



AzM2

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

Guide to the Sample Tests

AzM2

2020–2021

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Introduction to This Guide

This user guide provides information for individuals accessing the AzM2 computer-based Sample Tests. This introduction describes the contents of this user guide and includes a key for identifying icons and elements used.

Guide Sections

Each section begins on a new page, which allows for easy printing.

- [Section I. Purpose of Sample Tests](#) provides information about the intended use for the Sample Tests.
- [Section II. Logging In to the Sample Test Site](#) provides information on how to log in and select a Sample Test.
- [Section III. Overview of Sample Test Features](#) includes information about a Sample Test layout, global and context menus, and the test tools that are available.
- [Section IV. Keyboard Navigation](#) provides keyboard commands for general test navigation as well as for specific features.
- [Section V. Item Types on Computer-Based Tests \(CBT\)](#) gives an overview of the item types that students may see on the Sample Tests and general guidelines on how to respond to items.
- [Section VI. Writing Guides for English Language Arts \(ELA\)](#) includes the ELA Writing Guides that students will be able to use during the test administration.
- [Section VII. Calculator Guidance—Math](#) provides information on the use of calculators on the AzM2 tests.
- [Section VIII. Paper-Based Testing \(PBT\)](#) provides information on the Paper-Based version of the Computer-Based AzM2 tests, including sample item formats.

Document Conventions

Icon	Description
	This symbol accompanies helpful information or reminders.
<i>Bold Italic</i>	Boldface italic indicates a page name or form name.
Bold	Boldface indicates a panel, an item you click, or a drop-down list selection.
Mono	Monospace indicates a file name or text you enter from the keyboard.
<i>Italic</i>	Italic indicates a field name, table name, or reference to a column header.

Section I. Purpose of Sample Tests

The AzM2 Sample Tests are a valuable resource for students and families, as well as district and school administrators and educators. The purpose of the Sample Tests is to allow various users to become familiar with the AzM2 Computer-Based Testing (CBT) system and the different item types used on the AzM2 assessment. It is important that students who will take the CBT AzM2 test have an opportunity to take a CBT Sample Test prior to testing so they may become familiar with the types of questions they will encounter and the various tools available to use throughout the tests.

Anyone can access and take a CBT Sample Test by logging in as a guest user on the Sample Test page on the AzM2 portal. Schools may also administer the Sample Tests using the Secure Browser to practice starting a test session and logging students into the CBT system.

Computer-Based Sample Tests are **available by grade (3-8 and 10)** for Writing, Reading and Math.

The Writing Sandbox allows students to practice typing responses using the same format as the AzM2 ELA Writing assessment. The Writing Sandbox can be used for typing responses to classroom prompts, working on keyboarding skills, or becoming familiar with the writing toolbar. Students can print their responses to in both the Writing Sample Test and the Writing Sandbox by using a new print feature built into the tool bar above the answer space.

Grade-specific Equation Editor practice tools will be available for students to use to become familiar with how they work. These new tools will be available on the sample test selection page when students log in as a guest or with their student credentials.

While the Sample Tests do present the various types of items students will encounter on the AzM2 tests, the Sample Tests are **not** to be used as a predictor of performance on upcoming AzM2 tests. The best way to prepare students is standards-based instruction. All of the items on AzM2 are aligned to the Arizona K-12 Academic Standards for English Language Arts/Literacy and Math for each particular grade level. Answer keys are provided; however, responses on the Sample Tests will not be scored. More information on the standards and the AzM2 testing structure and blueprint can be found on the Arizona Department of Education (ADE) website at <http://www.azed.gov/assessment/AzM2/>.

Certain item types on the CBT will be rendered differently on the Paper-Based Test (PBT). To view the various item types that will be on the PBT, other than multiple choice, please refer to Section VIII—Paper-Based Testing.

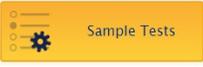
Each grade and subject Sample Test has an accompanying document that provides an answer key or exemplar for each item. These documents are available to download and print from the Sample Test landing page on the AzM2 portal.

Section II. Logging in to the Sample Test Site

Users must use a supported web browser to access the Sample Tests. See the [Supported Browsers page](#) on the AzM2 portal for this information.

The instructions in this section are to be used when logging into the Sample Tests as a guest. For schools that want to access the Sample Tests using the Secure Browser, detailed instructions can be found in the *Test Administrator (TA) User Guide*, which can be found on the portal at <https://azm2portal.org/resources/azmerit-user-guides-tc/>.

To access the Sample Test site:

1. Open a supported web browser on your computer or tablet.
2. Navigate to the AzM2 portal (<http://AzM2portal.org/>).
3. Click . The **Sample Test Landing** page will be displayed.
4. Click on the **Take the Sample Tests** card.

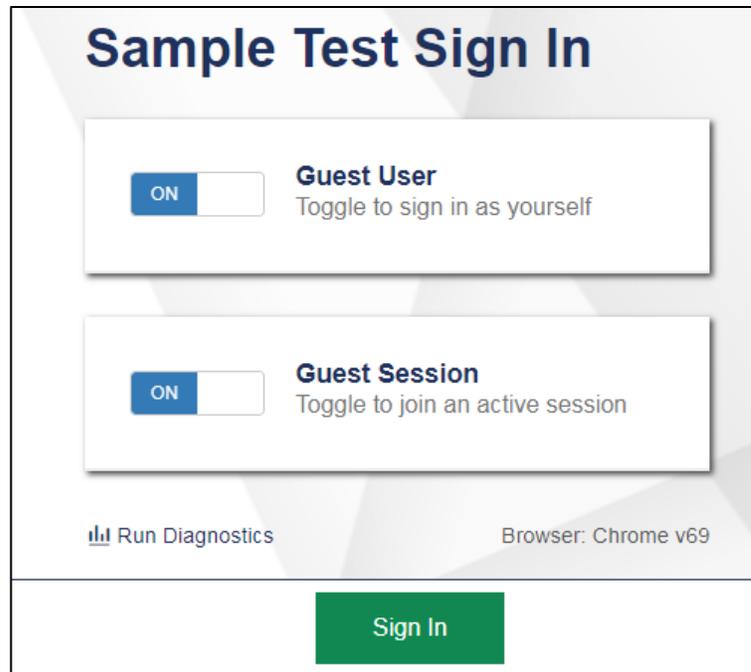
Sample Test Landing Page



The screenshot shows the AzM2 Sample Test Landing Page. At the top, there is a navigation bar with links for Home, Users, Resources, and Supported Browsers. Below this is a banner for AzM2, Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics. The main content area is titled "Sample Tests" and features five blue cards with icons and text: "Take the Sample Tests" (with a gear icon), "Administer Sample Tests" (with a computer monitor icon and a lock), "Calculators and Tutorials" (with a person at a whiteboard icon), "Sample Test Scoring Guides" (with a stack of books icon), and "Released Items" (with a document icon). Below the cards, there is a notice: "The High School EOC Sample Tests will be replaced with AzM2 Grade 10 Sample Tests on September 27, 2019." This is followed by a section titled "Tools for AzM2" and "About the Sample Tests". The "About the Sample Tests" section explains the purpose of the sample tests and provides information about the content and answer keys. A separate box on the right lists the available sample tests: Grade 3 Writing, Reading and Math; Grade 4 Writing, Reading and Math; Grade 5 Writing, Reading and Math; Grade 6 Writing, Reading and Math; Grade 7 Writing, Reading and Math; and Grade 8 Writing, Reading and Math.

