AzMERIT

Background and Update:

Arizona's Measurement of Educational Readiness to Inform Teaching

AzMERIT – general information

- AzMERIT is the new statewide achievement test.
- Students in grades 3 – 8 and any students enrolled in 9th, 10th, and 11th grade English classes as well as algebra, geometry, and algebra II courses will take the test. The high school tests are considered End-of-Course (EOC) assessments.
- They are designed to inform teachers, students and parents about college and career readiness.
- AIMS Science test remains in place (4, 8, and hs).
- High School students graduating after December 2016 will no longer have to pass the AIMS test.

AzMERIT – general information

- Two testing windows:
  - Online version: March 30 – May 8
  - Paper/pencil version: April 13 - 24
- Who selected this assessment?
  - Arizona is partnering with American Institutes for Research (AIR) to develop tests which are unique to Arizona; state law required the State Board of Education to adopt and implement a test to measure student achievement.
  - Based on it's adopted values, the SBE developed a Request for Proposals which was issued in June 2014; six vendors responded.
  - An Evaluation Committee (a superintendent, a charter school representative, a director of research and evaluation, a special education director, an assistant superintendent for academic services, a chief information officer, and a community member) unanimously recommended AIR; on November 3, the State Board of Education selected AIR to provide AzMERIT.

AzMERIT – general information

- ## What about scores?

    AIMS had four score levels; the number of score levels for AzMERIT is under discussion and has not been determined yet.

- ## What will it mean to pass AzMERIT?

    AzMERIT is based on the College and Career Ready Standards; students who pass AzMERIT will show that they meet a higher expectation and that they are on track for college or career upon graduation.

- ## Will our scores be comparable to scores in other states?

    Yes, scores will be comparable with achievement levels in Utah, Florida, and other states in the Smarter Balanced Consortium.

AzMERIT

- Data storage

  Just as with the paper/pencil AIMS tests, records are kept on ADE servers and provided in both electronic and hard-copy to districts, with hard-copies to schools and parents.
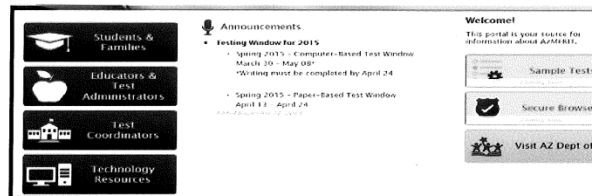
- Resources available
  - www.azed.gov/assessments/azmerit
    - Blueprints
    - History and background
    - Videos for parents and teachers
    - Sample items from the online version
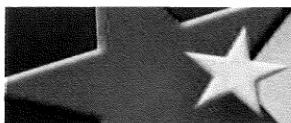
www.azed.gov/assessments/AzMERIT

*<http://azmeritportal.org/>*Click the image to visit AzMERIT Portal – **NEW**

AzMERIT Test Administration Information

General AzMERIT Information

The Transition to Computer-Based Testing

Additional Resources for Teachers and Students

AzMERIT Calculator Guidance NEW

Support Materials

Arizona's Assessment Support
Materials*</assessment/azsampleassessmentitems/>*

AzMERIT Blueprints

- ELA*(AzMERIT ELA Blueprint)*
- Mathematics*(AzMERIT Math Blueprint)*
- Understanding the AzMERIT Blueprint and Test Structure
  (Understanding the AzMERIT Blueprint and Test Structure)

Depth of Knowledge (DOK) Resources

- DOK Levels*(DOK Levels)*
- DOK Question Stems*(DOK Question Stems)*
- Hess' Matrix—ELA*(Hess' Matrix)*
- Hess' Matrix—Math

Press Releases and Letters

www.azed.gov/assessments/AzMERIT

AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

English Language Arts Assessment Blueprint

Grade 3		
Strands	**Min**	**Max**
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

Grade 4		
Strands	**Min**	**Max**
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

Grade 5		
Strands	**Min**	**Max**
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

Grade 6		
Strands	**Min**	**Max**
Reading Standards for Literature	24%	31%
Reading Standards for Informational Text	30%	38%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

Grade 7		
Strands	**Min**	**Max**
Reading Standards for Literature	24%	31%
Reading Standards for Informational Text	30%	38%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

Grade 8		
Strands	**Min**	**Max**
Reading Standards for Literature	24%	31%
Reading Standards for Informational Text	30%	38%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

Grade 9		
Strands	**Min**	**Max**
Reading Standards for Literature	23%	30%
Reading Standards for Informational Text	31%	40%
Listening Comprehension (Informational)	0%	13%
Language	13%	18%
Writing	16%	18%

Grade 10		
Strands	**Min**	**Max**
Reading Standards for Literature	23%	30%
Reading Standards for Informational Text	31%	40%
Listening Comprehension (Informational)	0%	13%
Language	13%	18%
Writing	16%	18%

Grade 11		
Strands	**Min**	**Max**
Reading Standards for Literature	23%	30%
Reading Standards for Informational Text	31%	40%
Listening Comprehension (Informational)	0%	13%
Language	13%	18%
Writing	16%	18%

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

In Grades 3-5 some items in the Reading and Language Strands will also be aligned to the standards for Reading: Foundational Skills.

