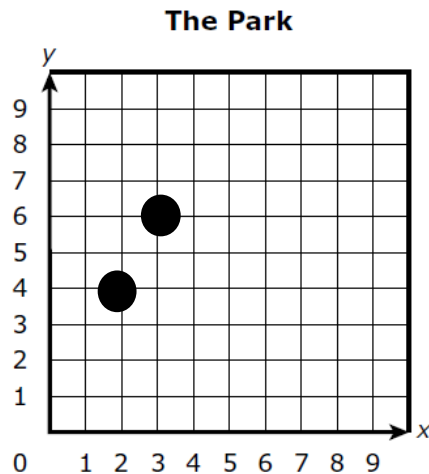




PAPER-BASED COORDINATE GRID SAMPLE

The coordinate grid represents the park where Kayla is playing. First she slides down the slide, and then she swings on the swings. The slide is located at $(2, 4)$. The swings are located at $(3, 6)$.

Plot the points on the coordinate grid to show the locations of the slide and the swings.



QUESTIONS?



ASSESSMENT WEBINAR SERIES - POSTED

The flyer is posted on the Assessment Main page:

<https://www.azed.gov/sites/default/files/2023/07/2023-2024%20Friday%20Focus%20Webinar%20Schedule.pdf>

Reminder: participants must register in ADE's Professional Learning and Development (APLD) system

Login information to join the session will be sent to registered participants prior to the event. Login information will not be available in APLD.



Friday Focus Webinar Series, 2023-2024 School Year

The Arizona Department of Education's (ADE's) a series of webinars during the 2023-2024 school year. Each live webinar will be sent to registered attendees. Information will not be available in APLD.

- **The State of Assessments – an Overview**
This session will highlight any updates to state assessments.
 - September 8, 2023, 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9365>
- **AZELLA**
This session will discuss the AZELLA tests, aligned to the 2019 English Language Proficiency tests.
 - September 29, 2023, 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9366>
- **Accessibility and Assessments**
This session will provide an overview of the Statewide Assessment accommodations requirements, and lessons learned.
 - October 13, 2023, 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9367>
- **AASA Paper-Based Testing (for Paper-Based Testing)**
This session will provide specific information (DTCs) whose schools are administering the 2024. This session will only permit DTCs and administrators.
 - October 27, 2023, 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9368>

ARIZONA DEPARTMENT OF EDUCATION

Friday Focus Webinar Series, 2023-2024 School Year (continued)

- **Alt ELPA**
This session will focus on Alt ELPA, the Alternative English Language Proficiency Assessment for English learners with the most significant cognitive disabilities.
 - November 3, 2023, 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9369>
- **Kindergarten Entry Assessment**
This session will provide an update regarding current legislation and expectations for LEAs for the remainder of the 2023-2024 school year and beyond.
 - November 17, 2023, 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9370>
- **Pearson's Arizona Learning Management System**
This session will highlight Pearson's new Arizona Learning Management System, where AASA and AzSCC training modules will be accessed this Winter/Spring.
 - December 15, 2023, 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9371>
- **Reducing Achievement Testing Irregularities**
This session will highlight the most common test irregularities in our state in the 2022-2023 school year and will provide strategies for reducing test irregularities.
 - January 19, 2024, 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9372>
- **Accountability Updates**
This session will highlight the most recent updates and considerations on topics regarding Accountability for 2023-2024 in our state, including both State and Federal Accountability.
 - January 26, 2024 1:00-2:00pm
 - Registration Link: <https://azed.geniussis.com/Registration.aspx?aid=9373>

ARIZONA DEPARTMENT OF EDUCATION

JULY 2023

SAVE THE DATE

Arizona Assessments Conference – September 17-19, 2024



ARIZONA ASSESSMENTS CONFERENCE

Integrating assessments, standards, and accountability
for student success

<https://www.azed.gov/assessment/conference>

Assessment Committee

We are inviting content area teachers, teachers of students with disabilities, teachers of EL students, and instructional coaches/administrators to provide their perspective on the items and standards set on Arizona's statewide assessments. If you are interested in serving on an Assessment Educator Committee, please complete our Committee Application found at:

<https://www.azed.gov/assessment/aasa>



QUESTIONS?



[illegible]