5. On the **Please Sign In** page, make sure *Guest User* and *Guest Session* are both checked and click **Sign In**.

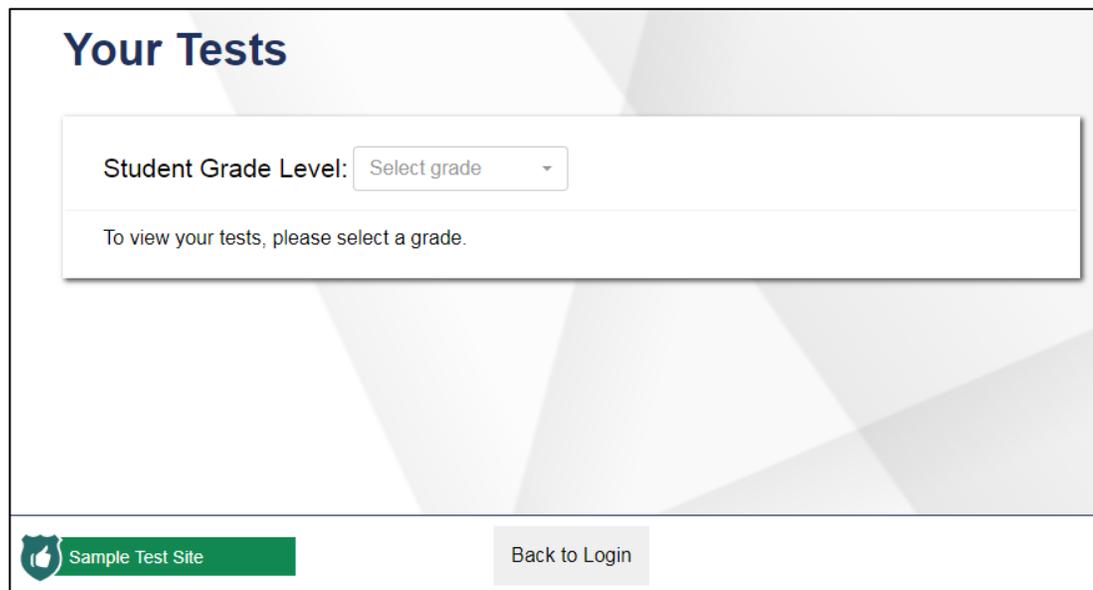
Sample Test Sign In Page



The image shows a sign-in page titled "Sample Test Sign In". It features two toggle switches, both set to "ON". The first toggle is labeled "Guest User" with the subtext "Toggle to sign in as yourself". The second toggle is labeled "Guest Session" with the subtext "Toggle to join an active session". Below the toggles, there are two links: "Run Diagnostics" (with a small icon) and "Browser: Chrome v69". At the bottom center, there is a prominent green "Sign In" button.

6. After clicking **Sign In**, the **Your Tests** page will be displayed.

Your Tests Page



The image shows a page titled "Your Tests". It contains a form with a "Student Grade Level:" label and a dropdown menu currently showing "Select grade". Below the dropdown, there is a message: "To view your tests, please select a grade." At the bottom of the page, there is a green bar with a logo and the text "Sample Test Site", and a grey button labeled "Back to Login".

7. Select a grade level.
 - Select a grade from the **Student Grade Level** drop-down list.

- The list of available tests will be displayed.
8. Select an available test.
- The list of available tests depends on the grade level selected.

Your Tests Page

The screenshot shows a web interface titled "Your Tests". At the top, there is a dropdown menu labeled "Student Grade Level:" with the number "6" selected. Below this, the page is organized into three sections: "ELA", "Math", and "Tools".

- ELA:** Contains two buttons: "Start Sample G6 ELA Writing" (yellow) and "Start Sample G6 ELA Reading" (yellow).
- Math:** Contains one button: "Start Sample G6 Math" (blue).
- Tools:** Contains two buttons: "Start G6 Equation Editor" (orange) and "Start Writing Sandbox" (orange).

At the bottom of the page, there is a green bar with a shield icon and the text "Sample Test Site", and a grey button labeled "Back to Login".



Note: If the test you want to take is not displayed, click **Back to Login**. You will be logged out. Sign in again and select a different grade level.

9. The **Choose Settings** page will appear.
10. Review the information on this page and verify that your test settings are correct.
 - If the test settings are incorrect, you may change them on this page.
 - The **Choose Settings** page allows students to select the test settings they wish to use. When selecting the color contrast, mouse-pointer, and print size settings, students can see a live preview of their selected settings. To return to default settings after changing them, click **Undo Changes**.

Choose Settings Page

Choose Settings:
Please select the accommodations and test settings for your test.

Sample G6 Math

Visual Assistance Tools

?	Color Contrast	Black on White (default) ▼
?	Mouse Pointer	System Default ▼
?	Print Size	No default zoom applied ▼

Sample Test Site **Select** Undo Changes Go Back

11. If the test name and test settings are correct, click **Select** when you are ready to begin.
12. Click **Go Back** to return to the **Your Tests** page to select a different test.

13. Complete the sound and video playback check on the **Audio/Video Checks** page.

Audio/Video Checks Page: Sound and Video Playback Check

Sound and Video Playback Check



Make sure audio playback is working.

Make sure video and audio playback are working. To play the sample video and sound, press the play button.

Next Step:
If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

- If you chose an ELA Reading test, click the  button to check the sound and video.
 - If you can hear the sound and view the video, click **I could play the video and sound**, and then scroll down to the Text-to-Speech Sound Check.
 - If you cannot hear the sound and/or play the video, click **I could not play the video or sound**.
 - On the **Video Playback Problem** page, you may click **Try Again** to try the sound and video check again, or you may click the  button in the upper right corner to log out and adjust your device's audio and video settings.

14. Check Text-to-Speech (TTS)

Audio/Video Checks Page: Text-to-Speech Sound Check

Text-to-Speech Sound Check

Make sure text-to-speech is working.

 Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings

Current Voice Pack:

Use the sliders to adjust the available text-to-speech settings.

Volume  10

Pitch  10

Rate  10

Next Step:
If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

- For all tests, click the green speaker icon to make sure you can hear the voice.
 - If you hear the voice, click **I heard the voice**, then scroll down and click **Continue**.
 - If you cannot hear the voice, use the sliders to adjust the volume, pitch or rate and then click the green speaker icon again.
 - If you still cannot hear the voice, click **I did not hear the voice**. You may click **Try Again** to try the Text-to-Speech sound again, or you may click  in the upper right corner to log out and adjust your device's audio settings.

15. On the **You Are Almost Ready To Begin Your Test** page, review the information as necessary.

You Are Almost Ready To Begin Your Test Page

You Are Almost Ready To Begin Your Test

Please review the following information and then click the Begin Test Now button to begin.

Help Guide

The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.

[View Help Guide](#)

Test Settings

Use this button to review your test settings

[View Test Settings](#)


Sample Test Site

Begin Test Now
Back

- To access the **Help Guide** page, click **View Help Guide**.
- To see your test settings again, click **View Test Settings**.
- To start your test, click **Begin Test Now**.

Section III. Overview of Sample Test Features

This section provides an overview of what a test page might look like. Information about available test tools and how to access them is also provided.

Test Layout

This sample image a reading test shows the primary features and available tools.

Features and Tools in Sample Test

The screenshot displays a digital test interface. At the top, a navigation bar includes 'Back', 'Next', and 'Save' buttons, along with a 'Global Menu Section' header and icons for Dictionary, Notes, Line Reader, Zoom Out, and Zoom In. The main content area is divided into two sections: the 'Stimulus Section' on the left and the 'Item Section' on the right. The Stimulus Section contains the title 'Passage 1: from My Antonia' by Willa Cather and an excerpt of text. The Item Section contains a question about the impact of a phrase in paragraph 3 and four multiple-choice options (A, B, C, D). A top navigation bar shows item numbers 11 through 20, with item 12 highlighted and marked as completed.

Each test has two to three major sections:

- **Global Menu:** Contains global tools and navigation buttons, as well as the **Help** button (all tests).
- **Stimulus Section:** Contains the passage or passages, and passage context menu (ELA tests only).
- **Item Section:** Contains the test item and item context menu (all tests).
 - Some tools are available only by accessing a context menu for that passage or stimulus, item, or selected-response option. For more information, see the [Context Menus and Test Elements](#) section below.

