



# ARIZONA 2023-2023 STATEWIDE ASSESSMENT RESULTS

---

AUDRA AHUMADA

DEPUTY ASSOCIATE SUPERINTENDENT OF ASSESSMENT

JANUARY 23, 2024

# OVERVIEW

---

- ✓ Purpose of Statewide Assessments
- ✓ 2022-2023 Arizona Statewide Assessments- AASA
  - ✓ At a Glance, Overall Proficiency, Accommodations for ACT
- ✓ Resources for Schools, Students and Families

# PURPOSE OF STATEWIDE SUMMATIVE ASSESSMENTS

---

# ALL STATEWIDE SUMMATIVE ASSESSMENTS

---

Purpose of **summative assessments** is to inform how well schools are preparing students, how well teachers are teaching the state standards, and how well students are learning

- Are aligned to State Standards
- Follow processes for test development including educator involvement through educator and community review committees, field testing, and operational testing
- Are included as part of federal and state reporting for participation and proficiency
  - A-F Letter Grades
  - Accountability

Summative assessments are only one part of a  
Balanced Assessment System

# PARENT GUIDE TO STATEWIDE ASSESSMENTS

<https://www.azed.gov/sites/default/files/2022/12/Assessment%20Parent%20Guide.pdf>

## A Parent Guide to Understanding Arizona's Statewide Assessments



### Why are these assessments given?

Statewide Assessments show how well schools are teaching and how well students are learning. These assessments are aligned to Arizona's Academic Standards.

### What are the different assessments my child may take?

- Arizona's Academic Standards Assessment (AASA) - English Language Arts and Math
- Arizona's Science Assessment (AzSCI) - Science
- ACT Aspire - English, Math, Reading, Science, Writing
- ACT - English, Math, Reading, Science, Writing
- Multi-State Alternate Assessment (MSAA) - English Language Arts, Math, Science (for eligible students)

### Who takes these assessments?

Eligible Students in Grades 3-9 and 11

### How are these assessments administered to students?

Tests are online. Students have access to universal and embedded tools and supports.

Accessibility Manuals:  
<https://www.azed.gov/assessment/accessibility>

### When are these assessments given?

These assessments are administered during the spring.

<https://www.azed.gov/sites/default/files/2022/05/Assessments%20Overview%202022-2023.pdf>

### When are results available to schools?

Results are one piece of information schools use to support the learning of their students.

- AASA: On or before May 15 for Grade 3; on or before May 25 for Grades 4-8
- AZSCI May 26, 2023
- ACT Aspire: May 25
- ACT: 6-8 weeks after students participated in testing
- MSAA: August of each school year

### Resources:

See assessment web pages for specific assessments:

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

Specific assessment infographics are posted on the assessment homepage.

### Sample Tests:

AASA, AzSCI, ACT, ACT Aspire: <https://home.testnav.com> | MSAA: <https://www.msaaassessment.org/tap/sample-items>

## Other Helpful Information and Resources

- All students will participate in Statewide Assessments (English Language Arts (ELA), Math, and Science). It is important that all students can show what they know and can do.
- Arizona does not have any exemptions from participating in these assessments. Statewide Assessments are required by State and Federal Law. (State Law: ARS 15-741; Federal Law: 34 CFR 200.2 Participation in Assessments).
- It is important for the state and schools to know if there are any gaps in their instruction and how to support all students. There are general assessments (AASA, AzSCI, ACT Aspire, and ACT) and alternate assessments for eligible students with significant cognitive disabilities (MSAA, which includes ELA, Math, and Science).

### Alternate Assessments for students with significant cognitive disabilities

- Students with significant cognitive disabilities and an Individual Education Program (IEP) may be eligible to participate in an alternate assessment (MSAA). See Eligibility Criteria and Participation Guidelines: ([https://www.azed.gov/sites/default/files/2020/10/Alternate%20Assessment%20Eligibility\\_May%202022.pdf](https://www.azed.gov/sites/default/files/2020/10/Alternate%20Assessment%20Eligibility_May%202022.pdf))
- MSAA tests academic skills in reading, writing, math, and science. It is designed to have specific supports such as simplified language, pictures to support the reading passages, and statements reminding students what the question is about. (<https://www.azed.gov/sites/default/files/2020/10/MSAA%20Parent%20Brochure%202020.pdf>). This assessment is administered one-on-one (a teacher and the student). This assessment does not measure non-academic content such as life skills. Other Parent Resources: ([https://www.azed.gov/sites/default/files/2021/07/2022\\_MSAA\\_Parent%20Guide%20G3\\_ADA.pdf](https://www.azed.gov/sites/default/files/2021/07/2022_MSAA_Parent%20Guide%20G3_ADA.pdf))
- Universal Tools and Accommodations may be available for your child. See Statewide Accessibility Manuals: (<https://www.azed.gov/assessment/accessibility>)
- For all Statewide Assessments, only allowable accommodations identified in the Statewide Accessibility Manuals will be permitted.

