FALL 2007

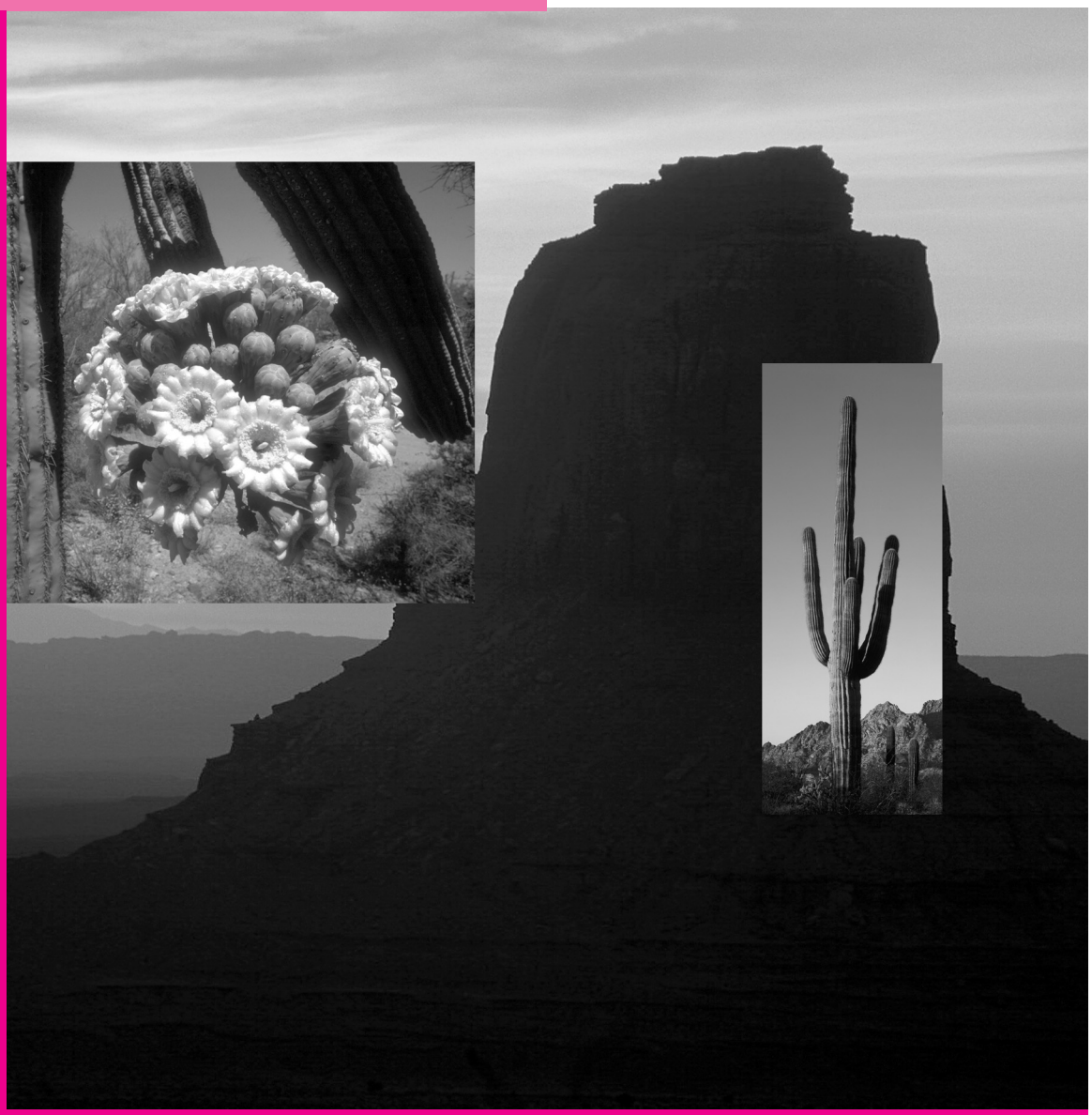
Guide to Test Interpretation

Arizona's

Instrument to Measure Standards
High School

CTB McGraw-Hill

AIMS HS



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Explanation of Examinations and Scoring

This *Guide to Test Interpretation* provides an overview of reporting for Arizona's Instrument to Measure Standards High School (AIMS HS). It is intended to help educators apply test report data to the needs of individual students and the district as a whole.

The Purpose of Testing

One of the principal purposes of a school testing program is to provide teachers with information to help students learn. Testing, or assessment, plays a vital role in today's education environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Assessment results are used to help improve teaching and learning and to evaluate programs and schools. Assessment is also used to generate the data upon which policy decisions are made. Because of the important functions it performs, educational assessment is a fundamental activity in every school, district, and state. It is a vital complement to innovation, higher standards, and educational excellence.

