SPRING 2007

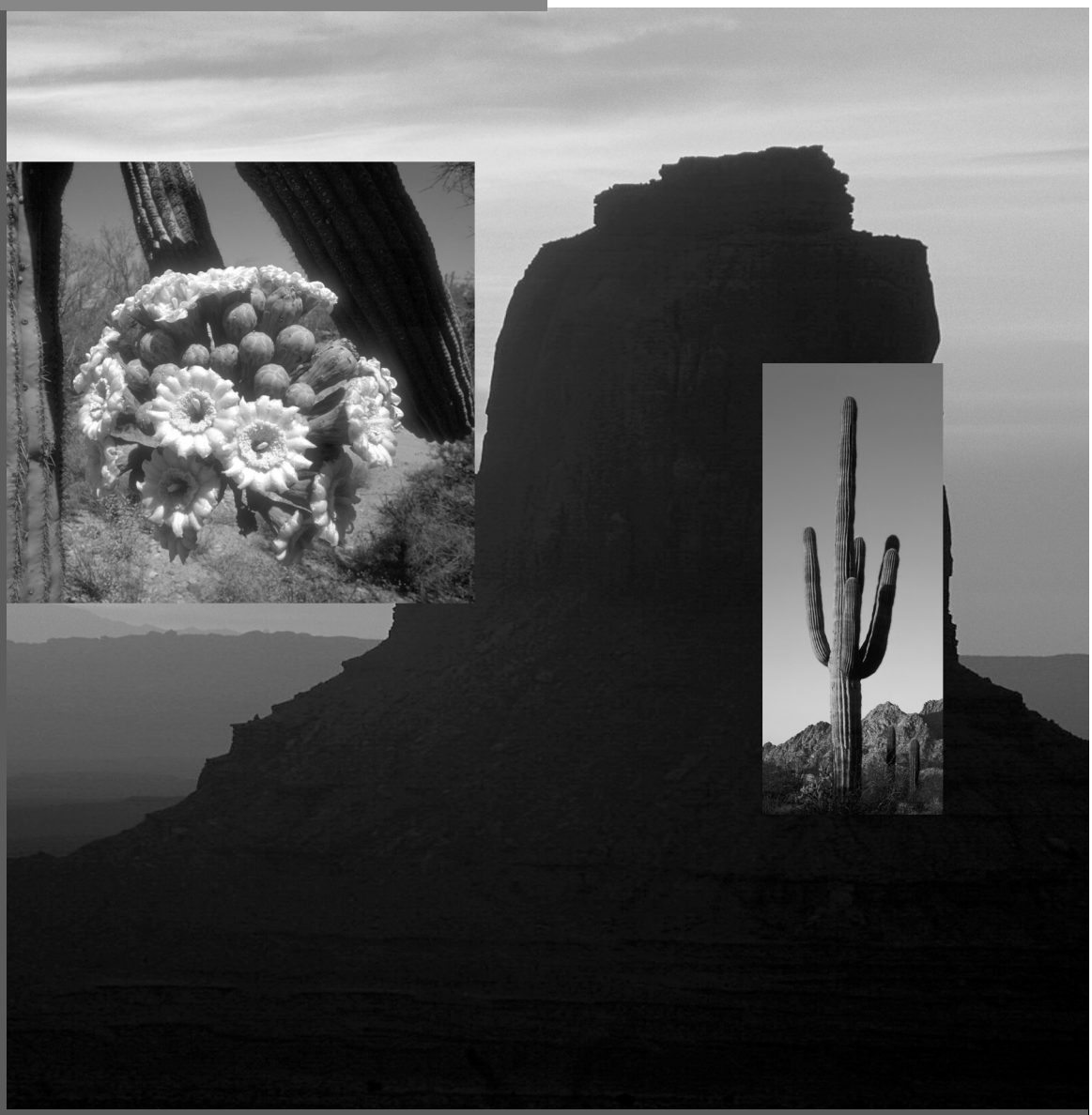
Guide to Test Interpretation

Arizona's

Instrument to Measure Standards Dual Purpose Assessment

CTB McGraw-Hill

AIMS DPA



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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 Dual Purpose Assessment (AIMS DPA). 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 DPA is the result of many years of intense effort and collaboration among teachers, administrators, and the Arizona Department of Education.

AIMS DPA is used to test Arizona students in Grades 3 through 8. This assessment measures the student's level of proficiency in Writing, Reading, and Mathematics and provides each student's national percentile rankings in Reading/Language and Mathematics.

AIMS DPA combines 20 to 30 Norm Referenced Test (NRT) items with AIMS standards-based items into one test form. AIMS DPA provides separate NRT and AIMS scores, while reducing the total number of items by approximately 40 percent.