*"Administering MSAA allows me to see my students do things I didn't think they could."*  
- Elementary School Special Education Teacher

*"The format of the assessment was appropriate for this student's ability level."*  
- Special Education Teacher

*I really appreciate how easily accessible the testing has become, how they can use different devices like smart boards and tablets, and how important it is to be able to pause the tests and take several sessions to finish each one."*  
- Special Education Teacher



### How can I help my child?

- Remind your child that you and their teacher want them to try their best and that you are there to help them every step of the way.
- Visit the sample tests websites.

# ARIZONA STATEWIDE ASSESSMENTS

---

# ACHIEVEMENT ASSESSMENTS

---

## **Arizona's Academic Standards Assessment (AASA)** *formerly known as AzM2 or AzMERIT*

- Aligned to current State Academic Standards for English Language Arts and Mathematics
- Grades 3-8 (about 80,000 students per grade level)

## **AZSCI**

- Aligned to current State Academic Standards for Science
- Grades 5, 8, and 11 (or Cohort 20XX)

## **ACT Aspire**

- Assesses content in Reading, English, Mathematics, Science, and Writing (Grade 9 or Cohort 20XX)

## **ACT**

- Assesses content in Reading, English, Mathematics, Science, and Writing (Grade 11 or Cohort 20XX)

## **Multi-State Alternate Assessment (MSAA)**

- Aligned to current State Academic Standards for English Language Arts and Mathematics and Science Designed for eligible students with the **most significant cognitive disabilities**
- Assesses content in Grades 3-8 and 11 (about 6,800 students)

# ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS (ELP)

---

## **AZELLA-** Arizona's ELP Assessment

Placement Tests (Kindergarten through Grade 12)

Reassessment Tests (Kindergarten through Grade 12)

These assessments determine if a student has an English Language Acquisition need

Content assessed is aligned to the **2019 English Language Proficiency Standards** - in the Domains of **Reading, Listening, Speaking, and Writing**

**Alt ELPA-** Arizona's Alternate ELP Assessment for eligible students with significant cognitive disabilities

Reassessment Tests (Kindergarten through Grade 12)

Content assessed is aligned to the **2019 English Language Proficiency Standards and CCSSO's Alternate English Language Proficiency Standards** in the Domains of **Reading, Listening, Speaking, and Writing**



# 2022-2023 TEST ADMINISTRATION

---

# TEST ADMINISTRATION AT-A-GLANCE

---

- Approximately number of students/test that completed testing for the 2022-2023 school year:
  - AZELLA Reassessment- 101,000 Students K-12
  - AZSCI: 245,000 Students Gr: 5, 8, and 11
  - ACT Aspire: over 430,000 tests
  - ACT: over 80,800 Students Gr 11
  - AASA: over 1,239,000 (ELA and Math tests)
  - MSAA: 5,600 Students

# 2022-2023 AASA STATE PROFICIENCY RATES

---

## •ELA

Number Tested	Percent Passing	Percent Proficiency Level 1	Percent Proficiency Level 2	Percent Proficiency Level 3	Percent Proficiency Level 4
566594	40	40	20	30	10

## •Math

Number Tested	Percent Passing	Percent Proficiency Level 1	Percent Proficiency Level 2	Percent Proficiency Level 3	Percent Proficiency Level 4
572805	34	43	23	22	12