AIMS HS is the result of many years of intense effort and collaboration among teachers, administrators, and the Arizona Department of Education. AIMS HS measures the student's level of proficiency in Writing, Reading, and Mathematics.

How Results Are Measured

Students are tested on the Writing, Reading, and Mathematics Standards. Each standard uses the format of levels—Strands, Concepts, and Performance Objectives. The Strands are identified subsets of a content area with Concepts attached to each Strand, and Performance Objectives attached to each Concept. Concepts are **broad statements** of what students should know and be able to accomplish. For example, in the Reading content area, one Concept is to employ strategies to comprehend text. Performance Objectives are specific **measurable statements** beginning with an action verb to identify what students should know and what skills they should be able to accomplish. For example, in the Mathematics content area, one Performance Objective is to express the relationship between two variables using tables/matrices, equations, or graphs.

These academic standards were developed by Arizona teachers for Arizona students. Further information about Writing, Reading, and Mathematics Standards; AIMS HS testing; and assessment reports is available on the Arizona Department of Education Web site at http://www.azed.gov/standards.

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Components of AIMS HS

The following content areas are covered in AIMS HS:

Writing

Basic and higher-order skills essential for effective written communication are combined in this test. These skills include writing compositions, using conventions of standard English (spelling, grammar, capitalization, and punctuation), and revising writing to improve expression. AIMS HS Writing evaluates specific aspects of writing skills through the use of one extended-response writing prompt.

Reading

As students read fiction and nonfiction passages, interviews, editorials, and articles as part of AIMS HS Reading, they answer questions assessing skills such as reading comprehension, identification of support for main ideas, application of multi-step directions, ability to make and support assertions, and analysis and evaluation of themes. Multiple-choice questions target specific skills.

Mathematics

Real-world topics engage students' interest, provide context, and encourage confidence in their ability to do mathematics. Procedures such as estimation and mental computation are interwoven throughout AIMS HS Mathematics. Reading and interpreting graphs, and principles of geometry and measurement are also assessed.

* * *

AIMS HS Reading and Mathematics contain multiple-choice questions with four possible answer choices. These answers are machine-scored. AIMS HS Writing contains an extended-response writing prompt which allows students to demonstrate their skills in more complex levels of thinking and is scored by a professional staff experienced in providing reliable and consistent hand-scoring.

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Using Results

AIMS HS results and reports provide useful information for determining the performance of students in your school and classroom. This guide will also help you prepare for questions from parents, students, and other members of the educational community regarding AIMS HS results.

Each report is designed to present clearly the information most useful to you, to parents or guardians, and to students. The tables on this page and on page 4 show the reports and the quantities of each a school or district will receive.

AIMS HS Report Information

AIMS HS School and District Packages

Each Package listed below is sent for both Writing/Reading and Mathematics.

School Summary Packages

Package 1

Report	No. Copies
Summary Concept Performance Report—School	1
Demographic Report—School	1
Confidential Roster Report Detail with Roster Report Summary—School	1
Confidential Roster Report Detail with Roster Report Summary—Group	2
Confidential Concept Performance Report—School	1
Confidential Concept Performance Report—Group	1

Package 2

Report	No. Copies
Summary Report—School	1

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School Student Packages

Package 1

Report	No. Copies
Student Report—School	1

Package 2

Report	No. Copies
Student Report—School	1

District Packages

Package 1

Report	No. Copies
Summary Concept Performance Report—District	2
Summary Concept Performance Report—School	2
Demographic Report—District	2
Demographic Report—School	1
Confidential Roster Report Detail with Roster Report Summary—School	1

Package 2

Report	No. Copies
Summary Report—District	2
Summary Report—School	1
Student Data File—Group	1 on CD

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Sample Reports

Information Included on All Reports

A The name of the test assessment series appears here for easy identification.

B The name of the report is presented here. In this example, it is the Demographic Report.

C This area of the report is reserved for the name of the individual or group taking the assessment.

D The cohort of the individual or group is always included on the report. Each report contains results for one cohort.