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 solve problems involving perimeter of convex polygons.

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

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Components of AIMS DPA

The following content areas are covered in AIMS DPA:

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 DPA 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 DPA 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 DPA Mathematics. Reading and interpreting graphs, and principles of geometry and measurement are also assessed.

* * *

AIMS DPA Reading and Mathematics contain multiple-choice questions with four possible answer choices. These answers are machine-scored. AIMS DPA 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 DPA 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 DPA 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 DPA Report Information

AIMS DPA 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
NRT Summary 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
Student Longitudinal Report—School	1

Package 2

Report	No. Copies
Student Report—School	1
Student Longitudinal 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
NRT Summary—District	2
NRT Summary—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 grade level of the individual or group is always included on the report. Each report contains results for one grade level.

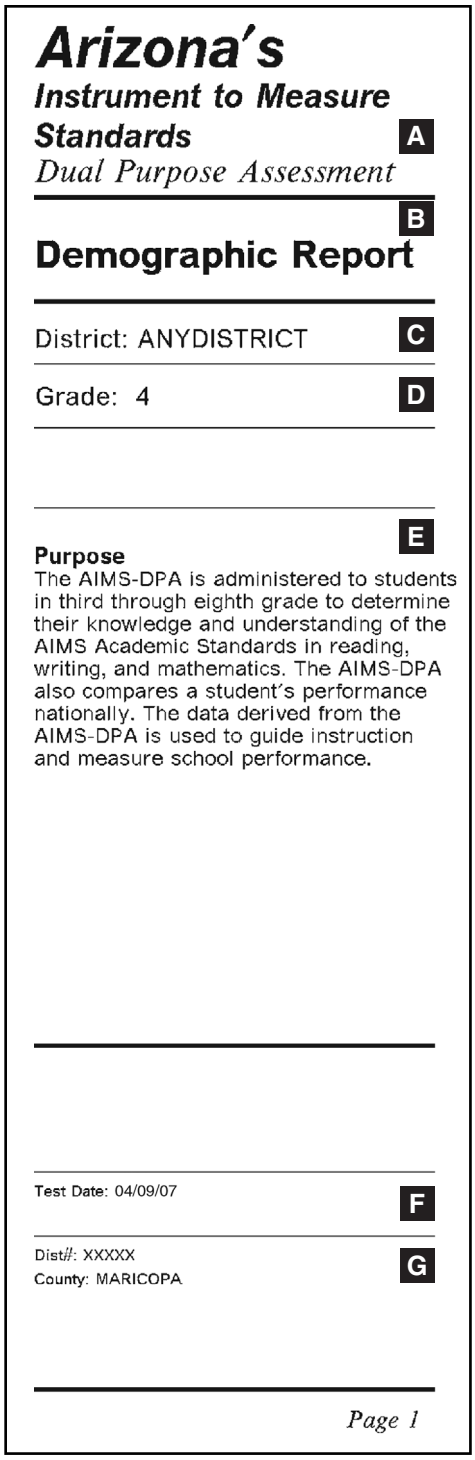
E The purpose of AIMS DPA is stated here.

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 DPA content area, similar reports are generated for all AIMS DPA content areas.


Arizona's
Instrument to Measure Standards
Dual Purpose Assessment
A
B
Demographic Report
District: ANYDISTRICT
C
Grade: 4
D
E
Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.
Test Date: 04/09/07
F
Dist#: XXXXX
County: MARICOPA
G
Page 1

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

Arizona's
Instrument to Measure Standards
Dual Purpose Assessment

Confidential Roster Report Detail

Group: ANYCLASS

Grade: 8

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Test Date: 04/09/07

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

Page 1

Student		Score	Reading	Writing	Mathematics
ALLENSEN, SALLY DOB: 03/21/93 SAIS#: 01234567	Female	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Meets R: XX L: XX	XXX *IL	XXX Exceeds XX
BAITS, JOHN M DOB: 03/23/93 SAIS#: 98765432	Male	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Falls Far Below R: XX L: XX	XXX *NE	XXX Meets XX
BROOK, TIMMY DOB: 03/25/93 SAIS#: 87654321	Male	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Approaches R: XX L: XX	XXX Approaches	*
BURTON, AMY DOB: 03/27/93 SAIS#: 76543210	Female	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Meets R: XX L: XX	XXX Falls Far Below	XXX Meets XX
ELMS, BOBBY L DOB: 03/29/93 SAIS#: 65432109	Male	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Exceeds R: XX L: XX	XXX Meets	XXX Falls Far Below XX
FRONT, PAM DOB: 03/31/93 SAIS#: 54632109	Female	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Meets R: XX L: XX	XXX NS Approaches	XXX Exceeds XX
GRANT, PANE W DOB: 04/01/93 SAIS#: 56567878	Male	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Approaches R: XX L: XX	XXX *OT	XXX Meets XX
HOWARDSON, DEBRA A DOB: 04/03/93 SAIS#: 45457878	Female	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Exceeds R: XX L: XX	XXX Meets	XXX Meets XX
LEACH, KORI C DOB: 04/05/93 SAIS#: 32326565	Female	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Approaches R: XX L: XX	XXX Meets	XXX Approaches XX
MCKENNY, JEAN DOB: 07/05/93 SAIS#: 78784545	Female	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Approaches R: XX L: XX	XXX Meets	XXX Falls Far Below XX
NORTH, DICK DOB: 05/30/93 SAIS#: 98986565	Male	AIMS Scale Score AIMS Perf. Level *TerraNova* NP	XXX Exceeds R: XX L: XX	**	XXX Exceeds XX

