

Grade 10 ELA & Math Performance Descriptors

This is the descriptors provided parents for each level of performance

Content Strand/Reporting Category Statements	
Reporting Category	Text
Reading for Information	Students use details from a text to answer questions and make conclusions. They show how authors develop ideas and claims. They find the author’s purpose. They show how authors use specific words to communicate their point of view. They compare major historical U.S. documents.
Reading for Literature	Students find the main theme or idea of a story. They show how characters interact with each other and advance the plot of a text. They tell how word choice can affect the overall tone and meaning of a text. They show how an author uses themes from previous works of literature.
Writing and Language	Students organize their writing to inform or give an opinion using clear language and supporting details. They judge the usefulness of sources when doing research. They use citations correctly. They understand how words with similar definitions can have different meanings in a text.

What These Results Mean	
Reporting Category	Text
Reading for Information – Below Mastery	Your student may have trouble finding the main idea of a text; showing how an author makes connections between ideas or events; telling the author’s purpose for writing a text; summarizing the claims made in a text; and judging if the reasoning and evidence given make sense.

Reading for Information – At/Near Mastery	Your student is often able to use details from a text to answer questions and draw conclusions; use clues in a text to figure out the difference between a word’s literal and figurative meanings and its feeling in a text; and tell how an author uses word choice to get a point across.
Reading for Information – Above Mastery	Your student almost always tells the main idea of a text; understands how word choice affects tone; compares how different media (like print) discuss a topic differently; and finds similarities and differences in the themes and language used in major historical U.S. documents.
Reading for Literature – Below Mastery	Your student may have trouble telling how the interaction of characters moves the plot forward; showing how an author’s word choice can give details about the setting of a story; or finding similarities and differences in how a topic is treated in different mediums.

Reading for Literature – At/Near Mastery	Your student is often able to tell how the main theme develops throughout a text; show how an author uses techniques like flashbacks or pacing to create suspense or mystery; and tell how a work of literature from outside the United States reflects a particular cultural experience.
Reading for Literature – Above Mastery	Your student almost always gives a full, unbiased (fair) summary of the events in a story; shows how characters change and interact; shows how word choice can change the meaning and tone of a text; and talks about how an author uses themes and topics from an earlier work.
Writing and Language – Below Mastery	Your student may have trouble clearly stating a position and giving supporting evidence when writing to make an argument; connecting events and ideas when writing to inform; judging the usefulness of information from different sources; or using correct punctuation and grammar.
Writing and Language – At/Near Mastery	Your student is often able to distinguish his or her claims from others when writing to make an argument; use a clear structure (like an introduction, transitions, conclusion) to organize writing; use punctuation correctly; and make revisions and

	edits to improve his or her writing.
Writing and Language – Above Mastery	Your student almost always makes a clear argument and addresses opposing positions when writing; collects and includes information from many sources when doing research; spells words correctly; and understands that words with similar definitions can have different tones in a text.

AzMERIT ELA 6–11 Writing Essay Performance Text (Argumentative)

Dimension 1: Grades 6–11				
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	NS	Your student earned no score out of 4 possible points. Your student’s essay was incomplete or written in a foreign language. The response was confusing, off-topic, or unrelated to the purpose.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	1	Your student earned 1 out of 4 possible points. Your student’s essay may be related to the topic but may offer little relevant detail. It may be very short or have a major drift off-topic, or the claim may be confusing or unclear. The argument is not structured or organized. It does not use transitions effectively and may include unrelated ideas.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	2	Your student earned 2 out of 4 possible points. Your student’s essay sometimes stays on topic and may have minor drifts in focus. The claim may be somewhat unclear or unfocused. The argument has some structure but is not clearly organized. It does not use transitions effectively or connect ideas well. The essay may have a weak beginning and end.

ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	3	Your student earned 3 out of 4 possible points. Your student’s essay stays on topic and is focused. It has a clear claim and the context fits the purpose. The argument is well organized, uses transitions, and makes connections between ideas. It clearly develops ideas. The essay has a clear beginning and end.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	4	Your student earned 4 out of 4 possible points. Your student’s essay is on topic and focused. The response is well organized and develops claims that use details from supporting sources. Transitions are used consistently to vary sentences and explain relationships between ideas. Ideas are logically developed and are strongly connected from beginning to end.
Dimension 2: Grades 6–11				
ELA	Evidence/Elaboration	6–11 (Argumentative)	NS	Your student earned no score out of 4 possible points. Your student’s essay was difficult to read or written in a foreign language. The response was incomplete, off-topic, or unrelated to the purpose.
ELA	Evidence/Elaboration	6–11 (Argumentative)	1	Your student earned 1 out of 4 possible points. Your student’s essay did not give enough evidence to support the claim. It included very few facts or details from sources. It used information that was incorrect or not relevant. The ideas were confusing or unclear. The argument used simple language. It may have been unclear for the audience or purpose of the task.
ELA	Evidence/Elaboration	6–11 (Argumentative)	2	Your student earned 2 out of 4 possible points. Your student’s essay includes little support for the claim. Details from sources are included but support claims weakly. There are few references given and weak use of complex sentences. Ideas use simple, direct language. The use of vocabulary may be inappropriate for the audience and purpose.

ELA	Evidence/Elaboration	6–11 (Argumentative)	3	Your student earned 3 out of 4 possible points. Your student’s essay is well supported and uses facts and details as evidence to support the claim. It uses citations and some evidence from sources. It uses transitions to make connections between ideas. It includes general and specific vocabulary appropriate for the audience and fits the purpose of the task.
ELA	Evidence/Elaboration	6–11 (Argumentative)	4	Your student earned 4 out of 4 possible points. Your student’s essay is on topic and focused. It uses evidence to effectively support the claim. The evidence is cited and smoothly integrated into the essay. The essay uses transitions to develop and connect ideas. It clearly states ideas. It uses words that are clearly appropriate for the audience and purpose.
Dimension 3: Grades 6–11				
ELA	Conventions/Editing	6–11 (Argumentative)	0	Your student earned 0 out of 2 possible points. Your student’s essay shows a lack of understanding of sentence formation and other conventions. There are many mistakes in spelling, punctuation, and capitalization. These mistakes make the meaning or point of the response unclear.
ELA	Conventions/Editing	6–11 (Argumentative)	1	Your student earned 1 out of 2 possible points. Your student’s essay may be off-topic and show little to no organization. It may show some correct use of language rules and conventions. There are few mistakes in the essay, but they may confuse the meaning. There is inconsistent use of punctuation, capitalization, and spelling rules.
ELA	Conventions/Editing	6–11 (Argumentative)	2	Your student earned 2 out of 2 possible points. Your student’s essay shows a strong understanding of sentence formation and other conventions. The response is clear but has some minor mistakes. It correctly uses punctuation, capitalization, and spelling rules.

Grade 10 Math

Content Strand/Reporting Category Statements	
Reporting Category	Text
Congruence	Students represent rigid transformations (movement of a shape with no change in size) on a coordinate grid to explore and prove congruence (same size and shape). They develop definitions for rotations, reflections, and translations for geometric properties and shapes. Students describe the conditions for congruence based on transformations and use these methods to prove theorems about lines, angles, triangles, and parallelograms.
Similarity, Right Triangles, and Trigonometry	Students dilate (make larger or smaller) geometric figures on a coordinate plane and use dilations to explore and prove similarity of geometric figures (same shape). They use similarity to solve problems involving geometric figures. Students use triangle similarity to prove theorems and to develop definitions for trigonometric ratios for right triangles. They use trigonometric ratios to solve mathematical and real-world problems involving right triangles.
Circles, Geometric Measurement, and Geometric Properties with Equations	Students use coordinates to prove simple geometric theorems. They identify geometric figures using measurements of slopes and lengths. Students identify two-dimensional figures created from cross-sections of three-dimensional objects. Students identify three-dimensional objects created from rotations of two-dimensional figures. Students describe angles and properties of circles. Students identify the volumes of cylinders, pyramids, cones, and spheres to solve problems.
Modeling with Geometry	Students use geometric shapes to model real-world situations. Students calculate measurements using these models. They can interpret situations using geometric properties. Students apply concepts of density using areas and volumes. Students apply geometric methods to solve design problems. Students create different designs to satisfy restrictions in real-world contexts.