Global and Context Menus

The Global and Context Menus allow students to access on-screen tools. These tools can be accessed using a mouse or keyboard shortcuts. On tablets, the context menus are accessed via a **Menu** button. For information about keyboard shortcuts, refer to [Section IV. Keyboard Navigation](#).

Global Menu

The Global Menu contains all the visible tools displayed at the top of the student's test screen. Most universal tools, as well as the student **Help** button, are in the Global Menu.

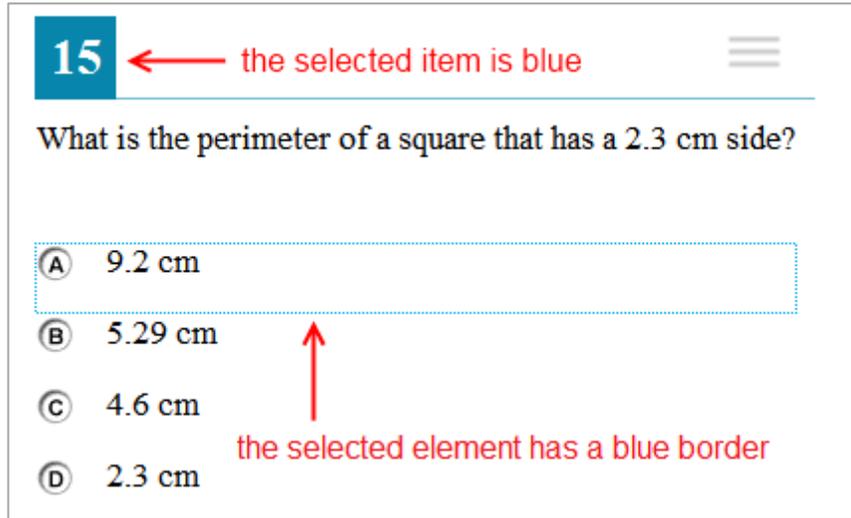
Sample Global Menu



Context Menus and Test Elements

Tools such as the highlighter and strikethrough option are accessed using context menus. The context menus contain the options available for each area of a test item on a page. These areas are called *elements*.

Overview of Elements for Multiple-Choice Items



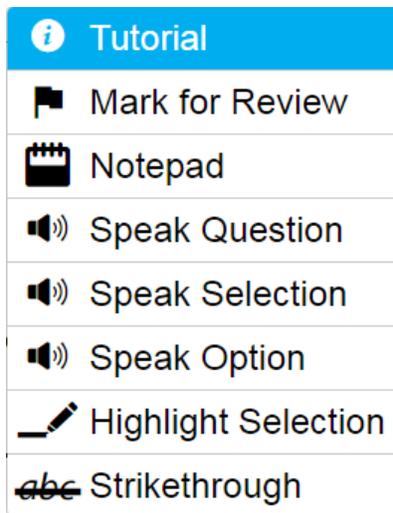
Each element has its own context menu. Elements include passages or prompts, test items, and answer options (A, B, C, and D). Each answer option is a single element.

Opening a Context Menu

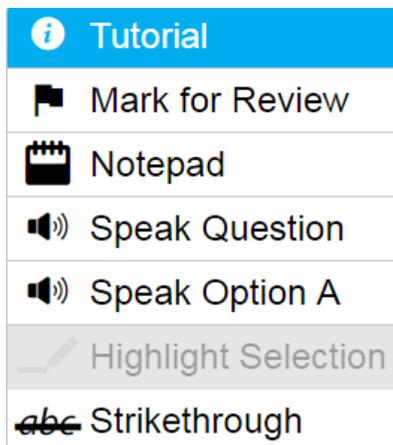
To open a context menu:

1. Click on the context menu icon  associated with the passage or question.
2. The context menu for that element will appear. (If students are using a single-button mouse, they should press the **Ctrl** key on the keyboard and then click the context menu icon.)
3. The context menu options vary depending on the following:
 - The element type (passage, question, or answer option);
 - The tools available to students; and
 - The test the student is taking.

Sample Context Menu for Questions



Sample Context Menu for Answer Options

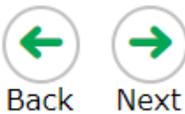
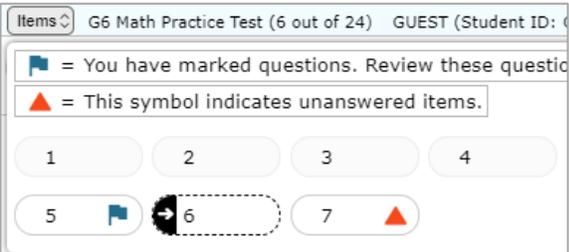


General Test Tools

The following test tools are available:

- **Global Tools:** Global tools are those that appear at the top of the screen in the gray banner.
- **Stimulus/Question/Answer Option Context Menu Tools:** These tools are specific to stimuli, questions, and answer options, and are accessed by clicking the icon above a question or by right-clicking in the stimulus or answer option areas.

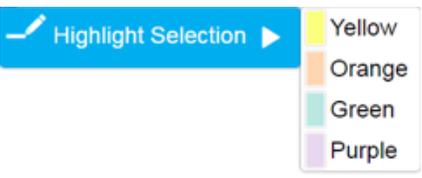
Global Test Tools

Global Tools	Description
Help button 	The ? button at the top right will open the on-screen <i>Test Instructions and Help Guide</i> window.
System Settings 	The systems setting button allows you to adjust TTS settings (volume, rate, pitch) while you are in the test.
Pause button 	The Pause button allows you to pause and exit the test. The Pause button is now located at the top right of the screen.
Navigation buttons 	The Back and Next buttons in the top left corner permit you to move between pages on a test. <ul style="list-style-type: none"> • For <i>Mathematics</i> tests and <i>ELA Reading</i> tests, clicking the navigation buttons will permit you to move between questions. • For <i>ELA Writing</i> tests, clicking Next will prompt you to end the test. <p><i>Note: When multiple questions are grouped together with the same stimulus, a button for each item number appears in the top right. Click these buttons to navigate between questions in the group.</i></p>
Items drop-down list 	This feature enables you to quickly return to a specific test page. Items that were marked for review will display the  icon.

Global Tools	Description
<p>Question buttons</p> 	<p>Some passages have multiple test questions. You can move between questions by using the question buttons at the top right of the screen. A check mark indicates that the question has been answered.</p>
<p>Save button <i>(Optional)</i></p> 	<p>The Save button allows you to manually save technology-enhanced questions. This is an optional feature. If you do not click this button, your answers will still be saved automatically.</p>
<p>Notes button</p> 	<p>Click the Notes button to open an on-screen notepad. You can enter notes for yourself and save them. These notes are global and will remain in the pop-up window throughout the test.</p> <p><i>New for 2020-21:</i> Text entered into the notepad can be copied and pasted into the answer space for a text response question.</p> <p><i>Note:</i> The Notes tool is only available for the ELA tests.</p>
<p>Zoom buttons</p> 	<p>Use the Zoom In and Zoom Out buttons to increase and decrease the size of text and graphics within a single test page. Four levels of magnification are available.</p>
<p>Line Reader</p> 	<p>Use the Line Reader button to highlight a single line of text at a time in passages and questions.</p>
<p>Dictionary/Thesaurus</p> 	<p>Click the Dictionary button to search the Merriam-Webster dictionary or thesaurus without leaving the test. (Writing test only)</p>
<p>Calculator</p> 	<p>Click the Calculator button to open the on-screen calculator.</p> <p><i>Note:</i> The calculator is available only for Part I of the Grades 7-8 Mathematics and Part I and II of the End-of-Course (EOC) Mathematics tests.</p>

Global Tools	Description
<p>End Test button</p> 	<p>Click the End Test button to begin the process of submitting the test.</p>