# AASA STATE ELA PROFICIENCY RATES (BY GRADE)

Test Level	Number Tested	Percent Passing	Percent Proficiency Level 1	Percent Proficiency Level 2	Percent Proficiency Level 3	Percent Proficiency Level 4
Alt ELA Grade 3	763	35	48	17	27	8
Alt ELA Grade 4	808	34	49	17	28	6
Alt ELA Grade 5	776	32	41	27	25	7
Alt ELA Grade 6	795	46	28	26	35	11
Alt ELA Grade 7	775	43	38	19	31	12
Alt ELA Grade 8	757	37	34	29	26	11
ELA Grade 3	80497	41	47	12	27	14
ELA Grade 4	80363	45	41	14	31	14
ELA Grade 5	80575	37	40	23	28	9
ELA Grade 6	81068	42	36	22	35	7
ELA Grade 7	81682	42	39	19	33	9
ELA Grade 8	84797	37	41	22	27	10

# AASA STATE MATH PROFICIENCY RATES (BY GRADE)

Test Level	Number Tested	Percent Passing	Percent Proficiency Level 1	Percent Proficiency Level 2	Percent Proficiency Level 3	Percent Proficiency Level 4
Alt Math Grade 3	760	41	37	22	28	13
Alt Math Grade 4	807	47	27	26	38	9
Alt Math Grade 5	776	46	22	32	36	10
Alt Math Grade 6	797	53	23	24	39	14
Alt Math Grade 7	775	42	34	24	31	11
Alt Math Grade 8	760	52	31	17	34	18
Math Grade 3	81550	43	31	26	28	15
Math Grade 4	81081	39	39	22	26	13
Math Grade 5	80988	36	37	27	25	11
Math Grade 6	81657	31	48	21	21	10
Math Grade 7	82291	30	54	16	15	15
Math Grade 8	85474	27	54	19	17	10

# HIGH SCHOOL ELA AND MATH PROFICIENCY RATES

---

Test Level	Number Tested	Percent Passing	Percent Proficiency Level 1	Percent Proficiency Level 2	Percent Proficiency Level 3	Percent Proficiency Level 4
Alt ELA Grade 11	675	46	38	16	37	9
Alt Math Grade 11	672	47	29	24	32	15

Test Level	Number Tested	Percent Passing	Percent Proficiency Level 1	Percent Proficiency Level 2	Percent Proficiency Level 3	Percent Proficiency Level 4
ELA Grade 11	77612	40	35	25	28	12
Math Grade 11	79764	32	41	27	19	13

## 2022-2023 SCIENCE RESULTS

---

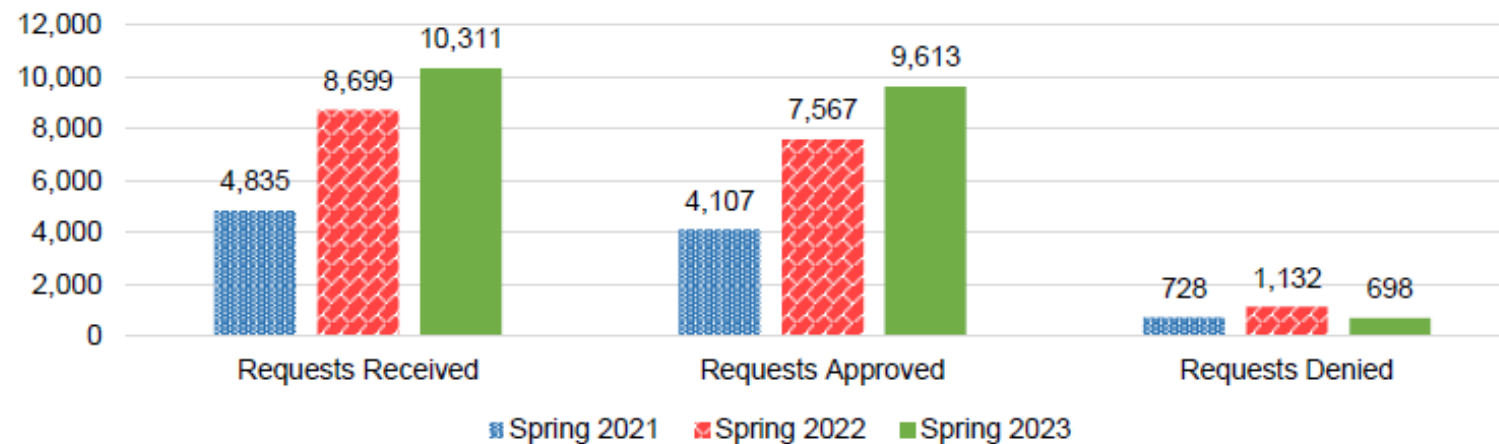
Test Level	Number Tested	Percent Passing	Percent Proficiency Level 1	Percent Proficiency Level 2	Percent Proficiency Level 3	Percent Proficiency Level 4
Alt Science Grade 5	768	44	41	15	23	21
Alt Science Grade 8	749	41	43	16	26	15
Alt Science Grade 11	671	37	51	12	26	11

