

Maria A. Doe

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

ABC School (123654)
ABC District (987456)

EOC

English Language Arts (ELA) 9 Assessment

About This Assessment

Maria took the AzMERIT EOC ELA 9 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 ELA 9 content. A student who scores **Level 3** (Proficient) or **Level 4** (Highly Proficient) on AzMERIT is likely to be ready for the next ELA course.

About This Report

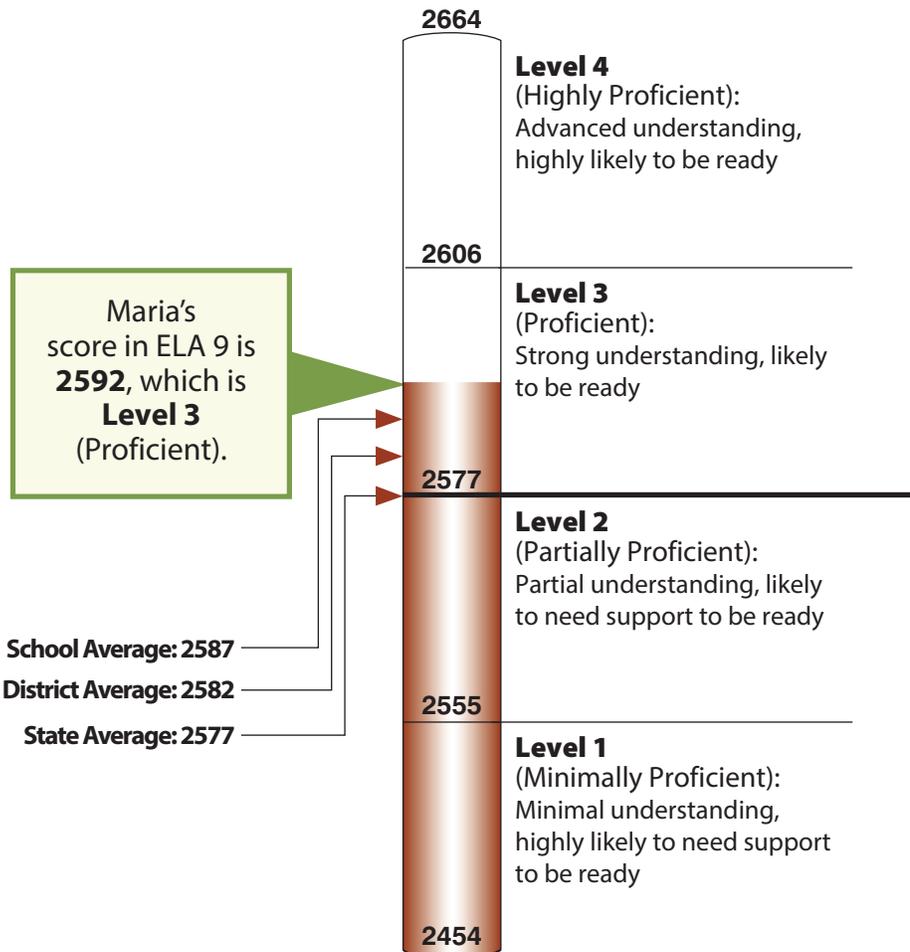
Front:

- 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 ELA 9 Assessment



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

She shows a **strong** understanding of the expectations for this course. She is likely to be ready for the next ELA course.

Legend: Scoring Categories



Below Mastery



At/Near Mastery



Above Mastery

ELA 9 Scoring Categories

Reading for Information



Maria performed **above mastery** in Reading for Information.

What was assessed?

Students find a main idea or claim in a text and tell how an author supports it with evidence. They judge an author's use of evidence to make a claim. They describe the effect of specific words and phrases on a text. They compare major historical U.S. documents.

What do these results mean?

Your student explains how the main idea is developed in a text; analyzes word choice in a text and how it affects the way information is presented; critiques the strengths and weaknesses of an argument; and compares the use of language in major U.S. historical documents.

Reading for Literature



Maria performed **at or near mastery** in Reading for Literature.

What was assessed?

Students tell how the major theme is developed in a text. They examine how characters develop, interact, and move a story forward. They analyze words and phrases to determine how they affect a story. They compare and contrast works of art and literature from outside the United States.

What do these results mean?

Your student can often find the main theme of a text; tell how characters change throughout a story and interact with other characters; show how an author uses writing tools (like flashbacks) to organize a story; and determine the point of view of a non-U.S. work of literature.

Writing and Language



Maria performed **below mastery** in Writing and Language.

What was assessed?

Students write clearly to inform or make an argument. They judge if sources are reliable and use appropriate evidence to support their claims. They understand the literal and figurative meanings of words and use them in their writing. They spell correctly and use correct grammar.

What do these results mean?

Your student may have trouble writing clearly organized arguments; addressing opinions that are different from his or her own; making connections between ideas when writing to inform; using information from many sources when doing research; and spelling and using punctuation correctly.

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

Writing Essay Performance

Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
Your student earned 3 out of 4 possible points. In general, your student's essay stays on topic and is focused. The main idea of the topic is given context and addresses the audience and purpose for writing. The response is organized and develops connections between ideas. It uses transitions and has an introduction and conclusion.	Your student earned 1 out of 4 possible points. Your student's essay includes little support or evidence for the main idea. It uses few sources, facts, or details, which may be unrelated or incorrect. The response does not express ideas clearly and uses limited language and vocabulary. It does not address the audience or purpose for writing well.	Your student earned 2 out of 2 possible points. Your student's essay shows an understanding of sentence formation and other conventions. The response may have some mistakes, but they are not repeated often in the text. It uses correct punctuation, capitalization, and spelling.

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