TerraNova NP: *TerraNova* National Percentile: R = Reading, L = Language
NS: This student received an alternate accommodation.
*OT: This student's writing was off-topic.
* This student did not have a valid attempt.
** This student's test was invalidated.
*NE: This student's writing was non-English.
*IL: This student's writing was illegible.

CTBID: 04210M012265001-03-00001

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Highlights of the Confidential Roster Report Detail

A Identifies the group and grade. 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 grade tested.

C Provides each student's AIMS Scale Score, AIMS Performance Level, and *TerraNova* National Percentile for the Reading/Language and Mathematics 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
Dual Purpose Assessment

Roster Report Summary

Group: ANYCLASS **A**

Grade: 8

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Test Date: 04/09/07 **L**

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

Page 1

Performance Levels	Reading	Writing	Mathematics
B			
4 Exceeds	4% XX Students	50% XX Students	10% XX Students
Pass	**C**	**D**	**E**
3 Meets	38% XX Students	27% XX Students	53% XX Students
2 Approaches	27% XX Students	15% XX Students	37% XX Students
1 Falls Far Below	31% XX Students	8% XX Students	0% 0 Students
Students with Valid Results	**F** XX	**G** XX	**H** XX
Mean Scale Score	**I** XXX.X	**J** XXX.X	**K** XXX.X

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

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Highlights of the Roster Report Summary

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

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

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

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

H Indicates the number of students with valid results for the Mathematics content area.

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

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

K Indicates the mean scale score for the Mathematics content area.

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

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Arizona's
Instrument to Measure Standards
Dual Purpose Assessment

Demographic Report

District: ANYDISTRICT **A**

Grade: 4

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Test Date: 04/09/07

H

Dist#: XXXXX
County: MARICOPA

Page 1

Reading

	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 an alternate accommodation are not included in the students with valid results and are not included in the summaries.
*** This group has no valid scores.

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Highlights of the Demographic Report

A Identifies the district and grade. 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 an alternate 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-School Number and the County.

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Arizona's
Instrument to Measure Standards
Dual Purpose Assessment

Student Report

SARA ARMSTRONG **A**

Grade: 5

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Birthdate: 06/23/96
SAIS#: 01234567 **K**

Test Date: 04/09/07

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

AIMS Standards Based Results

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

B **C** **D** **E**

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.ade.az.gov.

TerraNova Norm-Referenced Results

The *TerraNova* national percentile (NP) and national stanine (NS) scores are based on a group of items administered as part of Arizona's Instrument to Measure Standards - *Dual Purpose Assessment*.

The NP score indicates how your student performed in comparison to the national norm group. Average national percentile scores are from 25 - 75. The national stanine is a scale that divides the norm population into 9 groups (1 - 9). Stanines 4, 5, and 6 are considered average.

J

Score	Reading	Language	Mathematics
National Percentile	XX	XX	XX
National Stanine	X	X	X