Context Menu Tools

Stimulus/Question Tools	Description
<p>American Sign Language</p>	<p>To view audio content translated into American Sign Language via an on-screen video, select American Sign Language from the context menu.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • This tool is available only for listening items in the Reading tests. • This setting must be enabled in TIDE or the TA Interface before the student begins testing.
<p>Closed Captioning</p>	<p>Questions and stimuli with audio elements automatically display closed captions for students testing with the appropriate accommodations.</p> <p><i>New for 2020:</i> You can select the up arrow  to move the closed captioning to the top of the screen or the down arrow  to move it to the bottom of the screen. You can also close the closed captioning by selecting .</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • This tool is available only for listening items in the Reading tests. • This setting must be enabled in TIDE or the TA Interface before the student begins testing.
<p>Highlighter</p> 	<p>Highlight a section of text in a passage or test question.</p> <ul style="list-style-type: none"> • To highlight text, select text on the screen, right-click with the mouse, and select Highlight Selection, and then choose a highlighter color. <p>Multiple colors are available in the highlighter tool:</p>  <ul style="list-style-type: none"> • To remove all highlighting from the question, right-click anywhere on the question and select Reset Highlighting. <p>Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.</p>

Stimulus/Question Tools	Description
<p>Mark for Review</p> 	<p>To mark a question for review, select Mark for Review from the context menu. The question number displays a flap  in the upper-right corner and  appears next to the number. The Questions drop-down lists displays "(marked)"  for the selected question. To remove the (marked) status, select Unmark Review Item from the context menu.</p>
<p>Notepad</p> 	<p>Each Mathematics question has a tool that allows you to save a comment about the question. To access this tool, select Notepad from the context menu.</p> <p><i>Note: The Notepad tool is only available for the Mathematics tests.</i></p>
<p>Paginated Stimuli Buttons</p>    	<p>Paginated stimuli is a new feature that allows students to view passages using page-turning navigation rather than a vertical scroll bar. Passages are presented on the left side of the page. You can expand and passage across the page.</p> <ul style="list-style-type: none"> To expand the passage, click the book  icon. To collapse the expanded passage, click the close book  icon. <p>To navigate through pages in the passage, use the forward arrow and back arrow buttons.</p>
<p>Expand Question Button</p> 	<p>Use the expand question icon  to expand the question across the page.</p>
<p>Strikethrough</p> 	<p>For multiple-choice questions, you can "eliminate" an option and focus on the options you think may be correct.</p> <p><i>New for 2020-21:</i> You can strikethrough multiple lines of text, such as an answer option spanning more than a line.</p> <p>There are two options for using this tool:</p> <ul style="list-style-type: none"> Option A: <ul style="list-style-type: none"> a. To activate Strikethrough mode, open the context menu and select Strikethrough. b. Select each answer option you wish to strike out. c. To deactivate Strikethrough mode, press Esc or click outside the question's response area. Option B: Right-click an answer option and select Strikethrough <p>To <i>remove the strikethrough</i> from an answer option, right-click on the option and select Undo Strikethrough.</p>

Stimulus/Question Tools	Description
Tutorial 	Each question has a tutorial video that you can watch to learn more about responding to that type of question. To view the tutorial video, select Tutorial from the context menu.
Text-to-Speech (TTS) 	Listen to passages, test questions, and answer options (Writing and Math tests only). This feature is available in Writing and Math sample tests for all students, even if they do not require a read aloud accommodation.
Writing Guide 	View the on-screen writing guide (Writing tests only).



Note: An enlarged mouse pointer available in a variety of colors will be available for students with low vision. This tool must be turned on in TIDE or the TA Interface before a student begins a test. Once the tool is turned on, it will automatically be the default setting for the student when they log into the test.

Section IV. Keyboard Navigation

Any student using a desktop, laptop, or Chromebook can use keyboard commands to navigate between test elements, features, and tools. Keyboard commands are not available for tablets.



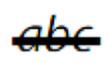
Note: Keyboard commands require using the primary keyboard. If your keyboard contains a numeric keypad (often on the right side), do not use the keys in that area.

Keyboard Commands for Test Tools

Students can use these commands to navigate between test elements, features, and tools.

Keyboard Commands

Button/ Image	Description of Function	Keyboard Commands
	Open the GLOBAL MENU	[Ctrl] + [G]
	Go to the NEXT test page	[Ctrl] + [→] (or use the Global Menu)
	Go to the PREVIOUS test page	[Ctrl] + [←] (or use the Global Menu)
	Move to the NEXT ELEMENT (on a page containing multiple test questions and/or a reading passage; on the writing test you will need to use the space bar if you want to indent a paragraph.)	[Tab]
	Move to the PREVIOUS ELEMENT (on a page containing multiple test questions and/or a reading passage)	[Shift] + [Tab]
	Select OPTION A	[Tab] to move between answer choices. [Space] to select it as an answer.
	Select OPTION B	
	Select OPTION C	
	Select OPTION D	
	ZOOM IN (increase the size of text and graphics on a page)	[Ctrl] + [G] (via Global Menu)

Button/ Image	Description of Function	Keyboard Commands
	ZOOM OUT (decrease the size of text and graphics on a page)	[Ctrl] + [G] (via Global Menu)
	Open the global NOTES tool (ELA Reading and ELA Writing only)	[Ctrl] + [G] (via Global Menu)
	Open the CALCULATOR (Grades 7, 8 and EOC Math tests only)	[Ctrl] + [G] (via Global Menu)
	PAUSE your test	[Ctrl] + [G] (via Global Menu)
 End Test	END TEST and submit it	[Ctrl] + [G] (via Global Menu)
	SCROLL UP in an area of the test page	[↑]
	SCROLL DOWN in an area of the test page	[↓]
	SCROLL to the RIGHT in an area of the test page	[→]
	SCROLL to the LEFT in an area of the test page	[←]
	Open the CONTEXT MENU (for the selected passage, question, or answer option)	[Ctrl] + [M]
	Open a TUTORIAL to view information about that question type	[Ctrl] + [M] (via Context Menu)
	Open the question NOTEPAD to enter a comment about that question (Math tests only)	[Ctrl] + [M] (via Context Menu)
	MARK/UNMARK a question for review	[Ctrl] + [M] (via Context Menu)
	HIGHLIGHTER (highlight text on the page)	[Ctrl] + [M] (via Context Menu)
	STRIKETHROUGH an answer option	[Ctrl] + [M] (via Context Menu)

Button/ Image	Description of Function	Keyboard Commands
	Open the WRITING GUIDE	[Ctrl] + [M] (via Context Menu)

Keyboard Commands for Test Selection Screens and Messages

Use these keyboard commands to select options on the login screens or on pop-up messages that appear during the test. For example, if you see a screen that has **No** or **Yes** buttons, you can use these keyboard commands to navigate between the buttons and select one.

Keyboard Commands

Keyboard Command	Function
[Tab]	Move to the next option
[Shift] + [Tab]	Move to the previous option
[Enter]	Select the shaded option

Opening the Global Menu

To access the Global Menu with keyboard commands:

1. Press the **Ctrl + G** keys to view the Global Menu. The menu will appear on the screen.
2. Use the **Up** or **Down** arrow keys on your keyboard to move between options in the menu. Each option will be highlighted as you arrow up or down.
3. Press the **Enter** key to select the highlighted menu option.
4. Press the **Esc** key to close the Global Menu.

Opening the Context Menus

To access Context Menus with keyboard commands:

1. To navigate to an element, press the **Tab** key to navigate between questions, the answer options, and the reading passage.

