



AASA Reporting Guide

ELA and Math

Grades 3–8



Arizona Department of Education

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Arizona's Academic Standards Assessment (AASA)

Arizona's Academic Standards Assessment (AASA) is the statewide achievement test for Arizona students in Grades 3-8. AASA assesses the Arizona English Language Arts (ELA) Standards and Arizona Mathematics (Math) Standards adopted by the Arizona State Board of Education in December 2016. The grade-level ELA and Math tests are administered each spring to all public school students enrolled in Grades 3-8.

AASA Scores

All score report data is based on the total number of students whose tests have been scored. Score report data in PearsonAccess^{next} is considered preliminary. PearsonAccess^{next} is not the system used for accountability purposes. All score report data in PearsonAccess^{next}, except for individual students' score reports, can be disaggregated into testing groups and reporting groups, if these were set up by the school during the specified time frame.

For each content area of AASA, students who complete testing will receive a scale score. Both ELA and Math content areas have their own scale score ranges.

For each content area, student performance is reported as one of four performance levels:

Level 1–Minimally Proficient, Level 2–Partially Proficient, Level 3–Proficient, and Level 4–Highly Proficient. Students who score at **Level 1–Minimally Proficient** or **Level 2–Partially Proficient** are likely to need support to be ready for the next grade. Students who score at **Level 3–Proficient** or **Level 4–Highly Proficient** are likely to be ready for the next grade.

Within each content area, there are three or more reporting categories that describe the knowledge and skills assessed. Student performance on reporting categories is reported as one of three levels of mastery: **Below Mastery, At/Near Mastery, or Above Mastery.** Students who score **Below Mastery** likely need more support with the content covered in this reporting category. Students who score **Above Mastery** or **At/Near Mastery** show a good understanding of the content covered in this reporting category.

The Grade 3 ELA score reports include a **Met the Move On When Reading Requirement?** indicator which displays whether the third-grade student has met the Move On When Reading (MOWR) requirement.

The Grade 8 AASA test scores are linked to the ACT scale to obtain a predicted ACT score range for each subject tested. The *AASA Confidential Student Score Reports* for Grade 8 English Language Arts (ELA) and Mathematics (Math) will include a **Predicted ACT Score** chart. This chart will include the student's **Score** and **Score Range**. The student's score can vary. The **Score Range** included is the score the student would likely receive if they were to be tested again.

Students who score at or above the ACT score indicated on the *AASA Confidential Student Score Report* are more likely to be successful in college courses taken by first-year college students. For information on the ACT college readiness benchmarks, refer to the ACT Technical Manual at <https://www.success.act.org>.

AASA Reports

AASA online reports are accessed in the PearsonAccess^{next} platform (<https://az.pearsonaccessnext.com>). Only authorized district and school personnel may access score reports in PearsonAccess^{next} since they contain confidential student information. Access to the score reports in PearsonAccess^{next} requires an appropriate user role. Assigning user roles in PearsonAccess^{next} must be done with care to ensure that student privacy is protected.

The following reports are accessible in PearsonAccess^{next} based on the user's role and according to the published reporting schedule. The AASA District Test Coordinator role receives access to all AASA published reports and is encouraged to download and securely store these electronic records.

- District-level user roles
 - *AASA Student Data File* (in **.txt** format)
 - *AASA District Confidential Roster Report with Summary* (district-level, student roster by grade level and content area) (in **PDF** format)
 - *AASA Confidential Roster Report with Summary* (school-level, student roster by grade level and content area) (in **PDF** format)
 - *AASA District Summary Cluster Performance Report* (district-level, student roster by grade level and content area) (in **PDF** format)
 - AASA OnDemand Reports
 - AASA Performance Level Dashboards and Historical Student Data
- School-level user roles
 - *AASA Confidential Roster Report with Summary* (school-level, student roster by grade level and content area) (in **PDF** format)
 - *AASA Student Report* (individual student reports, by grade level and content area) (in **PDF** format)
 - *AASA Informe del Estudiante* (individual student reports, by grade level and content area, in Spanish) (in **PDF** format)
 - *AASA Summary Cluster Performance Report* (school-level, student roster by grade level and content area) (in **PDF** format)
 - AASA OnDemand Reports
 - AASA Performance Level Dashboards and Historical Student Data

Paper copies of the AASA individual student reports are shipped to districts after the end of a testing administration. Two copies of each *AASA Confidential Student Score Report* (electronic file name in PearsonAccess^{next}: *AASA Student Report*) are provided. One copy must be provided to the student's family along with the *AASA Family Report Guide*. One copy of the individual student report is for the student's cumulative folder.