Test Level	Number Tested	Percent Passing	Percent Proficiency Level 1	Percent Proficiency Level 2	Percent Proficiency Level 3	Percent Proficiency Level 4
Science Grade 5	80428	34	30	36	26	8
Science Grade 8	84945	27	27	46	22	5
Science Grade 11	77772	22	29	49	19	3

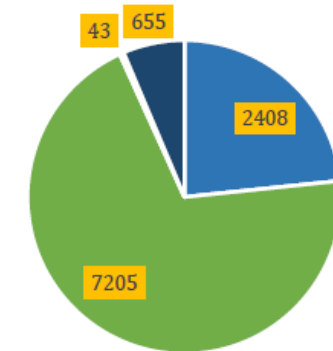
# TEST ADMINISTRATION AT-A-GLANCE



## ACT-Approved Accommodations & Supports



## Accommodations and Supports Summary 2022-2023



- Number of EL Requests approved
- Number of Accommodations Requests approved
- Number of EL Requests not approved
- Number of Accommodations Requests not approved





# RESOURCES FOR SCHOOLS, STUDENTS AND FAMILIES

---

# ASSESSMENT OVERVIEW

- Test window dates
- How assessment is used in state and federal accountability
- Who should be administered the test

<https://www.azed.gov/sites/default/files/2023/04/Assessments%20Overview%202023-2024.pdf>



## Assessments

### 2023-2024 Test Windows

#### Achievement Assessments

Assessment	Grade(s)	Test Window	
AASA (ELA and Math) **	Grades 3-8	Computer-Based Testing: April 1-April 26, 2024 (Writing must be completed by April 12, 2024)	Paper-Based Testing: April 1-April 10, 2024 (Writing must be scheduled for April 1 or 2, 2024)
AzSCI (Science) ****	Grades 5, 8, and 11 (Cohort 2025)	Computer-Based Testing: March 18-April 12, 2024	
ACT Aspire ****	Grade 9 (Cohort 2027)	Computer-Based Testing: April 1-April 26, 2024	Paper-Based Testing: April 1-April 10, 2024
ACT (with Writing) **	Grade 11 (Cohort 2025)	Test Window 1: Paper (Standard): March 26, 2024 Paper (Accommodations): March 26-29 & April 1-5, 2024 Online: March 26-29 & April 1-5, 2024	Test Window 2: Paper (Standard): April 9, 2024 Paper (Accommodations): April 9-12 & April 15-19, 2024 Online: April 9-12 & April 15-19, 2024

#### English Language Proficiency Assessment

Assessment	Grade(s)	Test Window
AZELLA Placement **	KPT & Stages II-V	Two weeks before the first instructional day of school through May 10, 2024
AZELLA Spring Reassessment **	Stages I-V	January 29-March 15, 2024
Alt ELPA	Eligible students in Grades K-12	January 30-March 15, 2024

#### Alternate Assessment

Assessment	Grade(s)	Test Window
MSAA – ELA and Math **	Eligible students in Grades 3 - 8 and 11	March 11 – April 26, 2024
MSAA – Science ****	Eligible students in Grades 5, 8, and 11	March 11 – April 26, 2024

#### National and International Assessments

Assessment	Grade(s)	Test Window
NAEP Math, Reading, and Science	Grades 4, 8, and 12 (selected schools will be notified)	January 29 – March 8, 2024
Additional international assessments in Spring 2024 – LEAs will be notified		

#### Legend:

\*Used in Federal Accountability: Participation (95% Tested)

^Used in Federal Accountability: Growth (K-8)

\*\*Used in Federal Accountability: Proficiency/Growth

\*\*\*Used in State Accountability: Participation/Proficiency/Growth

\*\*\*\*Used in State Accountability: CCRI, Acceleration Readiness, or Other

^^ Used in State Accountability: Growth

**Note:** Distinctions are subject to change based on State Board determination regarding the State Accountability System.