To open a Context Menu for an Element:

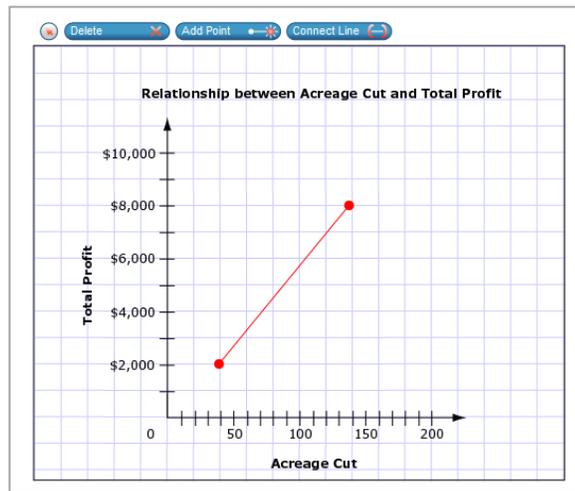
1. Press the **Ctrl + M** keys on the keyboard. The Context Menu for that element will appear.
2. Use the **Up** or **Down** arrow keys on your keyboard to move between options in the menu. Each option will be highlighted as you arrow up or down.
3. Press the **Enter** key to select the highlighted menu option.
4. Press the **Esc** key to close the Context Menu.

Keyboard Commands for Grid Items

Interactive items with an Add Point, Add Line or Add Arrow tool may have up to three main sections:

- Answer Space (the large area that takes up the most space)
- Action Button Row (at least one action button such as **[Add Point]** will be present at the top)
- Object Bank (a section on the left that includes objects to move to the Answer Space)

Figure 1. Sample Item with Point and Line Tools



To move between the main sections (Object Bank, Button Row, and Answer Space):

1. Press the **[Tab]** key. Navigation is “clockwise” (from top to right to bottom to left).
2. To move counter-clockwise, press **[Shift] + [Tab]**.
3. The “active” space or button will have a border.

To add an object from the Object Bank to the Answer Space:

1. Make sure the Object Bank is active.
2. Use the up and down arrows to move between available objects. The selected object will have a blue background.
3. Press the **space bar** to add the selected object to the Answer Space.

To select an Action Button and place the object (point or line) in the Answer Space:

1. Make sure the Button Row is active.
2. Use the left or right arrow keys to move between action button options.
3. Press **Enter**.
4. Press the **space bar** to apply the dot, arrow, or line to the Answer Space.

To move objects, points, lines, and arrows around in the Answer Space:

1. Make sure the Answer Space is active.
2. Press **Enter** to move between objects in the Answer Space. The selected object will have a border.
3. Press the **space bar**, then use the arrow keys to move the object.

To delete objects, points, lines, and arrows in the Answer Space:

1. Make sure the Button Row is active.
2. Press the left or right arrow to select the **Delete** button. The active button will turn white.
3. Press **Tab** to move to the Answer Space.
4. Press **Enter** to move between objects in the Answer Space. The selected object will have a border.
5. Press the **space bar** to delete the object.

Section V. Item Types on Computer-Based Tests

This section contains sample item types that appear on the Sample Tests for AzM2. The following item types appear: editing task, grid, hot text, multiple-choice, multi-select, open-response, writing prompt, and equation.



Note about technology-enhanced item types:

Students can manually save their answer before moving to the next item on the test. A **Save** button will appear at the top of the screen for these items. If students do not click **Save**, the system will automatically save the responses when they move on to the next item or pause the test.

Editing Task Items

- To answer responses for editing task items, click the highlighted word or phrase. (Typically, the highlighted word or phrase will have a light green background.)
- Some editing task items require you to enter the replacement word or phrase.
- Other editing task items require you to select the replacement word or phrase from a menu.

12 Click the highlighted word to open the editing task menu.

Correct the highlighted mistake in the passage below.

In the theater itself, there are enough red velvet seats for 422 patrons. The aisles pull your gaze forward to the magnificent gold-colored curtains **what** conceal the screen. After everyone has taken a seat, the lights are dimmed, and the curtains are drawn aside, the screen lights up with black and white images from another time.

Correct the highlighted mistake in the passage below.

In the theater itself, there are enough red velvet seats for 422 patrons. The aisles pull your gaze forward to the magnificent gold-colored curtains **what** conceal the screen.

Replace "what" with:

17

Replace "better" with:

- most good
- most good
- more better
- best
- better

Correct the highlighted mistake in the reading excerpt below.

Juan declared that it was the **better** party ever. Eric felt special one who cracked the piñata.

Evidence-Based Selected Response Items

- This type of item has multiple parts. All parts of the question should be answered.
- In ELA, this item type will be accompanied by a passage on the left side of the screen.

22

Part A

Which statement is true?

- Ⓐ All parallelograms are rectangles.
- Ⓑ All quadrilaterals are rectangles.
- Ⓒ All rhombuses are rectangles.
- Ⓓ All squares are rectangles.

Part B

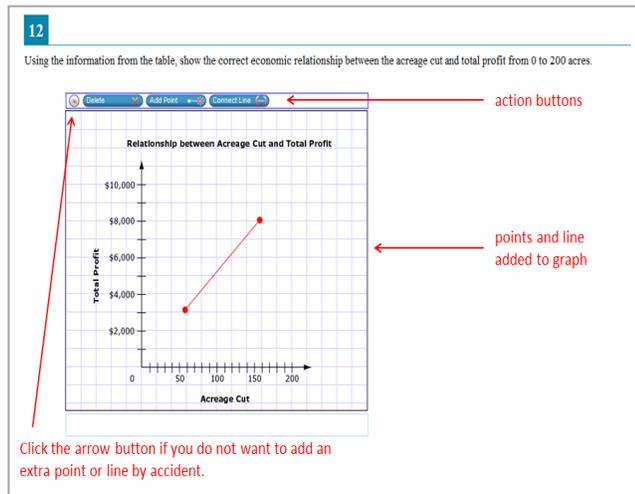
Which statement about the two shapes is true?

- Ⓐ The only difference between the two shapes is the number of congruent sides.
- Ⓑ The only difference between the two shapes is the number of sides.
- Ⓒ The only difference between the two shapes is the number of congruent angles.
- Ⓓ There are no differences between the two shapes.

Grid Items with Action Buttons

Grid items require using point, line, or arrow buttons to create a response.

- To add a point, click the **Add Point** button and then click on the location in the grid where the point should appear.
- To add a line or arrow, click the **Connect Line** or **Add Arrow** button and then click on the desired beginning and end points of the line in the grid.
- To delete a point, line, or arrow, click the **Delete** button and then click on the object you want to remove. (Clicking on a point will also remove adjacent lines.)



Note: The "active" action button is white.

Hot Text Items

Hot Text items require you to either click on a response option or drag a response option to another location.

5

Before the War of 1812, different groups were trying to reach their goals. These goals were part of what started the War of 1812.

Place the group label in the blank box next to their goal.

Goals	Group
Wanted to gain northern and western land	?
Wanted to maintain control of forts and the fur trade	?
Resisted settlers moving into the region	?

Groups

American Indians	British
Americans	Mexicans
Texans	

Drag your response to each answer box

available response options

Multiple-Choice Items

Multiple-choice items require you to select a single answer option.



Note: You may click anywhere on the answer or click in the circle that contains A, B, C, or D. The selected answer circle will darken.

7

Lisa is trying to earn money to buy a bike. She can either open a lemonade stand or sell cookies, but she does not have the time to do both.

What is the opportunity cost for Lisa if she decides to open a lemonade stand?

(A) She cannot buy a bike.

(B) She cannot sell lemonade.

(C) She cannot sell any cookies.

(D) She cannot earn any money.

Click on an answer option or row to select it as your answer.

Multi-Select Items

Multi-select items allow you to select more than one answer option. These are different from multiple-choice items, which allow you to select only one response.



Note: Some items may ask you to select a specific number of responses.

12

Select the values that are greater than or equal to $\frac{1}{2}$.

- 0.6
- $\frac{2}{6}$
- $\frac{5}{8}$
- .5
- .45
- One Fifth
- $\frac{2}{10}$

Click the checkbox next to each option you want to select as a response. You may select more than one option.