AASA Student Data File

The *AASA Student Data File* is available in the PearsonAccess^{next} platform (<https://az.pearsonaccessnext.com>) as a .txt file and includes a complete listing of student scores for the district, as well as a breakdown of the Reporting Categories and Cluster Descriptions within these Reporting Categories assigned to each content area and grade level. The *AASA Student Data File* can be converted to an **Excel** or **CSV** file with standard columns. For support in understanding the information provided in the *AASA Student Data File* columns, the *AASA Student Data File Layout* is available in the PearsonAccess^{next} platform under **Support > Documentation** and on the Pearson-hosted AASA Support Page (<https://az-support.mypearsonsupport.com/aasa/>). This layout provides a listing of all columns included in the *AASA Student Data File* along with a description of the information contained in each column.

Note: Testing Groups and Reporting Groups will be included in the *AASA Student Data File* if these were set up by the school or district within the specified time frame. A student can only be in one Testing Group at a time but can be in more than one Reporting Group. For students that are assigned to more than one Reporting Group, up to five Reporting Groups will be displayed for the student.

ELA Writing codes:

This table provides descriptions of ELA Writing Codes in the *AASA Student Data File*.

| Code | Meaning |
|------|---|
| A | Blank - no response written |
| B | Not Enough Data - student response is less than 11 words |
| C | Prompt Copy Match - there is insufficient student writing due to significant, direct copying from the stimulus; student has not provided any original thought in response to the prompt |
| D | Duplicate Text - the majority of the writing provided is copied repeatedly (using the same words, phrases, or sentences) throughout the response with no attempt at completing the given task |
| E | Non-Scorable - the student writing is non-scorable; writing cannot be understood at all; writing is in a language other than English; writing is not related to the topic |

ELA Oral Reading Fluency codes:

This table provides descriptions of Grade 3 ELA Oral Reading Fluency Codes in the *AASA Student Data File*.

| Code | Meaning |
|------|--|
| IL | The entire response in language other than English |
| IN | Unintelligible |
| OT | Response is off topic |
| SL | Response is completely silent |

Reporting Categories and Clusters by Content Area and Grade Level – ELA

| Grade | Reporting Category | Cluster Description | Cluster Code | RC Sort | Cluster Sort (within RC) |
|-------|-------------------------|------------------------------------|--------------|---------|--------------------------|
| 3 | Reading for Information | Key Ideas and Details | 3.RI.KID | 1 | 1 |
| | | Craft and Structure | 3.RI.CS | | 2 |
| | | Integration of Knowledge and Ideas | 3.RI.IKI | | 3 |
| | | Oral Reading Fluency | 3.RF.RI | | 4 |
| | Reading for Literature | Key Ideas and Details | 3.RL.KID | 2 | 1 |
| | | Craft and Structure | 3.RL.CS | | 2 |
| | | Integration of Knowledge and Ideas | 3.RL.IKI | | 3 |
| | | Oral Reading Fluency | 3.RF.RL | | 4 |
| | Writing and Language | Writing Essay | 3.W.TTP | 3 | 1 |
| | | Language Items | 3.L.CSE | | 2 |
| 4 | Reading for Information | Key Ideas and Details | 4.RI.KID | 1 | 1 |
| | | Craft and Structure | 4.RI.CS | | 2 |
| | | Integration of Knowledge and Ideas | 4.RI.IKI | | 3 |
| | Reading for Literature | Key Ideas and Details | 4.RL.KID | 2 | 1 |
| | | Craft and Structure | 4.RL.CS | | 2 |
| | | Integration of Knowledge and Ideas | 4.RL.IKI | | 3 |
| | Writing and Language | Writing Essay | 4.W.TTP | 3 | 1 |
| | | Language Items | 4.L.CSE | | 2 |
| 5 | Reading for Information | Key Ideas and Details | 5.RI.KID | 1 | 1 |
| | | Craft and Structure | 5.RI.CS | | 2 |
| | | Integration of Knowledge and Ideas | 5.RI.IKI | | 3 |
| | Reading for Literature | Key Ideas and Details | 5.RL.KID | 2 | 1 |
| | | Craft and Structure | 5.RL.CS | | 2 |
| | | Integration of Knowledge and Ideas | 5.RL.IKI | | 3 |
| | Writing and Language | Writing Essay | 5.W.TTP | 3 | 1 |
| | | Language Items | 5.L.CSE | | 2 |
| 6 | Reading for Information | Key Ideas and Details | 6.RI.KID | 1 | 1 |
| | | Craft and Structure | 6.RI.CS | | 2 |
| | | Integration of Knowledge and Ideas | 6.RI.IKI | | 3 |
| | Reading for Literature | Key Ideas and Details | 6.RL.KID | 2 | 1 |
| | | Craft and Structure | 6.RL.CS | | 2 |
| | | Integration of Knowledge and Ideas | 6.RL.IKI | | 3 |
| | Writing and Language | Writing Essay | 6.W.TTP | 3 | 1 |
| | | Language Items | 6.L.CSE | | 2 |

