

Maria A. Doe

Birth Date: 04/17/2009
SAIS ID: 99999123

ABC School (123654)
ABC District (987456)

Grade 3 English Language Arts (ELA) Assessment

About This Assessment

Maria took the AzM2 Grade 3 ELA assessment in spring 2020. 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 3 ELA 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 ELA.

About This Report

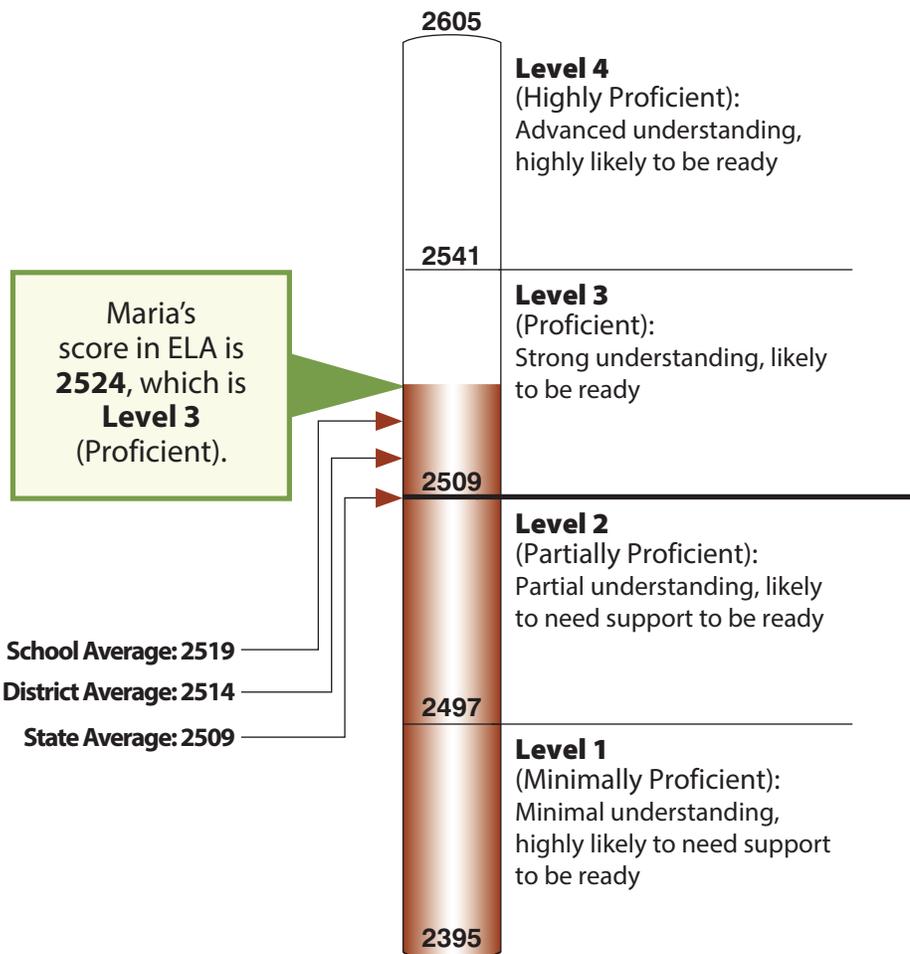
Front:

- 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 ELA Assessment



Maria's score is **Level 3 (Proficient)**.

She shows a **strong** understanding of the expectations for her tested grade. She is likely to be ready for ELA in the next grade.

Has Maria met the Move On When Reading requirement?

Yes

This determination is made based on the Reading component of the ELA assessment.

Legend: Scoring Categories



Below Mastery



At/Near Mastery



Above Mastery

ELA Scoring Categories

Reading for Information



Maria performed **above mastery** in 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.

Reading for Literature



Maria performed **at or near mastery** in 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.

Writing and Language



Maria performed **below mastery** in 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.

The Writing and Language portion of the ELA assessment requires that each student complete an essay. The essay is evaluated on three criteria. The chart below shows your child's performance on each criterion.

Writing Essay Performance

Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
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.	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.	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.

For more information about AzM2, go to AzM2portal.org.