Open-Response Items

Open-response items require you to use the keyboard to enter the response into a text field.

Different types of open-response items may appear on the test.

12

What is the resolution of the story?

Type your answer in the space provided.

Click in the text box and type your answer using the keyboard.

Writing Prompt Items

Writing prompt items will require you to use features of an online word processor. You can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc. To indent a paragraph, you must press the space bar at least 5 times.

1

Write about your favorite birthday memory.

Formatting Buttons Numbering, Bullets, & Indent Cut, Copy, Paste, Undo, & Redo Insert Symbol

Response area

Equation Items

Equation items require you to enter a valid statement that answers the question, such as $y=3x+2$.

To enter an equation, click the button for each letter or symbol. The equation entered will be in blue text.

4

A salesperson earns \$125 a day, plus a commission of 5% of the price of each item she sells. The salesperson sold one item yesterday that was \$750.

Create an equation that can be used to determine the amount of money the salesperson earned yesterday.

y= Equation response field

Navigation buttons

Special symbols (fraction, exponent, square root, etc.)

About the Navigation Buttons for Equation Items

There are various buttons in the equation editor that allow you to move the cursor within the equation, or to take specific actions on parts of the equation.

Navigation Buttons in Equation Items

Navigation Button	Description
Move Left 	The straight left arrow button allows you to move the cursor before an existing character.
Move Right 	The straight right arrow button allows you to move the cursor after an existing character.
Undo 	The curved left arrow button allows you to undo the previous action.
Redo 	The curved right arrow button allows you to redo the previous undone action.
Delete 	The delete button allows you to delete characters.

About Special Symbols

Special symbols are easiest to use if entered prior to inserting text. To add a special symbol to an equation, select the corresponding button. After entering a number or symbol, use the **Move Left** and **Move Right** buttons to move the cursor between fields.

Special Symbols in Equation Items

Special Symbol	Description
Fraction 	This symbol allows you to enter a fraction into the equation editor. Select the numerator, then navigate to the denominator, and then select the value for that field.
Exponent 	This symbol allows you to enter an exponent into the equation editor. After you enter the base number, select the exponent button, and then enter the exponent number.
Subscript 	This symbol allows you to enter a subscript into the equation editor. After you enter the base number, select the subscript button, and then enter the subscript number.
Parentheses 	This symbol allows you to enter parentheses. Once you select the symbol, the parentheses will appear in the equation editor. Then select the numbers and symbols that should appear between the open and close parentheses.

Special Symbol	Description
Absolute Value 	<p>This symbol allows you to enter an absolute value. Once you select the symbol, the lines will appear in the equation editor. Then select the numbers and symbols that should appear between the lines.</p>
Square Root 	<p>This symbol allows you to enter a square root value. Once you select the symbol, the radical sign will appear in the equation editor. Enter the number that should appear under the radical sign.</p>
nth Root 	<p>This symbol allows you to enter an nth root value. Once you select the symbol, the radical sign will appear in the equation editor. Enter the number that should appear under the radical sign. Use the straight left arrow to navigate to the nth field and enter the number that should appear there.</p>

Section VI. Writing Guides for English Language Arts (ELA)

The AzM2 ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. The structure of the Sample AzM2 Writing test is similar to the actual AzM2 Writing test. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

CBT— On the CBT writing tests students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response.

PBT— On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

The next several pages of this section contain Writing Guides for each grade-level band that will be available to students on AzM2.

Grades 3–5 Informative-Explanatory Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility
Conventions	
<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage, but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling 	

Grades 3–5 Opinion Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained opinion with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility
Conventions	
<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage, but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling 	

Grade 6 Argumentative Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration	Conventions
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained claim with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained 	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling

References and Citations
<p>When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).</p>

Grades 6–8 Informative-Explanatory Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration	Conventions
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility. 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling

References and Citations
<p>When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).</p>

Grades 7–8 Argumentative Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration	Conventions
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained claim with little or no loosely related material • Clearly addressed alternate or opposing claims • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained 	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling

References and Citations
<p>When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).</p>

Grades 9–11 Informative-Explanatory Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration	Conventions
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling

References and Citations

When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).

Grades 9–11 Argumentative Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration	Conventions
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained claim with little or no loosely related material • Clearly addressed alternate or opposing claims • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained 	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling

References and Citations

When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).

Section VII. Calculator Guidance—Math

The AzM2 Calculator Guidance was determined with the input of Arizona educators who have reviewed AzM2 items. The guidelines were determined to provide appropriate support for students while still measuring a student’s mastery of the standards.

These guidelines are for the assessment only. They are not intended to limit instruction in the classroom. Technology is a part of the Arizona English Language Arts Standards and the Arizona Mathematics Standards and students should still be interacting with technology as appropriate for engaging with and learning the standards.

The applicable portion of the CBT will include the acceptable online version of approved calculator. Providing handheld calculators is not a requirement for schools choosing the CBT. However, students may use an acceptable handheld calculator in addition to or instead of the online calculator.

Grades	Calculator Usage on AzM2 Assessments
Grades 3–6	No calculators permitted on AzM2.
Grades 7–8	<p>Scientific Calculator permitted on AzM2 Math Part 1 only. No calculators permitted on AzM2 Math Part 2.</p> <p>Scientific calculator should include these functions: standard four functions (addition, subtraction, multiplication, division), decimal, change sign (+/-), parentheses, square root, and π. They may NOT include any problem solving or programming capabilities, place values, and inequalities.</p> <p>Sample acceptable calculator: TI-30X IIS or similar.</p>
High School End-of-Course Tests	<p>Graphing calculators permitted on AzM2 Math Part 1 and Part 2.</p> <p>No calculators with Computer Algebra System (CAS) features are allowed. Calculators may NOT be capable of communication with other calculators through infrared sensors. NO instruction or formula cards, or other information regarding the operation of calculators such as operating manuals are permitted. The memory of any calculator with programming capability must be cleared, reset, or disabled when students enter and exit the testing room. If the memory of any calculator is password protected, and cannot be cleared or reset, the calculator may NOT be used.</p> <p>Sample acceptable calculators: TI-84 Plus, Casio FX-9750GII, or similar.</p>
<ul style="list-style-type: none"> • No laptop, tablet, or phone based calculators will be allowed during the AzM2 assessment, with the exception of a laptop or tablet being used to access the secure calculator available on the AzM2 portal. • Students are not allowed to share calculators during a testing session. 	
<p>Desmos[®] calculators that have been modified for use with the AzM2 assessments are embedded in the computer-based math test parts that allow the use of a calculator. Students will access the calculators in the same manner they accessed the previous versions of the calculators.</p>	

Section VIII. Paper-Based Testing (PBT)

Consumable Booklets

AzM2 is a Computer-Based Test (CBT). However, a Paper-Based Test (PBT) is available for schools that opted out of the CBT. The PBT will consist of consumable test booklets. This means that there will be **no separate answer documents**; students will answer the questions **directly** in the test booklets, and the test booklets will be scanned in their entirety by the vendor.

Some technology-enhanced items are converted for use on the Paper-Based Tests. Below are samples of various item types that will appear on the Paper-Based version of AzM2. This section also includes sample “Final Copy” pages from the Paper-Based Writing Test.

Sample Paper Items—ELA

While some items in the ELA portion of the test are shown as individual sample items in this guide all items on the AzM2 CBT and PBT will be associated with one or more passages. The AzM2 ELA test will have a Writing part, Reading Part 1 and Reading Part 2 for all grade levels. On paper the students will have access to one or more passages that relate to the prompt, a print copy of the Writing Guide, and a “Final Copy” area to write their response. Below are examples that show how many of the CBT items will render on the PBT.

Multiple-Choice

Read the sentence below.

Julie noticed a brown bag sitting on the table.