Percentage of Points by Depth of Knowledge Level				
Grade	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
3-11	10%-20%	50%-60%	15%-25%	16%-19% (Writing)

For more information go to www.azed.gov/AzMERIT

www.azed.gov/assessments/AzMERIT

Assessment *<http://www.azed.gov/>*

The Official Website of the Arizona State Department of Education

ASSESSMENT

Assessment Support Materials

ADE has developed Assessment Support Materials in collaboration with Arizona teachers, coaches, and administrators. These materials should be considered to be in a beta release format. As such, materials may be modified or removed at any time. Additionally, errors in functionality may be found within the items. Please contact us with any errors by e-mailing the Testing Inbox at testing@azed.gov.*<mailto:testing@azed.gov>*

Technology Information for Support Materials*<http:/assessment/files/2014/05/technology-information_support-materials.pdf>*

English Language Arts	Mathematics

Mathematics

- 3rd Grade: Operations and Algebraic Thinking (Student Version)*(3rd Grade: Operations and Algebraic Thinking (Student Version))*
- 3rd Grade: Operations and Algebraic Thinking (Teacher Version)*(3rd Grade: Operations and Algebraic Thinking (Teacher Version))*

- 4th Grade: Type II and III Tasks (Student Version)*(4th Grade: Type II and III Tasks (Student Version))*
- 4th Grade: Type II and III Tasks (Teacher Version)*(4th Grade: Type II and III Tasks (Teacher Version))*

- 5th Grade: Operations and Algebraic Thinking (Student Version)*(5th Grade: Operations and Algebraic Thinking (Student Version))*
- 5th Grade: Operations and Algebraic Thinking (Teacher Version)*(5th Grade: Operations and Algebraic Thinking (Teacher Version))*

Question 6

8   None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

9   Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future.

Steve Jobs   **Helen Keller**

Part A
Steve Jobs and Helen Keller both experience challenges. Select two challenges they had in common and place them in the table.

Challenges both Steve Jobs and Helen Keller faced
1.
2.

Lack of Commitment	Feeling unsure
Failure	Poor Work Ethic
Family problems	Impatience

Part B
Select **two** details from the highlighted sections of **each** passage which **best** support the answer to Part A. The color will change from yellow to blue to indicate your answers.

A r i z o n a
Department of Education

A redwood tree started growing in 1960. The first 23 years it grew to 161 feet. In 2003 it was 361 feet tall. Lightning hit and killed the tree in 2009. About how tall was the tree when it died? Explain your answer and all mathematical assumptions you used.

Enter your answer in the box
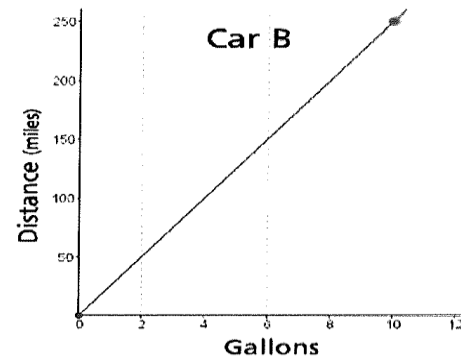
type your text here

Close   ← →

A r i z o n a
Department of Education

Compare the table of miles driven and gallons used for Car A to the graph given for Car B.

Car A

Gallons	2	5	8	12
Distance	56	140	224	336

Car B

Distance (miles) vs Gallons

What is the rate, in miles per gallon, of the vehicle that can go the farthest on 9 gallons of gas?

Enter your answer in the box.

| 0 | miles per gallon

Close

AzMERIT

- ## The choice between online vs. paper/pencil
  - We had to find out many things about the new assessment. For example: did a single version have to be given to all students at a school; do middle school students taking high school level math courses take both their grade level math and the EOC assessment for that class; what were the testing windows; how much time was needed; please refer to Friday memo (12/13/14) on AzMERIT for a more complete list of what we know, what we need to find out, etc.
  - Principals had to determine if there were sufficient computers, head phones, etc. available for testing purposes and what the impacts would be on other curricula uses.
  - Principals had to determine the impact on the MAP testing window.
  - Principals had to determine if students could manage the word processing components of the assessment; ADE expects to completely transition to online over the next five years.
  - We had to notify ADE by 5:00 pm on January 5 of our decision.

Online vs. paper/pencil

- Online:

  AHS, AMS, Copper Creek, Walker, Prince, Donaldson, Painted Sky, La Cima, Mesa Verde, Rio Vista, Nash, Harelson, Keeling

  Paper/Pencil:

  IRHS, CDO, Holaway, Coronado, Wilson, Cross

AzMERIT

- Opting Out

There is apparently some misinformation that parents can opt out of mandatory statewide assessment pursuant to the Protection of the Pupil Rights Amendment or A.R.S. 15-102 (Arizona's version of the PPRA). The Arizona Attorney General has now ruled twice that parents do not have that right, including a ruling just a few days ago with regard to AzMERIT, the new statewide assessment.

What A.R.S. 15-102 provides is that a parent may withdraw a child from a learning activity or prevent them from being exposed to a learning material if either "questions beliefs or practices in sex, morality, or religion" - a statewide assessment of achievement is neither a learning activity nor a learning material and, as a result, parents may not refuse to allow their children to participate in mandatory assessments.

AzMERIT

- Consequences of not testing:

    Under 2001's NCLB legislation, schools are required to test all students to measure academic progress, including disaggregating data to examine progress in sub-groups to determine achievement gaps (i.e., ethnic representation, language learners, poverty); a 95% testing level is required.

    Also attendance is an Adequate Yearly Progress (AYP) factor; 90% attendance level is required or annual improvement if below that level.

    Failure to meet these levels impacts schools' and districts' letter grades and has potential funding impacts (i.e., restrictions on the use of federal and state funding).