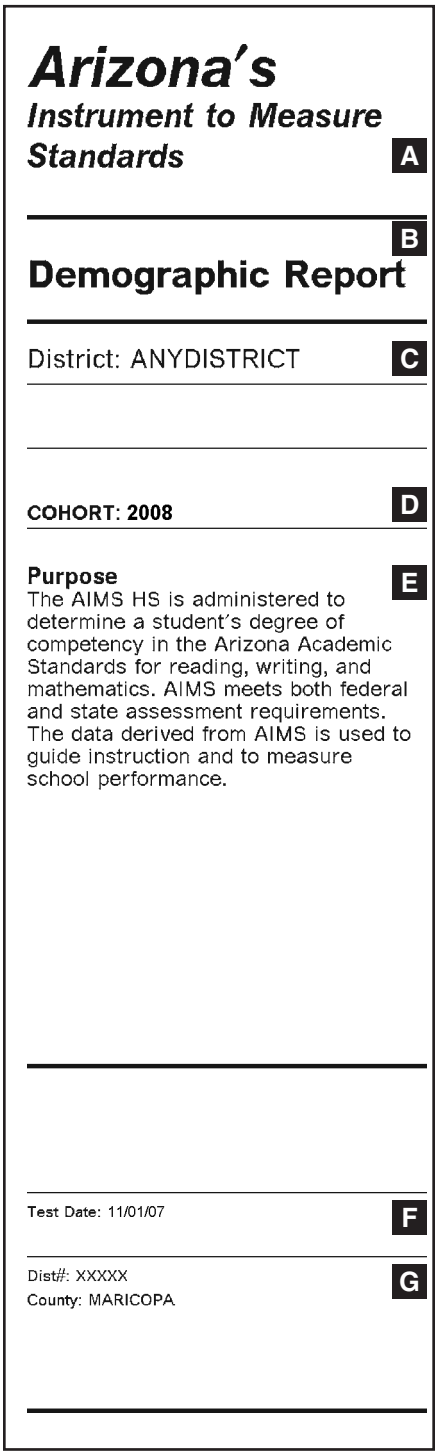
E The purpose of AIMS HS is stated here.

The lower part of the left panel of each report provides more specific information about the test and the student or group, and may include the following:

F The test date.

G The District-School Number and the name of the School, District, and County as appropriate to the level being reported.

Although the individual Sample Reports featured in this document may reflect the results from a single AIMS HS content area, similar reports are generated for all AIMS HS content areas.


Arizona's
Instrument to Measure Standards
A
B
Demographic Report
District: ANYDISTRICT
C
COHORT: 2008
D
Purpose
E
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.
Test Date: 11/01/07
F
Dist#: XXXXX
County: MARICOPA
G

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Confidential Roster Report Detail with Roster Report Summary (Confidential Roster Report Detail)

Arizona's
Instrument to Measure Standards

Confidential Roster Report Detail

Group: ANYCLASS

A

COHORT: 2008

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 11/01/07

D

Dist-Sch#: XXXXX-XXXXX
School: ANYSCHOOL
District: ANYDISTRICT
County: MARICOPA

Page 1

Student		Score	Mathematics			
ALLENSEN, SALLY B DOB: 03/21/90 SAIS#: 12345678	Female	Scale Score Performance Level C	XXX Meets			
BAITS, JOHN M DOB: 03/23/90 SAIS#: 09876543	Male	Scale Score Performance Level	XXX Falls Far Below			
BROOK, TIMMY DOB: 03/25/90 SAIS#: 23456789	Male	Scale Score Performance Level	XXX NS Approaches			
BURTON, AMY DOB: 03/27/90 SAIS#: 34567890	Female	Scale Score Performance Level	XXX Meets			
ELMS, BOBBY L DOB: 03/29/90 SAIS#: 45678901	Male	Scale Score Performance Level	XXX Exceeds			
FRONT, PAM DOB: 03/31/90 SAIS#: 56787901	Female	Scale Score Performance Level	XXX Meets			
GRANT, PANE W DOB: 04/01/90 SAIS#: 67890123	Male	Scale Score Performance Level	*			
HOWARDSON, DEBRA A DOB: 04/03/90 SAIS#: 78945612	Female	Scale Score Performance Level	XXX Exceeds			
LEACH, KORI C DOB: 04/05/90 SAIS#: 89456123	Female	Scale Score Performance Level	**			
MCKENNY, JEAN DOB: 07/05/90 SAIS#: 12378945	Female	Scale Score Performance Level	XXX Approaches			
NORTH, DICK DOB: 05/30/90 SAIS#: 32165498	Male	Scale Score Performance Level	XXX Exceeds			

* This student did not have a valid attempt.
** This student's test was invalidated.
NS: This student received a non-standard accommodation.

CTBID: 04210M012562001-03-00001

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Highlights of the Confidential Roster Report Detail

A Identifies the group and cohort. This report is generated at the group and school levels—the sample shown on the previous page is for the group.