What These Results Mean

Reporting Category	Text
Congruence – Below Mastery	Your student may have trouble performing translations (sliding a figure) and reflections (figures are mirror images) on a coordinate grid; using translations and reflections to explore and prove congruence (same size and shape); understanding how single transformations can prove congruence; and proving simple theorems for lines, angles, triangles, and parallelograms.
Congruence – At/Near Mastery	Your student often performs translations, rotations, and reflections on a coordinate grid to explore and evaluate congruence (same size and shape) of geometric figures; develops definitions for translations, rotations, and reflections based on the effects on coordinates; describes multistep translations that prove congruence; and uses conditions of congruence to prove theorems involving lines, angles, triangles, and parallelograms.

Congruence – Above Mastery	Your student almost always performs translations, rotations, and reflections on a coordinate grid to explore and evaluate congruence (same size and shape) of geometric figures; develops algebraic definitions for translations, rotations, and reflections based on the effects on coordinates; describes in detail multistep translations that prove congruence; and uses conditions of congruence to prove complex theorems involving lines, angles, triangles, and parallelograms.
Similarity, Right Triangles, and Trigonometry – Below Mastery	Your student may have trouble dilating (making larger or smaller) geometric figures on a coordinate plane given a center of dilation and a scale factor; using similarity (same shape) definitions in basic problem-solving situations; using dilations to identify similarity of triangles and develop sine, cosine, and tangent definitions; and finding solutions to mathematical problems involving right triangle ratios.
Similarity, Right Triangles, and Trigonometry – At/Near Mastery	Your student often performs dilations (making larger or smaller) on a coordinate plane and uses dilations to explore and prove similarity (same shape) of geometric figures; uses similarity to solve problems involving geometric figures; develops and proves theorems for triangles based on similarity and uses them in problem-solving situations; and develops right triangle trigonometric ratios and uses them to solve real-world and mathematical problems.
Similarity, Right Triangles, and Trigonometry – Above Mastery	Your student almost always performs dilations (making larger or smaller) of geometric figures on a coordinate grid; develops algebraic definitions for dilations based on the effects on coordinates; uses similarity (same shape) to solve multistep problems with geometric figures; proves the Pythagorean theorem with triangle similarity; develops definitions for all trigonometric ratios; and uses trigonometric ratios and the Pythagorean theorem to solve right triangle problems.
Circles, Geometric Measurement, and Geometric Properties with Equations – Below Mastery	Your student may have trouble using coordinates to prove simple geometric theorems; identifying rectangles on a grid using length and slope measurements; identifying two-dimensional figures created from cross-sections of three-dimensional objects; finding the area for a sector of a circle; determining angle measurements in circles; and using the volume of a cylinder to solve real-world problems.
Circles, Geometric Measurement, and Geometric Properties with Equations – At/Near Mastery	Your student often uses coordinates to prove simple geometric theorems; identifies geometric shapes on a grid using length and slope measurements; identifies two-dimensional figures created from cross-sections of three-dimensional objects; identifies three-dimensional objects created from rotations of two-dimensional figures; finds the area for a sector of a circle; finds relationships of circle angles; and finds volumes of cylinders, pyramids, and cones to solve problems.
Circles, Geometric Measurement, and Geometric Properties with Equations – Above Mastery	Your student almost always uses coordinates to prove geometric theorems algebraically; identifies complex geometric shapes on a grid using measurements; identifies two-dimensional cross-sections of three-dimensional objects; identifies three-dimensional objects created from rotations of two-dimensional figures; finds the area for a sector of a circle; interprets relationships of circle angles; and uses the volumes of three-dimensional objects to solve multistep problems.

Modeling with Geometry – Below Mastery	Your student may have trouble using prisms and cylinders to describe real-world objects; calculating volumes to estimate key details of problem-solving, real-world situations; applying angle properties in different contexts; using areas to find densities; and solving simple geometric design problems with constraints or restrictions.
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Modeling with Geometry – At/Near Mastery	Your student often uses prisms, cylinders, cones, pyramids, and spheres to model real-world objects; calculates surface areas and volumes to estimate key details of problem-solving, real-world situations; applies properties of geometric shapes to answer questions; uses areas and volumes to calculate densities; and uses geometric methods to solve design problems limited by constraints or restrictions.
Modeling with Geometry – Above Mastery	Your student almost always uses geometric shapes to model real-world objects; calculates complex surface areas and volumes to estimate key details of problem solving, real-world situations; applies properties of geometric shapes and uses strategies to answer multistep questions; uses areas and volumes to calculate densities; uses geometric methods to model and solve design problems limited by many constraints or restrictions.