What is the meaning of the word noticed as it is used in the sentence?

- (A) placed
- (B) saw
- (C) took
- (D) used

Key: B

Multi-Select

Which **two** words mean the same as huge?

- Ⓐ big
- Ⓑ cozy
- Ⓒ extra
- Ⓓ large
- Ⓔ tiny

Key: A, D

Sample Stimulus

Online Learning

- 1 Learning new things is an exciting part of life. Learning can happen anywhere. There are kids who learn at a school, kids who learn at home and some kids who learn online. Students who learn this way use their computers and the Internet to connect to online classrooms. They use a camera connected to their home computer to let the teacher and other students see them. They can see their teacher and classmates on their screens because their classmates and teacher use a camera, too.
- 2 Before the Internet, children in remote places sometimes had classes over the radio or used the mail to get lessons and return them. For example, in the past, children who lived in distant parts of Australia were taught using the radio. Every day at a certain time, they tuned in to a special radio station. All the children could hear their teacher at the same time, but they were hundreds of miles apart. They got their lessons in the mail, did their homework, and mailed it back to the teacher.
- 3 Today, students who live far away from their teacher have classes on the Internet. In some online classrooms, a classroom full of kids can use a special computer program at the same time as the teacher. The students can live in one country, and the teacher can be located in a different country. Still, it's just like a classroom at your school. The teacher can teach the kids. The kids can ask questions. Everyone can see and hear everything that's being said as it happens.
- 4 It is also possible for students to live in different places and be a part of an online class together. Each person goes to a website for the class they are taking. Thousands of people can watch and listen to this class at the same time. When they want to speak, they can use a microphone to ask and answer questions. When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. The connection over the Internet is broken, and the online classroom disappears.
- 5 Online classes can be held whenever is best for the teacher and students. Sometimes, they don't have to have a class where everyone is together all at once. There are classes where all the materials are posted on the website and students can use them whenever they need to. They can write questions and turn in their assignments. They can check back later to see if the teacher has left answers or comments on their work. No one ever actually "meets" anyone face-to-face, even if it's just with a web-camera. Many college classes are taught this way.
- 6 Internet classes can fit thousands of people, or just one person. It is a powerful way to let students everywhere learn. A student in Alaska and a student in China can go to the same class. That class can be taught by a teacher in Russia. You don't need a building, desks, lights or enough chairs to fit everyone. Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're good to go!

Evidence-Based Selected Response

Part A

How has learning from distant places changed over time?

- (A) Students can ask questions and get answers faster.
- (B) Students can hear their teacher during the same class time.
- (C) Students use the mail to receive and send work.
- (D) Students live far apart from their classmates.

Part B

Select **one** sentence that supports the answer in part A.

- (A) "The students can live in one country, and the teacher can be located in a different country."
- (B) "All the children could hear their teacher at the same time, but they were hundreds of miles apart."
- (C) "They got their lessons in the mail, did their homework, and mailed it back to the teacher."
- (D) "Everyone can see and hear everything that's being said as it happens."
- (E) "Sometimes, they don't have to have a class where everyone is together all at once."

Key:

Part A: A

Part B: D

Two-Part Hot Text

Part A

How does the author support the idea that students who live far from each other can learn together?

- Ⓐ She tells about why students should learn online.
- Ⓑ She shares details about the way students learn online.
- Ⓒ She gives examples of how online learning helps students.
- Ⓓ She explains that the online classroom is only for a short time.

Part B

Fill in the circle before the **two** sentences that support the answer in part A.

- 4 Ⓐ It is also possible for students to live in different places and be a part of an online class together. Ⓑ Each person goes to a website for the class they are taking. Ⓒ Thousands of people can watch and listen to this class at the same time. Ⓓ When they want to speak, they can use a microphone to ask and answer questions. Ⓔ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. Ⓕ The connection over the Internet is broken, and the online classroom disappears.

Key:

Part A: B

Part B: C, D

One-Part Hot Text

Select **one** sentence that explains how jump rope rhymes have spread.

- Ⓐ Jumping rope is a fun game. Ⓑ To play, two people hold the ends of a rope and turn it. Ⓒ Others take turns jumping. Ⓓ Often, the turners call out rhymes for the jumpers. Ⓔ Some rhymes give the jumper directions. Ⓕ Some count how many times the jumper can jump before missing. Ⓖ Many rhymes have lasted a long time and spread to new places. Ⓗ Friends can teach each other rhymes, and children might learn them from their parents.

Key: H

Editing Task Stimulus

Koalas

Directions:

Read the following passage and answer Numbers 1 through 3. There are five underlined words or phrases in the passage to show which word or phrase may be incorrect.

Koalas are animals that live in Australia. They looked a little bit like small bears, but they are not bears. They are brown or gray, with round, fluffy ears, and they have no tails. You have probably seen pictures of koalas. They are very popular because they are so cute.

Koalas are herbivores, which means they eat plants. They live in trees and love to climb. Koalas are knowne to sleep up to 20 ours a day.

Many people around the world visit zoos to see koalas. They can live 13 to 18 years in the wild, but the older zoo koala on record lived to be 23 years old.

Editing Task Questions

Directions:

Now answer Numbers 1 through 3. Choose the correct word or phrase for each of the following.

1 Part A

They looked a little bit like small bears, but they are not bears.

- (A) look
- (B) will look
- (C) looks
- (D) Correct as is

Part B

They looked a little bit like small bears, but they are not bears.

- (A) or
- (B) nor
- (C) because
- (D) Correct as is

Key:

Part A: A

Part B: D

2 Part A

Koalas are knowne to sleep up to 20 ours a day.

- (A) knowen
- (B) known
- (C) none
- (D) Correct as is

Part B

Koalas are knowne to sleep up to 20 ours a day.

- (A) owers
- (B) howers
- (C) hours
- (D) Correct as is

Key:

Part A: B

Part B: C

3 They can live 13 to 18 years in the wild, but the older zoo koala on record lived to be 23 years old.

- (A) old
- (B) most old
- (C) oldest
- (D) Correct as is

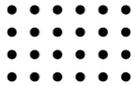
Key: C

Sample Paper Items—Math

The AzM2 Math test will have a Math Part 1 and a Math Part 2. On the CBT and the PBT, some math items are open-ended and hand scored. The following samples will familiarize students with how items appear on the paper version of AzM2.

Multiple Choice

A model is shown.



Which expression does this model represent?

- (A) $4 + 6$
- (B) $4 - 6$
- (C) 4×6
- (D) $4 \div 6$

Key: C

Equation Item

A classroom has 5 rows of desks. There are 6 desks in each row.

Create a multiplication equation that shows the number of desks in the classroom.

Write your equation in the box below.

Key: $5 \times 6 = 30$ or $6 \times 5 = 30$ are accepted.

Note: Equation may be reversed.

Equation Item

A fraction is shown.

$$\frac{1}{4}$$

Create an equivalent fraction with a denominator of 8.

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

Consider the following things when entering responses for equation items:

- The item's response grid looks slightly different at different grade levels, but the general response area looks like the following images showing sample responses to the question above.

Sample Responses to Equation Item

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

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

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

- On these response grids, blanks are generally ignored. This means that students can left or right justify their response, or place it somewhere in the middle.
- The purpose of the boxes above the grid are an aid to bubbling but are not scored.
- Only one bubble per column is permitted; any response with more than one bubble in a column is marked as incorrect.

- Students can enter a response as a mixed number or decimal to indicate the solution. In the following example where the correct response is $1\frac{1}{2}$, all of the responses would be scored as correct.

Sample Responses for $1\frac{1}{2}$

1	1	/	2		
/	/	•	/	/	
.
0	0	0	0	0	0
•	1	•	1	1	1
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

3	/	2			
•	/	/	/	/	
.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	•	2	2	2
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

1	.	5			
/	/	/	/	/	
.	•
0	0	0	0	0	0
•	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	•	4	4	4
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

- Note that in the first example (that of the mixed number) the space between the ones is important. Without this space the response would be scored as eleven-halves. Again, in any of these three shown responses, which column the student chooses to begin their response in does not matter.