B Lists students alphabetically within the group for the cohort tested.

C Provides each student's AIMS Scale Score and AIMS Performance Level within the Mathematics content area. Similar information will also be provided for the Writing/Reading content areas.

D Indicates the test date and identifies the District-School Number, School, District, and County.

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Confidential Roster Report Detail with Roster Report Summary (Roster Report Summary)

Arizona's *Instrument to Measure Standards*

Roster Report Summary

Group: ANYCLASS

A

COHORT: 2008

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 10/30/07

I

Dist-Sch#: XXXXX-XXXXX
School: ANYSCHOOL
District: ANYDISTRICT
County: MARICOPA

Performance Levels	Reading	Writing
B 4 Exceeds	C 4% XX Students	D 50% XX Students
3 Meets	38% XX Students	27% XX Students
2 Approaches	27% XX Students	15% XX Students
1 Falls Far Below	31% XX Students	8% XX Students
Students with Valid Results	E XX	F XX
Mean Scale Score	G XXX.X	H XXX.X

Pass

Students with no valid attempt, an invalidation, or a non-standard accommodation are not included in the students with valid results and are not included in the summaries.

CTBID: 04210M012562001-03-00001

Page 1

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Highlights of the Roster Report Summary

A Identifies the group and cohort. This report is generated at the group and school levels—the sample shown on the previous page is for the group. The information provided reflects results for Writing and Reading content areas. Similar information will also be provided for the Mathematics content area.

B Identifies the four performance levels ("Exceeds," "Meets," "Approaches," and "Falls Far Below"), showing "Exceeds" and "Meets" as passing.

C Provides and visually depicts the percentage and number of students in the four performance levels within the Reading content area.

D Provides and visually depicts the percentage and number of students in the four performance levels within the Writing content area.

E Indicates the number of students with valid results for the Reading content area.

F Indicates the number of students with valid results for the Writing content area.

G Indicates the mean scale score for the Reading content area.

H Indicates the mean scale score for the Writing content area.

I Indicates the test date and identifies the District-School Number, School, District, and County.

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Arizona's
Instrument to Measure Standards

Demographic Report

District: ANYDISTRICT

A

COHORT: 2008

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 11/01/07

H

Dist#: XXXXX
County: MARICOPA

Page 1

Mathematics

	Number of Documents Scored	Students with Valid Results	Number (N) and Percent (%) of Student Scores — Performance Level Categories E: Exceeds N	Exceeds %	Meets N	Meets %	Approaches N	Approaches %	Falls Far Below N	Falls Far Below %	Grouped Performance Levels: Pass (Exceeds + Meets) N	Pass %	Mean Scale Score
ANYDISTRICT	XXXXX	XXXXX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXX.X
Ethnic Background B	C	D									F		G
White (Not Hispanic)	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Black or African American	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Hispanic or Latino	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
American Indian or Alaskan Native	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Asian or Pacific Islander	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Gender													
Male	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Female	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Special Program Membership													
Title I	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
English Language Learner	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
504 Accommodation	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Migrant Education	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Special Education	XXX	***											
Gifted Education	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Start School Year at This School													
Yes	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
No	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Number of Years in the School													
Less than 1 Year	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
1 Year	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
2 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
3 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
4 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
5 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
6 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
More than 6 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Start School Year at This District													
Yes	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
No	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Braille	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Large Print	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Level of English Proficiency													
English Language Learner	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
Fluent English Proficient	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X

Students with no valid attempt, an invalidation, or a non-standard accommodation are not included in the students with valid results and are not included in the summaries.
*** This group has no valid scores.

CTBID: 04210M012562001-03-00001

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Highlights of the Demographic Report

A Identifies the district and cohort. This report is generated at the school, district, and county levels—the sample shown on the previous page is for the district.

B Shows the demographic categories.

C Indicates the number of documents scored in the district as a whole and in each demographic category.

D Indicates the number of students with valid results in the district as a whole and in each demographic category. The number of Students with Valid Results (D) differs from the Number of Documents Scored (C) in that students with no valid attempt, an invalidation, or a non-standard accommodation are not included in the number of students with valid results and are not included in the report summaries.

E Provides the number and percentage of student scores within each performance level for the district as a whole and for each demographic category.

F Provides the number and percentage of students with passing scores for the district as a whole and for each demographic category.

G Indicates the mean scale score for the district as a whole and for each demographic category.

H Indicates the test date and identifies the District Number and the County.