AIMS Strand/Concept Results **I**

Strand/Concept Title	Points Possible	Points Earned	Percent Correct
Reading **F**			
Str 1: Reading Process	XX	XX	XX.X
Con 4: Vocabulary	XX	XX	XX.X
Con 6: Comprehension Strategies	XX	XX	XX.X
Str 2: Comprehending Literary Text	XX	XX	XX.X
Con 1: Elements of Literature	XX	XX	XX.X
Str 3: Comprehending Informational Text	XX	XX	XX.X
Con 1: Expository Text	XX	XX	XX.X
Con 2: Functional Text	XX	XX	XX.X
Con 3: Persuasive Text	XX	XX	XX.X
Writing **G**			
Trait 1: Ideas and Content	X	X	
Trait 2: Organization	X	X	
Trait 3: Voice	X	X	
Trait 4: Word Choice	X	X	
Trait 5: Sentence Fluency	X	X	
Trait 6: Conventions	X	X	
Mathematics **H**			
Str 1: Number Sense & Operations	XX	XX	XX.X
Con 1: Number Sense	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 1/2: Patterns, Functions & Relationships	XX	XX	XX.X
Con 3/4: Algebraic Representations/Change	XX	XX	XX.X
Str 4: Geometry & Measurement	XX	XX	XX.X
Con 1/2: Properties & Transformations	XX	XX	XX.X
Con 3/4: Coordinate Geometry/Measurement	XX	XX	XX.X
Str 5: Structure & Logic	XX	XX	XX.X
Con 1/2: Algorithms, Logic & Reasoning	XX	XX	XX.X

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Student Report (front)

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Highlights of the Student Report (front)

A Identifies the student and the student's grade.

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

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

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

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

F Identifies the strands and concepts in the Reading content area.

G Identifies the six traits of effective writing in the Writing content area.

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

I Indicates the points possible, points earned, and percent correct for each of the strands and concepts within the Reading and Mathematics content areas, and indicates the points possible and points earned for each of the traits within the Writing content area.

J Provides the student's national percentile and national stanine scores in the Reading, Language, and Mathematics content areas.

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

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

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A

Arizona Performance Level Descriptors - Grade 5

Performance Levels	Reading	Writing	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 strong analytical and inferential skills in comprehending more challenging text. They are able to evaluate author´s effectiveness, differentiate fact from opinion, and draw defensible conclusions based upon evidence from the text.	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 the ability to identify and apply good written communications by writing an exceptionally clear, focused, and interesting piece, using precise and varied words, engaging the audience and communicating a strong sense of purpose, and making few errors in conventions.	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 divide decimals, simplify fractions, add and subtract proper fractions, mixed numbers and decimals, identify attributes of circles, and distinguish between congruent and similar figures.
3 Meets	Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the reading standard. Students who perform at this level are able to effectively apply reading strategies to comprehend text. They will be able to identify themes, analyze implied ideas and concepts, and interpret figurative language. Recognition of author´s use of persuasive language and techniques also characterizes this level.	Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the writing standard. Students who perform at this level are able to identify elements of good communication and apply basic rules of conventions. They can express a clear main idea, organize with a beginning, middle, and end, sequence logically with effective transitions, utilize a variety of descriptive words, and demonstrate consistent control of writing mechanics.	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 solve multi-step word problems, evaluate simple algebraic expressions with one variable, and determine equivalency among fractions, decimals, and percents in contextual situations. They can recognize congruent angles, classify triangles, and apply formulas to find area and perimeter.
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 a basic understanding of text, fiction, and non-fiction. They can identify genre, setting, main characters, and the author´s purpose. Students are able to recall specific information and draw conclusions from simple texts. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.	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 the ability to use some of the basic elements of written communication by demonstrating limited awareness of writing purpose, attempting to organize and sequence, constructing simple sentences with words relevant to the topic, and showing a basic understanding of grammar and usage. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.	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 identifying factors of positive whole numbers, solving one-step equations with one variable, extending and completing patterns, identify regular polygons, and locate points on coordinate grids. 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 reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.	Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state´s writing standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.	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.

CTB McGraw-Hill

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Highlights of the Student Report (back)

A Defines performance levels.

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Arizona's
Instrument to Measure Standards
Dual Purpose Assessment

Student Longitudinal Report

ADAM SMITH **A**

Grade: 6

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Birthdate: 02/26/95
SAIS#: 12345678 **C**

Test Date: 04/09/07

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

State of Arizona

Dear Parents/Guardians: **B**

Testing and assessment play a critical role in today's education environment. To meet federal and state guidelines for school accountability, the state of Arizona assesses students enrolled in public schools each year. Arizona students in Grades 3 through 8 are tested using Arizona's Instrument to Measure Standards - Dual Purpose Assessment (AIMS DPA).

Assessment results allow teachers to target specific concepts, ensuring that students learn more. AIMS scores indicate your student's knowledge and mastery of the Arizona Standards in each of the three content areas. The AIMS DPA also assesses students using items from the *TerraNova*, a norm-referenced assessment. The Student Report provides your student's national percentile ranking and stanine score in the areas of reading, language, and mathematics.

Detailed information about your student's performance on each concept tested within a specific content area on the AIMS is found under the Strand/Concept Results. The concept results indicate a student's possible strengths and weaknesses in each content area. Not all performance objectives within a content area are tested every year.

If you have questions or concerns about your student's performance on the AIMS DPA, please contact your child's school. Additional information about the Arizona Academic Standards and performance level indicators can be found on the Arizona Department of Education website at www.ade.az.gov.

