

Maria A. Doe

Birth Date: 04/17/2001
SAIS ID: 99999123

ABC School (123654)
ABC District (987456)

EOC

Algebra I Assessment

About This Assessment

Maria took the AzMERIT EOC Algebra I assessment in spring 2017. The questions in this assessment measure the knowledge and skills taught in this course.

Maria's score shows how well she understands Algebra I content. A student who scores **Level 3** (Proficient) or **Level 4** (Highly Proficient) on AzMERIT is likely to be ready for the next math course.

About This Report

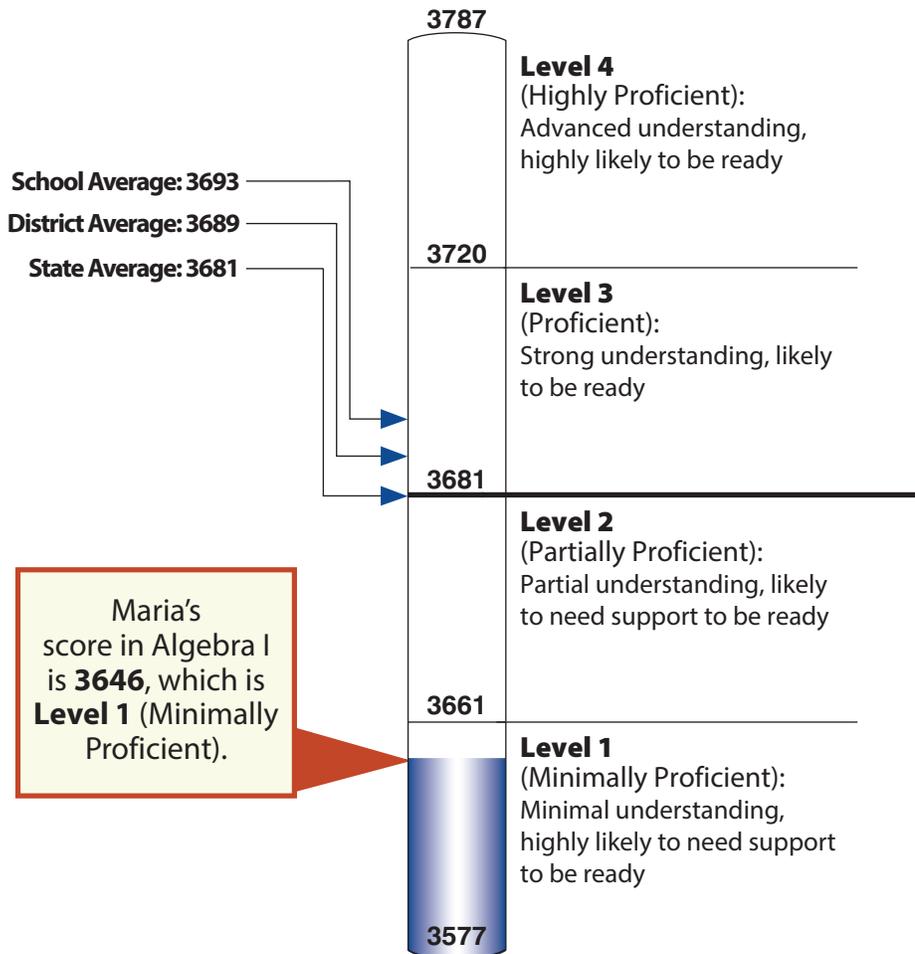
Front:

- 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 course material and how likely they are to be ready for the next course.

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 Algebra I Assessment



Maria's score is **Level 1 (Minimally Proficient)**.

She shows a **minimal** understanding of the expectations for this course. She is highly likely to need support to be ready for the next math course.

Legend: Scoring Categories



Below Mastery



At/Near Mastery



Above Mastery

Algebra I Scoring Categories

Algebra



Maria performed **below mastery** in Algebra.

What was assessed?

Students solve equations and inequalities with one variable. They create equations that describe numbers or the relationships between numbers. They represent and solve equations and inequalities by creating graphs on the coordinate plane. Students solve a system of equations (more than one equation). They add, subtract, and multiply polynomial expressions (more than one term). Students interpret expressions and write them in equivalent forms.

What do these results mean?

Your student may have trouble solving equations and inequalities with one variable; describing the relationship between quantities using equations; representing linear equations and inequalities using graphs; solving a system of more than one equation by graphing; performing addition and subtraction on polynomial expressions (more than one term); and writing equivalent forms of one-term expressions.

Functions



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

What was assessed?

Students define function and use function notation. They analyze and compare functions written as equations and in tables, graphs, and verbal descriptions. Students interpret and compare linear, quadratic, and exponential functions and the situations they model (like knowing exponents show percent rate of change). Students identify and explain important details of functions like maximums, minimums, and zeros. They build functions that model a context.

What do these results mean?

Your student often defines and uses function notation correctly; interprets functions written as equations, values in tables, and graphs; applies function understanding to linear, quadratic, and exponential models to describe relationships; identifies key details like minimums, maximums, and zeros; and writes a function to model situations (like showing how much money can be earned over time at a certain rate) and answer questions.

Statistics



Maria performed **below mastery** in Statistics.

What was assessed?

Students summarize and interpret one-variable numerical data and interpret the center, spread, and impact of extreme data. They represent this data in box plots, line plots, and histograms. Students summarize and interpret two-variable data using two-way tables. They identify and express trends in data using linear, quadratic, and exponential models. They represent this data in a scatterplot. Students solve rational and irrational number operations.

What do these results mean?

Your student may have trouble interpreting one-variable numerical data; finding the mean and median for data; finding measures of center and spread; comparing sets of data using these measures; representing these data on line plots, box plots, and histograms; representing two-variable data in scatterplots; using a linear model to describe and analyze trends; and knowing the difference between rational and irrational numbers.

For more information about AzMERIT, go to azmeritportal.org.