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Arizona's
Instrument to Measure Standards

Student Report

SARA SANCHEZ

A

COHORT: 2009

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Birthdate: 09/23/91
SAIS#: 12345678

G

Test Date: 11/01/07

H

Dist-Sch#: XXXXX-XXXXX
School: ANYSCHOOL
District: ANYDISTRICT
County: MARICOPA

Dear Parents/Guardians: B

This report includes the results for the Mathematics portion of the AIMS HS Assessment. Results for the Reading and Writing portion of the AIMS HS Assessment are included in another report.

Assessment results allow teachers to target specific concepts, ensuring that students learn more. The individual scores indicate your student's knowledge and mastery of the Arizona Standards in the content areas of reading, writing, and mathematics.

Detailed information about a student's performance on each concept tested within a specific content area is found under the Strand/Concept Results.

Additional information about the Arizona Academic Standards and performance level indicators can be found on the Arizona Department of Education website at www.azed.gov.

Sincerely,

Tom Horne

Tom Horne
Superintendent of Public Instruction

AIMS Standards Based Results

Performance Levels	Mathematics		
4 C Exceeds (Pass)	D Score Range XXX-XXX		
3 Meets (Pass)	XXX Score Range XXX-XXX		
2 Approaches	Score Range XXX-XXX		
1 Falls Far Below	Score Range XXX-XXX		

The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at the higher levels, but not enough to have reached that level of performance. More detailed performance level descriptors can be found at www.azed.gov.

AIMS Strand/Concept Results F

Strand/Concept Title	Points Possible	Points Earned	Percent Correct
Mathematics			
Str 1: Number Sense & Operations	XX	XX	XX.X
Con 1: Number Sense E	XX	XX	XX.X
Con 2: Numerical Operations	XX	XX	XX.X
Con 3: Estimation	XX	XX	XX.X
Str 2: Data Analy, Prob & Discrete Math	XX	XX	XX.X
Con 1: Data Analysis (Statistics)	XX	XX	XX.X
Con 2: Probability	XX	XX	XX.X
Con 3/4: Discrete Mathematics	XX	XX	XX.X
Str 3: Patterns, Algebra & Functions	XX	XX	XX.X
Con 1: Patterns	XX	XX	XX.X
Con 2: Functions & Relationships	XX	XX	XX.X
Con 3: Algebraic Representations	XX	XX	XX.X
Con 4: Analysis of Change	XX	XX	XX.X
Str 4: Geometry & Measurement	XX	XX	XX.X
Con 1: Geometric Properties	XX	XX	XX.X
Con 2: Transformation of Shapes	XX	XX	XX.X
Con 3: Coordinate Geometry	XX	XX	XX.X
Con 4: Measurement	XX	XX	XX.X
Str 5: Structure & Logic	XX	XX	XX.X
Con 1: Algorithms & Algorithmic Thinking	XX	XX	XX.X
Con 2: Logic & Reasoning	XX	XX	XX.X

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Highlights of the Student Report (front)

A Identifies the student and the student's cohort.

B Features a letter to parents/guardians.

C Identifies the four performance levels ("Exceeds," "Meets," "Approaches," and "Falls Far Below"), showing "Exceeds" and "Meets" as passing.

D Provides and illustrates with a bar graph the student's performance level within the performance level range in the Mathematics content area.

E Identifies the strands and concepts in the Mathematics content area.

F Indicates the points possible, points earned, and percent correct for each of the strands and concepts within the Mathematics content area.

G Identifies the student's birth date and the Student Accountability Information System (SAIS) Number.

H Indicates the test date and identifies the District-School Number, School, District, and County.

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Arizona Performance Level Descriptors A

Performance Levels	Mathematics		
4 Exceeds	Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate a wealth of knowledge, skills, and abilities in fulfillment of the math standard. They can apply combinations and permutations to solve problems, calculate surface area of 3-dimensional objects, and solve contextual problems using angle and side lengths of triangles.		
3 Meets	Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the math standard. Students who perform at this level are able to differentiate among subsets of the real numbers, solve a system of linear equations algebraically, and write the equation of a line using points, slope or the graph of the line. They can calculate volume of 3-dimensional objects, identify a valid conjecture, and determine probability in contextual situations.		
2 Approaches	Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show some understanding of the math standard´s concepts and procedures by constructing and interpreting graphic displays, translating a contextual problem into algebraic terms, using properties of angles to solve problems, and recognizing and applying a simple iterative or recursive pattern. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.		
1 Falls Far Below	Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state´s math standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.		

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Highlights of the Student Report (back)

A Defines performance levels.