Sincerely,

Tom Horne

Tom Horne
Superintendent of Public Instruction

CTBID: 04210M012265001-03-00001

Student Longitudinal Report (front)

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Highlights of the Student Longitudinal Report (front)

A Identifies the student and the student's grade.

B Features a letter to parents/guardians.

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

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

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Student Longitudinal Report (back)

Arizona's
Instrument to Measure Standards
Dual Purpose Assessment

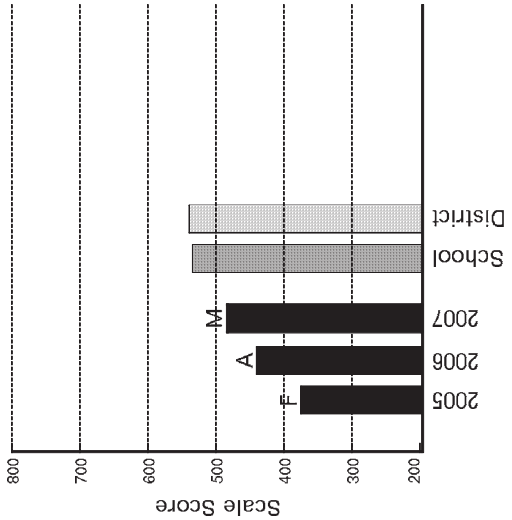
Student Longitudinal Report

ADAM SMITH **A**

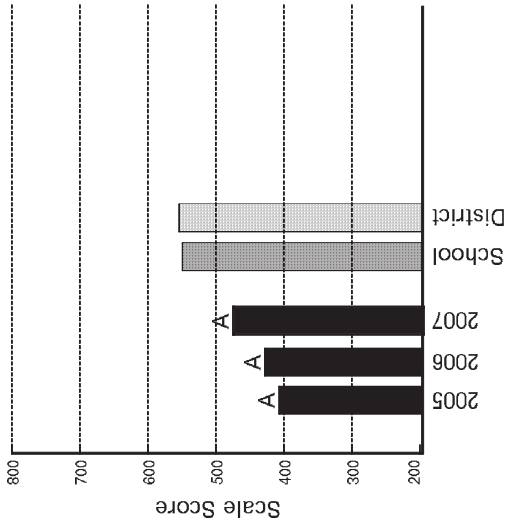
Grade: 6

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Reading **B**



Writing **C**

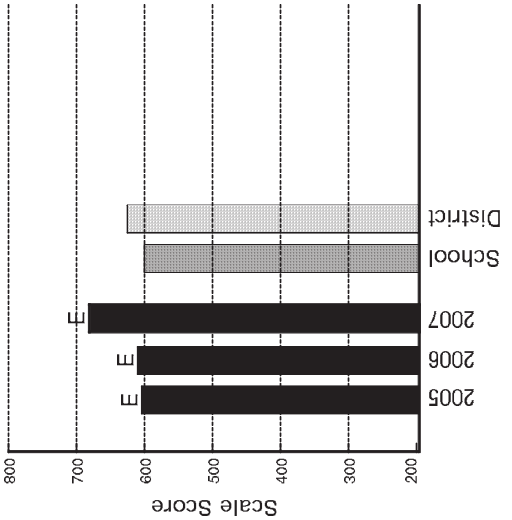


Legend
- Student's Scale Score
- School Mean Scale Score for Current Year
- District Mean Scale Score for Current Year

Performance Level Categories
F = Falls Far Below
A = Approaches
M = Meets
E = Exceeds

Past performance information has been provided by the Arizona Department of Education.

Mathematics **D**



Birthdate: 02/26/95 **E**
SAIS#: 24256789

Test Date: 04/09/07

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

CTB McGraw-Hill

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Highlights of the Student Longitudinal Report (back)

A Identifies the student and the student's grade.

B Provides and illustrates with a bar graph a comparison of the student's scale scores and performance levels for 2005, 2006, and 2007; and provides the school mean scale score, and the district mean scale score within the Reading content area for the current school year.

C Provides and illustrates with a bar graph a comparison of the student's scale scores and performance levels for 2005, 2006, and 2007; and provides the school mean scale score, and the district mean scale score within the Writing content area for the current school year.

D Provides and illustrates with a bar graph a comparison of the student's scale scores and performance levels for 2005, 2006, and 2007; and provides the school mean scale score, and the district mean scale score within the Mathematics content area for the current school year.