Table Item

Complete the table to show each of the given numbers rounded to the nearest ten and the nearest hundred.

Number	Nearest Ten	Nearest Hundred
62		
115		

Key:

Number	Nearest Ten	Nearest Hundred
62	60	100
115	120	100

Open Response Item

A rectangle can be covered by 15 unit squares.

What can be said about the area of the rectangle?

Write your equation in the box below.

Key: The student correctly explained the relationship between the "15 unit squares" and the area of the rectangle (and did not include any incorrect statements).

Note: Any response that states that the area of the rectangle is 15 unit squares is accepted.

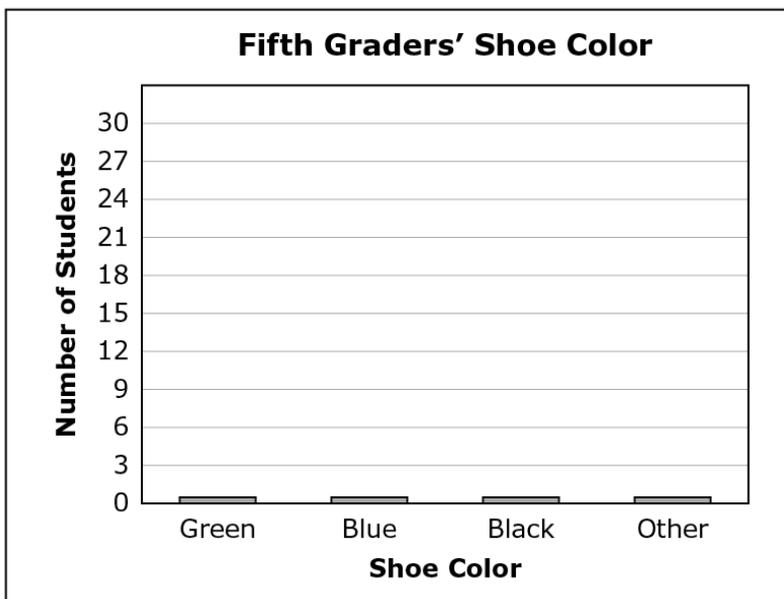
Grid Item

The table shows the shoe color of fifth graders at an elementary school.

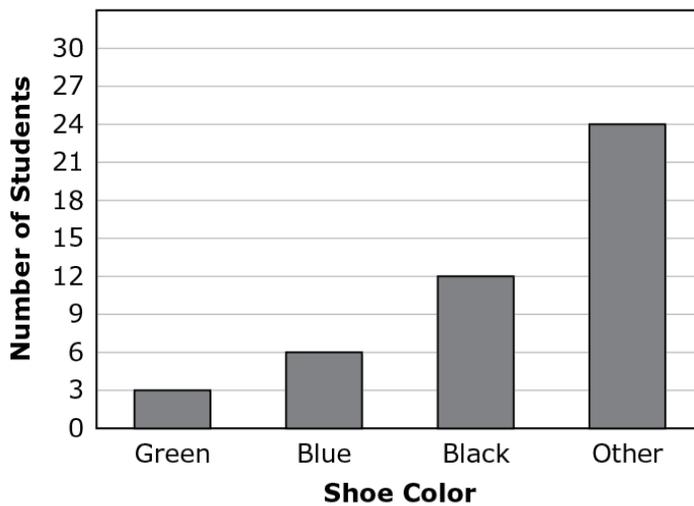
Shoe Color of Fifth Graders

Shoe Color	Number of Students
Green	3
Blue	6
Black	12
Other	24

Complete the bar graph to display the data from the table.



Key:



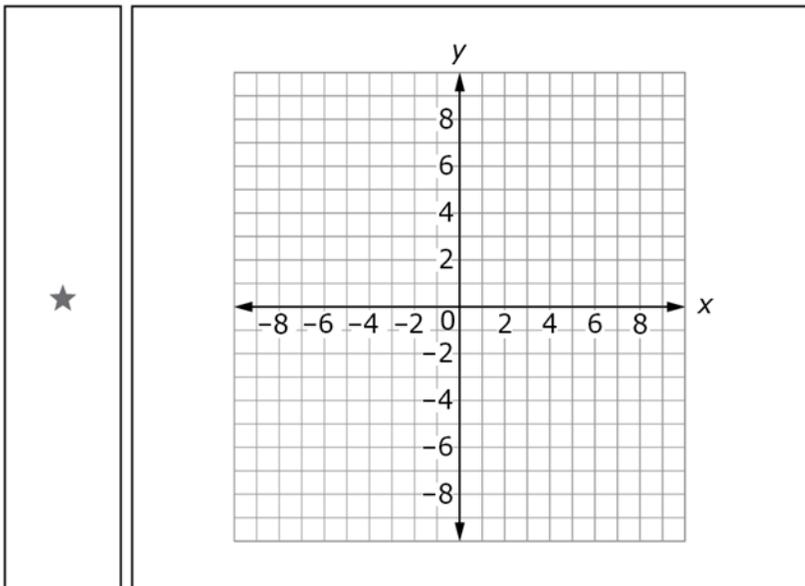
Grid Item

A system of equations is shown.

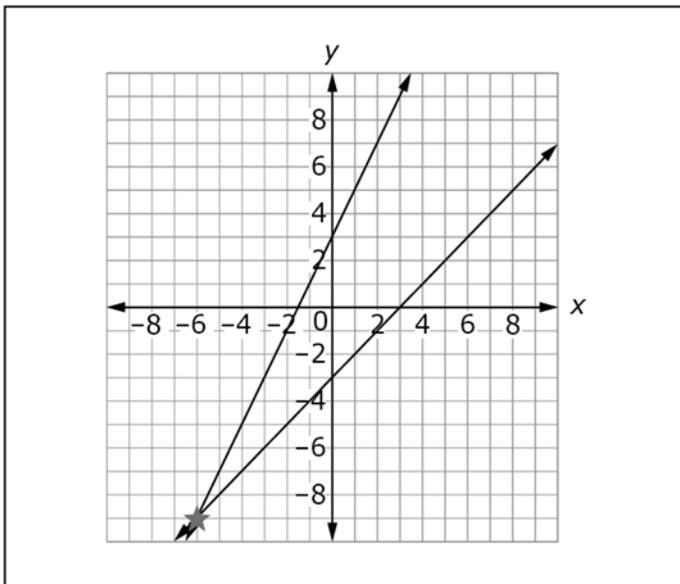
$$\begin{aligned}y &= 2x + 3 \\x - y &= 3\end{aligned}$$

Draw lines to graph the system.

Then draw a star to indicate the solution of the system.



Key:



Hot Text Item

The names of five shapes are shown.

Write a letter of a number in each empty box to order the shapes from least number of angles to greatest number of angles.

Shapes
A. Hexagon
B. Octagon
C. Pentagon
D. Rhombus
E. Triangle

Least ↓ Greatest	Ordered Shapes

Key:

Shapes
A. Hexagon
B. Octagon
C. Pentagon
D. Rhombus
E. Triangle

Least ↓ Greatest	Ordered Shapes
	E
	D
	C
	A
B	

Matching Item

Select the product for each expression.

	12	16	18
4 × 4	(A)	(B)	(C)
6 × 2	(D)	(E)	(F)
4 × 3	(G)	(H)	(I)
6 × 3	(J)	(K)	(L)
8 × 2	(M)	(N)	(O)

Key:

	12	16	18
4 × 4	(A)	(B)	(C)
6 × 2	(D)	(E)	(F)
4 × 3	(G)	(H)	(I)
6 × 3	(J)	(K)	(L)
8 × 2	(M)	(N)	(O)