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Arizona's
Instrument to Measure Standards

Summary Report

School: ANYSCHOOL

A

COHORT: 2009

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Test Date: 11/01/07

H

Dist-Sch#: XXXXX-XXXXX
District: ANYDISTRICT
County: MARICOPA

Page 1

Mathematics

			Number (N) and Percent (%) of Student Scores										
			Performance Level Categories E								Grouped Performance Levels		
	Number of Documents Scored	Students with Valid Results	Exceeds N	Exceeds %	Meets N	Meets %	Approaches N	Approaches %	Falls Far Below N	Falls Far Below %	Pass (Exceeds + Meets) N	Pass (Exceeds + Meets) %	Mean Scale Score
ARIZONA	XXXXX	XXXXX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXX.X
	C	D									F		G
MARICOPA	XXXX	XXXX	XXXX	XX	XXXX	XX	XXXX	XX	XXXX	XX	XXXX	XX	XXX.X
B													
ANYDISTRICT	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
ANYSCHOOL	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
BROWN	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
DAVIDSON	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
DESAI	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
HALLIGAN	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
HAMILTON	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
PEREZ	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
QUINONES	XXX	***											
SANGHAVI	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X
TRASK	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X

Students with no valid attempt, an invalidation, or a non-standard accommodation are not included in the students with valid results and are not included in the summaries.
*** This group has no valid scores.

CTBID: 04210M012562001-03-00001

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Highlights of the Summary Report

A Identifies the school and cohort. This report is generated at the school, district, and county levels—the sample shown on the previous page is for the school.

B Identifies the state, county, district, school, and groups that participated in the assessment.

C Indicates the number of documents scored by state, county, district, school, and group.

D Indicates the number of students with valid results by state, county, district, school, and group. The number of Students with Valid Results (D) differs from the Number of Documents Scored (C) in that students with no valid attempt, an invalidation, or a non-standard accommodation are not included in the number of students with valid results and are not included in the report summaries.

E Provides the number and percentage of student scores in the four performance levels within the Mathematics content area by state, county, district, school, and group.

F Provides the number and percentage of students with passing scores within the Mathematics content area by state, county, district, school, and group.

G Indicates the mean scale score by state, county, district, school, and group.

H Indicates the test date and identifies the District-School Number, District, and County.

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Arizona's
Instrument to Measure Standards

Confidential Concept Performance Report

School: ANYSCHOOL

A

COHORT: 2007 AND BELOW

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Number of Students: XXX

Test Date: 10/30/07

G

Dist-Sch#: XXXXX-XXXXX
District: ANYDISTRICT
County: MARICOPA

Page 1

The mean points for the group excludes students with no valid attempt, an invalidation, or a non-standard accommodation for the content area.

F

Strand/Concept	Number of Points Possible	Mean Points for the Group	ABERNATHY, PETER	ACQUISTAPAC, MARY S	ADAMS, TOM	ANDERSON, THOMAS	ARRON, STEVEN	ATKINSON, STACY	BACHMANN, SAM	BELL, PENELOPE L	BLACK, NICK M	BLADE, NICHOLAS G	BULROCK, NATE	CABBAGE, MARY K	CHANCE, MARTINA
			Student Points Earned												
Reading B	D	E		NS											
Str 1: Reading Process	X	X.X	X	X	X	X	X	X	X	X	X	X	X	X	X
Con 4: Vocabulary	X	X.X	X	X	X	X	X	X	X	X	X	X	X	X	X
Con 6: Comprehension Strategies	X	X.X	X	X	X	X	X	X	X	X	X	X	X	X	X
Str 2: Comprehending Literary Text	XX	XX.X	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Con 1: Elements of Literature	XX	XX.X	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Con 2: Historical and Cultural Aspects	X	X.X	X	X	X	X	X	X	X	X	X	X	X	X	X
Str 3: Comprehending Informational Text	XX	XX.X	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Con 1: Expository Text	XX	XX.X	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Con 2: Functional Text	X	X.X	X	X	X	X	X	X	X	X	X	X	X	X	X
Con 3: Persuasive Text	X	X.X	X	X	X	X	X	X	X	X	X	X	X	X	X
Writing			*NE				*OT	*			**				*IL
Trait 1: Ideas and Content C	X	X.X	0	X.X	X.X	X.X	0		X.X	X.X		X.X	X.X	X.X	0
Trait 2: Organization	X	X.X	0	X.X	X.X	X.X	0		X.X	X.X		X.X	X.X	X.X	0
Trait 3: Voice	X	X.X	0	X.X	X.X	X.X	0		X.X	X.X		X.X	X.X	X.X	0
Trait 4: Word Choice	X	X.X	0	X.X	X.X	X.X	0		X.X	X.X		X.X	X.X	X.X	0
Trait 5: Sentence Fluency	X	X.X	0	X.X	X.X	X.X	0		X.X	X.X		X.X	X.X	X.X	0
Trait 6: Conventions	X	X.X	0	X.X	X.X	X.X	0		X.X	X.X		X.X	X.X	X.X	0

* This student did not have a valid attempt.
** This student's test was invalidated.
NS: This student received a non-standard accommodation.
*IL: This student's writing was illegible.
*NE: This student's writing was non-English.
*OT: This student's writing was off-topic.