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

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

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Arizona's
Instrument to Measure Standards
Dual Purpose Assessment

Summary Report

District: ANYDISTRICT **A**

Grade: 6

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Test Date: 04/09/07

G

Dist#: XXXXX
County: MARICOPA

Page 2

Writing

			AIMS Scores **E** Number (N) and Percent (%) of Student Scores Performance Level Categories										Norm-Referenced Scores **F** *TerraNova* Language	
	Number of Documents Scored	Students with Valid Results	Exceeds N	%	Meets N	%	Approaches N	%	Falls Far Below N	%	Mean Scale Score		Mean NCE	Median NP
ARIZONA	XXXXX	XXXXX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXX.X		XX.X	XX
MARICOPA	XXXX **C**	XXXX **D**	XXXX	XX	XXXX	XX	XXXX	XX	XXXX	XX	XXX.X		XX.X	XX
ANYDISTRICT **B**	XXXX	XXXX	XXXX	XX	XXXX	XX	XXXX	XX	XXXX	XX	XXX.X		XX.X	XX
HART ELEM	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X		XX.X	XX
FERGUSON	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X		XX.X	XX
MADISON	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X		XX.X	XX
WASHINGTON	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX.X		XX.X	XX

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

CTBID: 04210M012265001-03-00001

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Highlights of the Summary Report

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

B Identifies the state, county, and district, as well as the schools that participated in the assessment.

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

D Indicates the number of students with valid results by state, county, district, and school. 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 an alternate 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 by state, county, district, and school; and indicates the mean scale score for the state, county, district, and school.

F Provides the Norm-Referenced scores, showing the mean Normal Curve Equivalent (NCE) and the median National Percentile (NP) for *TerraNova* Language.

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

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NRT Summary

Arizona's
Instrument to Measure Standards
Dual Purpose Assessment

NRT Summary

School: ANYSCHOOL

Grade: 4 **A**

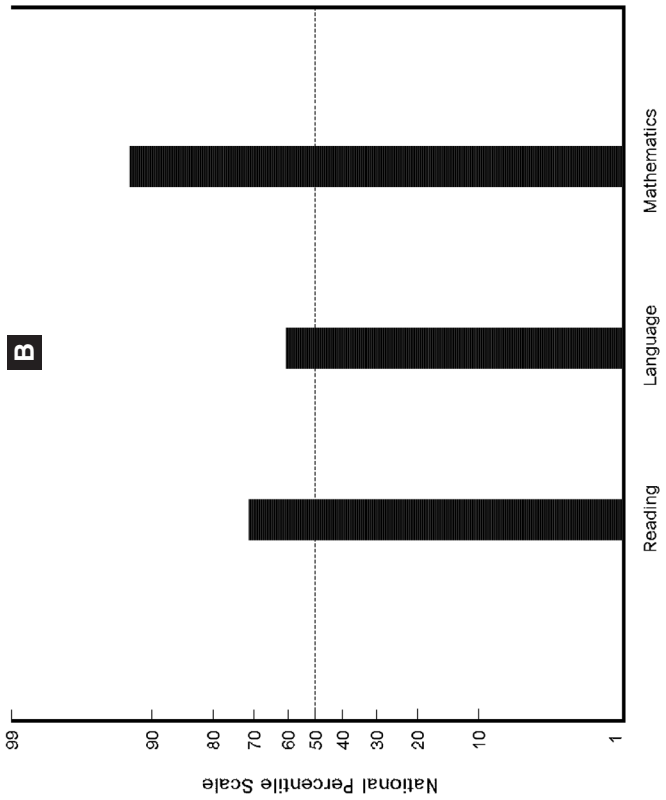
Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Number of Students: XXX

Test Date: 04/09/07 **D**

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

Performance by Content Area
National Percentile Scale



The height of each bar shows the median National Percentile (NP) score for your group. The National Percentile Scale is shown on the left. If the graph shows a median NP of 51.0 in Reading, this means that your group median is equal to or above 51.0 percent of the students nationwide.

C

Students with Valid Results	XXX	XXX	XXX
Median National Percentile	XX.X	XX.X	XX.X

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

CTBID: 04210M012265001-03-00001

Page 1

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Highlights of the NRT Summary Report

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

B Provides and illustrates with a bar graph, the median National Percentile (NP) scores for the school by content areas of Reading, Language, and Mathematics.

C Indicates the number of students with valid results and the median National Percentile (NP) for the content areas of Reading, Language, and Mathematics.

D Indicates the number of documents scored and the test date; and identifies the District-School Number, District, and County. The number of documents scored as referenced here differs from the number of Students with Valid Results (C) in that students with no valid attempt, an invalidation, or an alternate accommodation are not included in the number of students with valid results and are not included in the report summaries.