# ALTERNATE ASSESSMENT FACT SHEET FOR SCHOOLS

<https://www.azed.gov/sites/default/files/2023/05/AAC%20Fact%20Sheet%20for%20Schools%20April%202023.pdf>



## Assessments

### Students with the Most Significant Cognitive Disabilities: FAQ for Schools

1. *What is the purpose of state assessments?*

The purpose of state assessments is to provide opportunities for students to show what they know and can do, aligned to grade-level standards. State assessments are part of an accountability system that aims to improve outcomes for students. As such, state assessments also fulfill federal assessment requirements.

2. *What is the purpose of the MSAA?*

The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system designed to promote increasingly higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of postsecondary outcomes. Click on the link to ADE's [College and Career Preparedness](#) document to learn more about creating higher expectations for students with significant cognitive disabilities to achieve a fulfilled life beyond high school.

The test assesses academic skills that will be useful when accessing post-school options in various settings in students' community, college, or career. Additionally, it is an opportunity for students with the most significant cognitive disabilities to show what they know and can do, aligned to grade-level standards.

3. *What is the MSAA not intended to do?*

The MSAA should not be used as isolated data in making placement or other educational decisions for students. The MSAA is not designed to inform teacher evaluations or educator or school merit-based incentives. The MSAA does not provide information on student performance in life skills. Although not an intended purpose of the MSAA, some teachers have shared that the test administration provides anecdotal information on student behaviors and engagement.

4. *Where can I see sample items?*

Sample items are available to everyone without needing to log into the platform. Visit [the MSAA Sample Items web page](#) and scroll down to sample items by grade and content area. These sample items are presented in the same way as the operational test.



## Assessments

5. *What does test administration look like?*

The MSAA is administered online using a computer, tablet, interactive white board, or other electronic device. Test administrators give the test to one student at a time. Scripted directions provide standardization to test administration. MSAA partners have developed a best practice video that shows what a standard administration looks like. Additional videos address administering the student response check for students who may not have a consistent mode of communication and the administration of the writing prompts. These videos are on [the MSAA sample items page](#), which can be accessed without logging into the MSAA system.

6. *What are the student characteristics of those who take the MSAA?*

First and foremost, eligible students must have a significant cognitive disability (mild, moderate, or severe intellectual disability), must be learning content linked to or derived from state content standards, and must require significant and extensive direct and individualized instruction and substantial supports to achieve measurable gains in grade-level and age-appropriate curriculum.

- Most students: use symbolic language, understand language independently or with cues, use oral speech, initiate and respond to social interactions, read basic words, conduct basic mathematical computations, and count with correspondence.
- Some students: use intentional communication without a command for symbolic language, have an awareness of printed text, rote count, and apply mathematical computations.
- Few students: use cries or facial expressions to communicate, use augmentative communication systems, alert others without engaging in social interactions, and have no awareness of printed text or numbers.

7. *What are the criteria for participation in alternate assessments?*

Students are determined to be eligible for alternate assessments by the IEP team, using the [Alternate Assessment Eligibility Criteria](#).

ADE does not identify specific cutoff scores on academic, cognitive, and adaptive behavior tests for eligibility determination, to allow for the varying strengths and needs of students with the most significant cognitive disabilities. Rather, alternate assessment eligibility determination is a holistic approach that incorporates cognitive, academic, and adaptive scores; modified grade level curriculum; and documentation

# WHY STATEWIDE TESTING MATTERS

<https://www.azed.gov/sites/default/files/2024/01/Statewide%20Assessment%20Student%20Flyer.pdf>

## WHY STATEWIDE TESTING PARTICIPATION MATTERS TO STUDENTS

### How Does Taking State Tests Help Me?

- It allows you to show what you've learned and practiced in your school.
- It lets you and your family know if your school is doing a good job supporting your learning.
- It gives you and your family information about how local schools in your community are meeting the needs of all students.
- It tells you and your family about your progress toward completing high school and success after high school, such as attending college and being ready for a career.

### How Does Taking State Tests Help My School?

- It provides information to your principal and teachers

### Did you know?

The United States passed a law in 2015 that **requires** statewide testing in certain grades and subjects. All students in these grades take state tests.

Not too long ago, some students were **not included** in testing. Back then, students with disabilities and English learners were often excluded.

By requiring that all students take the same test, schools and

- It allows your principal and teachers to see any differences between groups of students and make improvements, so that all students can succeed.
- It helps leaders who make decisions know which schools need more money and help.
- It draws attention if some groups of students do not perform as well as others and allows educators to address the learning needs of these students.