CTBID: 04210M012562001-03-00001

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Highlights of the Confidential Concept Performance Report

A Identifies the school and cohort. This report is generated at the group and school levels—the sample shown on the previous page is for the school.

B Identifies the strands and concepts for the Reading content area.

C Identifies the six traits of effective writing for the Writing content area.

D Indicates the number of points possible for each strand and concept within the Reading content area and for each trait within the Writing content area.

E Indicates the mean points for the group for each strand and concept within the Reading content area and for each trait within the Writing content area.

F Provides the points earned by individual students, listed alphabetically, for each strand and concept within the Reading content area and for each trait within the Writing content area.

G Indicates the number of documents scored and the test date and identifies the District-School Number, District, and County.

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Arizona's
Instrument to Measure Standards

Summary Concept Performance Report

School: ANYSCHOOL

A

COHORT: 2009

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for reading, writing, and mathematics. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Number of Students: XXX

Test Date: 10/30/07

H

Dist-Sch#: XXXXX-XXXXX
District: ANYDISTRICT
County: MARICOPA

Page 1

The mean points for the group excludes students with no valid attempt, an invalidation, or a non-standard accommodation for the content area.

Strand/Concept	Number of Points Possible	District Mean Points	School Mean Points	Group - Mean Points Earned (G)											
				ACQUISTAPACE	BAIRD	CUNNINGHAM	HALLIGAN	HAMILTON	PEREZ	QUINONES	RITZ	ROSE	TRASK	ZIRKLE	ZORBA
Reading (B)	D	E	F							***					
Str 1: Reading Process	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Con 4: Vocabulary	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Con 6: Comprehension Strategies	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Str 2: Comprehending Literary Text	XX	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X		XX.X	XX.X	XX.X	XX.X	XX.X
Con 1: Elements of Literature	XX	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X		XX.X	XX.X	XX.X	XX.X	XX.X
Con 2: Historical and Cultural Aspects	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Str 3: Comprehending Informational Text	XX	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X		XX.X	XX.X	XX.X	XX.X	XX.X
Con 1: Expository Text	XX	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X		XX.X	XX.X	XX.X	XX.X	XX.X
Con 2: Functional Text	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Con 3: Persuasive Text	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Writing										***					
Trait 1: Ideas and Content (C)	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Trait 2: Organization	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Trait 3: Voice	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Trait 4: Word Choice	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Trait 5: Sentence Fluency	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X
Trait 6: Conventions	X	X.X	X.X	X.X	X.X	X.X	X.X	X.X	X.X		X.X	X.X	X.X	X.X	X.X

*** This group has no valid scores.

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Highlights of the Summary Concept Performance Report

A Identifies the school and cohort. This report is generated at the school, district, and county levels—the sample shown on the previous page is for the school.

B Identifies the strands and concepts for the Reading content area.

C Identifies the six traits of effective writing for the Writing content area.

D Indicates the number of points possible for each strand and concept within the Reading content area and for each trait within the Writing content area.

E Indicates the mean points for the district for each strand and concept within the Reading content area and for each trait within the Writing content area.

F Indicates the mean points for the school for each strand and concept within the Reading content area and for each trait within the Writing content area.

G Indicates the mean points earned by the group, listing individual groups alphabetically, for each strand and concept within the Reading content area and for each trait within the Writing content area.

H Indicates the number of documents scored and the test date and identifies the District-School Number, District, and County.

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Glossary

Forms
Different versions of a test that measure the same standard.

Item
One of the assessment units, usually a problem or a question, in a test.

Mean
An average, calculated by adding the values of a set of scores and dividing by the number of scores in the set.

Multiple-Choice Item
A question or incomplete statement that is followed by answer choices, one of which is the correct or best answer. Also referred to as a Selected-Response Item.

Performance Level
A score that measures a student's current acquired knowledge and skills in a particular content area (e.g., writing, reading, or mathematics).