Reporting Categories and Clusters by Content Area and Grade Level – ELA (continued)

| Grade | Reporting Category | Cluster Description | Cluster Code | RC Sort | Cluster Sort (within RC) |
|-------|-------------------------|------------------------------------|--------------|---------|--------------------------|
| 7 | Reading for Information | Key Ideas and Details | 7.RI.KID | 1 | 1 |
| | | Craft and Structure | 7.RI.CS | | 2 |
| | | Integration of Knowledge and Ideas | 7.RI.IKI | | 3 |
| | Reading for Literature | Key Ideas and Details | 7.RL.KID | 2 | 1 |
| | | Craft and Structure | 7.RL.CS | | 2 |
| | | Integration of Knowledge and Ideas | 7.RL.IKI | | 3 |
| | Writing and Language | Writing Essay | 7.W.TTP | 3 | 1 |
| | | Language Items | 7.L.CSE | | 2 |
| 8 | Reading for Information | Key Ideas and Details | 8.RI.KID | 1 | 1 |
| | | Craft and Structure | 8.RI.CS | | 2 |
| | | Integration of Knowledge and Ideas | 8.RI.IKI | | 3 |
| | Reading for Literature | Key Ideas and Details | 8.RL.KID | 2 | 1 |
| | | Craft and Structure | 8.RL.CS | | 2 |
| | | Integration of Knowledge and Ideas | 8.RL.IKI | | 3 |
| | Writing and Language | Writing Essay | 8.W.TTP | 3 | 1 |
| | | Language Items | 8.L.CSE | | 2 |

Reporting Categories & Clusters by Content Area and Grade Level – Math

| Grade | Reporting Category | Cluster Description | Cluster Code | RC Sort | Cluster Sort (within RC) |
|-------|---|--|--------------|---------|--------------------------|
| 3 | Operations, Algebraic Thinking, and Numbers in Base Ten | Represent and solve problems involving whole number multiplication and division. | 3.OA.A | 1 | 1 |
| | | Understand properties of multiplication and the relationship between multiplication and division. | 3.OA.B | | 2 |
| | | Multiply and divide within 100. | 3.OA.C | | 3 |
| | | Solve problems involving the four operations, and identify and explain patterns in arithmetic. | 3.OA.D | | 4 |
| | | Use place value understanding and properties of operations to perform multi-digit arithmetic. | 3.NBT.A | | 5 |
| | Numbers and Operations – Fractions | Understand fractions as numbers. | 3.NF.A | 2 | 1 |
| | Measurement, Data, and Geometry | Solve problems involving measurement. | 3.MD.A | 3 | 1 |
| | | Represent and interpret data. | 3.MD.B | | 2 |
| | | Geometric measurement: Understand concepts of area and perimeter. | 3.MD.C | | 3 |
| | | Reason with shapes and their attributes. | 3.G.A | | 4 |
| 4 | Operations, Algebraic Thinking, and Numbers in Base Ten | Use the four operations with whole numbers to solve problems. | 4.OA.A | 1 | 1 |
| | | Gain familiarity with factors and multiples. | 4.OA.B | | 2 |
| | | Generate and analyze patterns. | 4.OA.C | | 3 |
| | | Generalize place value understanding for multi-digit whole numbers. | 4.NBT.A | | 4 |
| | | Use place value understanding and properties of operations to perform multi-digit arithmetic. | 4.NBT.B | | 5 |
| | Numbers and Operations – Fractions | Extend understanding of fraction equivalence and ordering. | 4.NF.A | 2 | 1 |
| | | Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. | 4.NF.B | | 2 |
| | | Understand decimal notation for fractions, and compare decimal fractions. | 4.NF.C | | 3 |
| | Measurement, Data, and Geometry | Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. | 4.MD.A | 3 | 1 |
| | | Represent and interpret data. | 4.MD.B | | 2 |
| | | Geometric measurement: Understand concepts of angle and measure angles. | 4.MD.C | | 3 |
| | | Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | 4.G.A | | 4 |