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Arizona's

Instrument to Measure Standards

Dual Purpose Assessment

Confidential Concept Performance Report

School: ANYSCHOOL **A**

Grade: 8

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Number of Students: XXX

Test Date: 04/09/07 **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 an alternate accommodation for the content area.

Strand/Concept	Number of Points Possible	Mean Points for the Group	Student Points Earned (G)												
			ABERNATHY, PETER	ACQUISTAPAC, MARY S	ADAMS, TOM	ANDERSON, THOMAS	ARRON, STEVEN	ATKINSON, STACY	BACHMANN, SAM	BELL, PENELOP L	BLACK, NICK M	BLADE, NICHOLA G	BULROCK, NATE H	CABBAGE, MARY K	CHANCE, MARTINA
Reading (B)	(E)	(F)							**				*		
Str 1: Reading Process	XX	XX.X	XX	XX	XX	XX	XX	XX		XX	XX	XX		XX	XX
Con 4: Vocabulary	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
Str 2: Comprehending Literary Text	XX	XX.X	XX	XX	XX	XX	XX	XX		XX	XX	XX		XX	XX
Con 1: Elements of Literature	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 2: Historical and Cultural Aspects	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
Con 1: Expository Text	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 2: Functional Text	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
Writing (C)							*IL	*NE			*OT		NS		
Trait 1: Ideas and Content	X	X.X	X	X	X	X	0	0	3	X	0	X	X	X	X
Trait 2: Organization	X	X.X	X	X	X	X	0	0	2	X	0	X	X	X	X
Trait 3: Voice	X	X.X	X	X	X	X	0	0	4	X	0	X	X	X	X
Trait 4: Word Choice	X	X.X	X	X	X	X	0	0	2	X	0	X	X	X	X
Trait 5: Sentence Fluency	X	X.X	X	X	X	X	0	0	3	X	0	X	X	X	X
Trait 6: Conventions	X	X.X	X	X	X	X	0	0	2	X	0	X	X	X	X
Mathematics (D)									**				**		
Str 1: Number Sense & Operations	XX	XX.X	XX	XX	XX	XX	XX	XX		XX	XX	XX		XX	XX
Con 1: Number Sense	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 2: Numerical Operations	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 3: Estimation	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Str 2: Data Analy, Prob & Discrete Math	XX	XX.X	XX	XX	XX	XX	XX	XX		XX	XX	XX		XX	XX
Con 1: Data Analysis (Statistics)	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 2: Probability	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 3/4: Discrete Mathematics	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Str 3: Patterns, Algebra & Functions	XX	XX.X	XX	XX	XX	XX	XX	XX		XX	XX	XX		XX	XX
Con 1: Patterns	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 2: Functions & Relationships	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 3/4: Algebraic Representations/Change	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Str 4: Geometry & Measurement	XX	XX.X	XX	XX	XX	XX	XX	XX		XX	XX	XX		XX	XX
Con 1/2: Properties & Transformations	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 3: Coordinate Geometry	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Con 4: Measurement	X	X.X	X	X	X	X	X	X		X	X	X		X	X
Str 5: Structure & Logic	XX	XX.X	XX	XX	XX	XX	XX	XX		XX	XX	XX		XX	XX
Con 1/2: Algorithms, Logic & Reasoning	X	X.X	X	X	X	X	X	X		X	X	X		X	X

* This student did not have a valid attempt.
** This student's test was invalidated.
NS: This student received an alternate 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: 04210M012265001-03-00001

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Highlights of the Confidential Concept Performance Report

A Identifies the school and grade. 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 Identifies the strands and concepts for the Mathematics content area.

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

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

G Provides the points earned by individual students, listed alphabetically, for each strand and concept within the Reading and Mathematics content areas 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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Arizona's
Instrument to Measure Standards
Dual Purpose Assessment

Summary Concept Performance Report

School: ANYSCHOOL **A**

Grade: 8

Purpose
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Number of Students: XXX

Test Date: 04/09/07

I

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 an alternate accommodation for the content area.

H Group - Mean Points Earned

Strand/Concept	Number of Points Possible	District Mean Points	School Mean Points	ACQUISTAPACE	BAIRD	CUNNINGHAM	HALLIGAN	HAMILTON	PEREZ	QUINONES	RITZ	ROSE	TRASK	ZIRKLE	ZORBA
Reading	**E**	**F**	**G**							***					
Str 1: Reading Process **B**	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 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	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 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	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 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 **C**										***					
Trait 1: Ideas and Content	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
Mathematics **D**															
Str 1: Number Sense & Operations	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	XX.X
Con 1: Number Sense	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	X.X
Con 2: Numerical Operations	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	X.X
Con 3: Estimation	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	X.X
Str 2: Data Analy, Prob & Discrete Math	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	XX.X
Con 1: Data Analysis (Statistics)	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	X.X
Con 2: Probability	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	X.X
Con 3/4: Discrete Mathematics	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	X.X
Str 3: Patterns, Algebra & Functions	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	XX.X
Con 1: Patterns	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	X.X
Con 2: Functions & Relationships	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	X.X
Con 3/4: Algebraic Representations/Change	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	X.X
Str 4: Geometry & Measurement	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	XX.X
Con 1/2: Properties & Transformations	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	X.X
Con 3: Coordinate Geometry	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	X.X
Con 4: Measurement	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	X.X
Str 5: Structure & Logic	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	XX.X
Con 1/2: Algorithms, Logic & Reasoning	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	X.X