Scale Score
Scale scores provide a standard range for reporting assessment results that permit direct comparisons of results from one administration to another. Scale scores are reported as three-digit integers for the AIMS assessment.

Selected-Response Item
A question or incomplete statement that is followed by answer choices, one of which is the correct or best answer. Also referred to as a Multiple-Choice Item.

Six-Trait Analytical Writing Rubric
A rubric that identifies and evaluates six traits, or characteristics, of effective writing on a six-point scale, with 6 as the highest score and 1 as the lowest. Student work produced for the AIMS HS extended-response writing prompt is scored using this rubric.

Standard
Writing, Reading, and Mathematics are the three standards being assessed. Each content standard can be broken down into three levels:

Strand—an identified subset of a content area

Concept—a broad statement or description of the knowledge and skills in a particular content area

Performance Objective—a measurable statement of desired knowledge and skills presented as a goal for student attainment

Standardized Test
A test administered in accordance with explicit directions for uniform administration.

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Arizona AIMS High School Fall 2007 Administration
Additional Scoring Services Order Form

1) Customer Information. All reports for the schools and the district are shipped to the "Ship To" address. Complete the "Bill To" field if the information is different from the "Ship To" information.

District Name:	District Number:

Ship To:		**Bill To:**	
Name:	Title:	Name:	Title:
Address:		Address:	
City:		City:	
Phone:	Fax:	Phone:	Fax:
Purchase Order # (required):	Purchase Order Amount:	Authorized Signature (required):	

2) Additional Report Services. Additional reports are available after all contracted reports have been delivered. To order, complete the appropriate box(es) below. There is a $131.00 setup fee associated with each report selected.

Additional Reports					
	Report Description	**Grades**	**Number of Students**	**Price per Student**	**Total**
☐	Student Report—school (2 copies)			$1.30	
☐	Confidential Roster Report Detail with Roster Report Summary—group (1 copy)			$1.38	
☐	Confidential Roster Report Detail with Roster Report Summary—school (1 copy)			$1.38	
☐	Confidential Concept Performance Report—group (1 copy)			$1.25	
☐	Confidential Concept Performance Report—school (1 copy)			$1.25	
☐	Summary Concept Performance Report—school (1 copy)			$1.25	
☐	Summary Concept Performance Report—district (1 copy)			$1.25	
☐	Demographic Report—school (1 copy)			$0.74	
☐	Demographic Report—district (1 copy)			$0.74	
☐	Summary Report—school (1 copy)			$0.98	
☐	Summary Report—district (1 copy)			$0.98	
☐	Student Data File — group (1 copy on CD)			$1.30	
				Setup fees	
				Subtotal	
				Shipping & Handling (calculate as 8% of Subtotal)	
				Total (add Subtotal & S/H together)	
NOTE: Prices indicated above are per student and are valid through October 1, 2007. If you are unsure of the number of students, contact the Arizona Help Desk at 888-630-9145.					

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3) Place Order. To place an order, fax this completed form to 800-282-4279, or mail to:

CTB/McGraw-Hill
Attn: AIMS Custom Scoring Team
20 Ryan Ranch Road
Monterey, CA 93940-5703

For assistance, please contact the Arizona Help Desk at: 888-630-9145.

4) Reference. Report packages generated as part of the Arizona AIMS HS contract:

School Summary Package 1 (1 set R/W and 1 set Math)
- Summary Concept Performance Report–school (1 copy)
- Demographic Report–school (1 copy)
- Confidential Roster Report Detail–school (1 copy)
- Roster Report Summary–school (1 copy)
- Confidential Roster Report Detail–group (2 copies)
- Roster Report Summary–group (2 copies)
- Confidential Concept Performance Report–school (1 copy)
- Confidential Concept Performance Report–group (1 copy)

School Summary Package 2 (1 set R/W and 1 set Math)
- Summary Report–school (1 copy)

School Student Package 1 (1 set R/W and 1 set Math)
- Student Report–school (1 copy)

School Student Package 2 (1 set R/W and 1 set Math)
- Student Report–school (1 copy)

District Package 1 (1 set R/W and 1 set Math)
- Summary Concept Performance Report–district (2 copies)
- Summary Concept Performance Report–school (2 copies)
- Demographic Report–district (2 copies)
- Demographic Report–school (1 copy)
- Confidential Roster Report Detail–school (1 copy)
- Roster Report Summary–school (1 copy)

District Package 2 (1 set R/W and 1 set Math)
- Summary Report–district (2 copies)
- Summary Report–school (1 copy)
- Student Data File–school (1 copy on CD)

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