### What Can My Family and I Do So I Feel Supported?

- Talk with your family and make sure everyone understands why you are taking a state test.
- Talk with your family and teachers about things that can help you during the test (a seat far from the window where you won't be distracted; repeated directions if you often miss some of the details; using resources and tools that are provided, such as answer masking to remove answers and "scratch paper" to make notes; and creating your own resources, such as a multiplication chart or a graphic organizer).
- Stay positive! Test scores are just one piece of information to use to reach your goals.
- Remember that testing is a regular part of learning and is supposed to help guide learning.
- Practice strategies that help you relax (breathing exercises, stretching, muscle relaxation), and then remember to use them during the test.
- Advocate for yourself to use and have available allowable accommodations and supports.

State tests are focused on testing certain skills, but additional information such as how engaged students are can provide information to help schools improve instruction for all students.

Statewide testing is meant to show how schools are doing. Statewide assessments are a point-in-time measure, and you may have learned more than you are able to show on the test.

Statewide Assessment can provide more information to teachers other than what is being tested, such as which students are using accommodations or tools, or how engaged students are while testing.

Letter Grades are a required component of State Accountability. Other factors may not be directly incorporated in these letter grades as part of what local districts, charters, and schools do to support all students.

# TOP 5 THINGS YOU NEED TO KNOW



## Assessments

### Top 5 Things You Need to Know

When attending your child's Individual Education Program (IEP) meeting

1. Know how accommodations connect to assessments.

- Be knowledgeable about the assessments your child will be participating in. Resources are published at <https://www.azed.gov/assessment>, under the "Assessment Parent Guide and Alternate Assessment Fact Sheets" tab.
  - [A Parent Guide to Understanding Arizona's Statewide Assessments](#)
  - [Alternate Assessment Fact Sheet for Schools](#)
  - [Alternate Assessment Fact Sheet for Parents](#)
- Be knowledgeable of allowable supports, universal tools and features, embedded features, and accommodations that need prior approval from the Arizona Department of Education's Assessment Unit (i.e., large print test booklet, braille, American Sign Language, and most Bluetooth devices) or ACT. The requests are submitted locally by each district or charter designated test coordinator.
- The Accessibility manual for each assessment is a great resource to start with.
  - [Achievement Assessments \(AASA, AzSCI, ACT Aspire, and ACT Manual\)](#)
  - [Alternate Assessment \(MSAA\) Manual](#)
  - [Alt ELPA Accessibility Manual](#)
  - [English Language Proficiency Assessments \(AZELLA\) Manual](#)

AASA- Arizona's Academic Standards Assessment  
AzSCI- Arizona's Science Assessment  
MSAA- Multi-State Alternate Assessment  
Alt ELPA- Alternate English Language Proficiency Assessment  
AZELLA- Arizona's English Language Learner Assessment

2. Become familiar with transition activities. By law, at the very latest by age 16, schools are required to have goals and connecting activities for students to address life beyond school.

- Helpful resources:
  - [Transition Padlet](#)
  - [Transition Slide Guide](#)



## Assessments

- Applying for support services (e.g., Division of Developmental Disabilities (DDD)) - as early as student needs are identified.
  - DDD: <https://des.az.gov/ddd>
  - [Vocational Rehabilitation](#)
- [Raising Special Kids](#) - Arizona's Parent Information Network - provides support, training, and information to families of children with disabilities

3. Self-determination and/or self-advocacy can look different for each student and family and may begin with knowing which accommodations and supports may be needed in different aspects of the child's daily life experiences and not something needed only on the day of testing. Ensure you and your child can advocate for accommodations in the classroom and for testing.
4. Communicate with your child's teacher, case manager, and principal. You know your child's needs, and working collaboratively with the focus on your child's needs and what supports may be necessary to ensure success in school is critical. If clarifications are needed, a team meeting can be requested at any time.
5. Do not be afraid to ask questions. Giving a list of questions to your child's teacher/case manager ahead of time can ensure the teacher/case manager comes prepared to an IEP meeting or will be better prepared to address your questions.

<https://www.azed.gov/sites/default/files/2024/01/AAC%20Top%205%20Strategies%20You%20need%20to%20know-Final.pdf>

QUESTIONS?

---