*** This group has no valid scores.

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Highlights of the Summary Concept Performance Report

A Identifies the school and grade. 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 Identifies the strands and concepts for the Mathematics content area.

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

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

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

H Indicates the mean points earned by the group, listing individual teachers alphabetically, for each strand and concept within the Reading and Mathematics content areas and for each trait within the Writing content area.

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

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Glossary

Dual Purpose Assessment (DPA)
An assessment that combines 20 to 30 Norm Referenced Test (NRT) items with AIMS standards-based items into one test form. The DPA provides separate NRT and AIMS scores, while reducing the total number of items by approximately 40 percent.

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.

National Percentile (NP)
The percentage of students in a norm group whose scores fall at or below a given score.

National Stanine (NS)
A scale that divides the scores of the norm population into nine groups (1–9). Stanines 4, 5, and 6 are considered average.

Norm Referenced Test (NRT)
A standardized assessment that compares a student or a group of students with a specified reference group, usually other students of the same grade or age.

Normal Curve Equivalent (NCE)
A norm-referenced score that contains the same information as percentiles but has the advantage of being based on an equal-interval scale. In other words, the difference between two successive scores on the NCE scale has the same meaning throughout the scale. The normal curve is represented on a scale of 1 through 99, with a mean of 50 and a standard deviation of approximately 21.

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).

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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 DPA extended-response writing prompt is scored using this rubric.

Strand
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 DPA Spring 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 $125.00 setup fee associated with each report selected.

Additional Reports					
	Report Description	**Grades**	**Number of Students**	**Price per Student**	**Total**
❑	Student Report–-group (1 copy)			$1.33	
❑	Student Report–-school (1 copy)			$1.33	
❑	Student Longitudinal Report–-school (1 copy)			$1.56	
❑	Confidential Roster Report Detail –-group (1 copy)			$0.71	
❑	Roster Report Summary–-group (1 copy)			$0.71	
❑	Confidential Roster Report Detail–-school (1 copy)			$0.71	
❑	Roster Report Summary–-school (1 copy)			$0.71	
❑	Confidential Roster Report Detail–-district (1 copy)			$0.71	
❑	Roster Report Summary–-district (1 copy)			$0.71	
❑	Confidential Concept Proficiency Performance Report–-group (1 copy)			$1.27	
❑	Confidential Concept Performance Report–-school (1 copy)			$1.27	
❑	Summary Concept Performance Report–-school (1 copy)			$1.27	
❑	Summary Concept Performance Report–-district (1 copy)			$1.27	
❑	NRT Summary–-school (1 copy)			$1.00	
❑	NRT Summary–-district (1 copy)			$1.00	
❑	Demographic Report–-school (1 copy)			$0.75	
❑	Demographic Report–-district (1 copy)			$0.75	
❑	Summary Report–-school (1 copy)			$1.00	
❑	Summary Report–-district (1 copy)			$1.00	
❑	Student Data File –- group (1 copy on CD)			NA	
				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
20 Ryan Ranch Road
Monterey, CA 93940-5703
Attn: AIMS Custom Scoring Team

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

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

School Summary Package 1
- Summary Concept Performance Report–school (1 copy)
- Demographic Report–school (1 copy)
- NRT Summary 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
- Summary Report–school (1 copy)

School Student Package 1
- Student Report–school (1 copy)
- Student Longitudinal Report–school (1 copy)

School Student Package 2
- Student Report–school (1 copy)
- Student Longitudinal Report–school (1 copy)

District Package 1
- Summary Concept Performance Report–district (2 copies)
- Summary Concept Performance Report–school (2 copies)
- Demographic Report–district (2 copies)
- Demographic Report–school (1 copy)
- NRT Summary–district (2 copies)
- NRT Summary–school (1 copy)
- Confidential Roster Report Detail–school (1 copy)
- Roster Report Summary–school (1 copy)

District Package 2
- Summary Report–district (2 copies)
- Summary Report–school (1 copy)
- Student Data File–group (1 copy on CD)

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