Reporting Categories & Clusters by Content Area and Grade Level – Math (continued)

| Grade | Reporting Category | Cluster Description | Cluster Code | RC Sort | Cluster Sort (within RC) |
|-------|---|--|--------------|---------|--------------------------|
| 5 | Operations, Algebraic Thinking, and Numbers in Base Ten | Write and interpret numerical expressions. | 5.OA.A | 1 | 1 |
| | | Analyze patterns and relationships. | 5.OA.B | | 2 |
| | | Understand the place value system. | 5.NBT.A | | 3 |
| | | Perform operations with multi-digit whole numbers and with decimals to hundredths. | 5.NBT.B | | 4 |
| | Numbers and Operations – Fractions | Use equivalent fractions to add and subtract fractions. | 5.NF.A | 2 | 1 |
| | | Use previous understandings of multiplication and division to multiply and divide fractions. | 5.NF.B | | 2 |
| | Measurement, Data, and Geometry | Convert like measurement units within a given measurement system. | 5.MD.A | 3 | 1 |
| | | Represent and interpret data. | 5.MD.B | | 2 |
| | | Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition. | 5.MD.C | | 3 |
| | | Graph points on the coordinate plane to solve mathematical problems as well as problems in real-world context. | 5.G.A | | 4 |
| | | Classify two-dimensional figures into categories based on their properties. | 5.G.B | | 5 |
| | | | | | |
| | | | | | |
| 6 | Ratio and Proportional Relationships | Understand ratio concepts and use ratio reasoning to solve problems. | 6.RP.A | 1 | 1 |
| | The Number System | Apply and extend previous understanding of multiplication and division to divide fractions by fractions. | 6.NS.A | 2 | 1 |
| | | Compute fluently with multi-digit numbers and find common factors and multiples. | 6.NS.B | | 2 |
| | | Apply and extend previous understanding of numbers to the system of rational numbers. | 6.NS.C | | 3 |
| | Expressions and Equations | Apply and extend previous understanding of arithmetic to algebraic expressions. | 6.EE.A | 3 | 1 |
| | | Reason about and solve one-variable equations and inequalities. | 6.EE.B | | 2 |
| | | Represent and analyze quantitative relationships between dependent and independent events. | 6.EE.C | | 3 |
| | Geometry, Statistics and Probability | Solve mathematical problems and problems in real-world context involving area, surface area, and volume. | 6.G.A | 4 | 1 |
| | | Develop understanding of statistical variability. | 6.SP.A | | 2 |
| | | Summarize and describe distributions. | 6.SP.B | | 3 |


Reporting Categories & Clusters by Content Area and Grade Level – Math (continued)

| Grade | Reporting Category | Cluster Description | Cluster Code | RC Sort | Cluster Sort (within RC) |
|-------|--|--|--------------|---------|--------------------------|
| 7 | Ratio and Proportional Relationships | Analyze proportional relationships and use them to solve mathematical problems and problems in real-world context. | 7.RP.A | 1 | 1 |
| | The Number System | Apply and extend previous understanding of operations with fractions to add, subtract, multiply and divide rational numbers except division by zero. | 7.NS.A | 2 | 1 |
| | Expressions and Equations | Use properties of operations to generate equivalent expressions. | 7.EE.A | 3 | 1 |
| | | Solve mathematical problems and problems in real-world context using numerical and algebraic expressions and equations. | 7.EE.B | | 2 |
| | Geometry, Statistics and Probability | Draw, construct, and describe geometrical figures, and describe the relationships between them. | 7.G.A | 4 | 1 |
| | | Solve mathematical problems and problems in real-world context involving angle measure, area, surface area, and volume. | 7.G.B | | 2 |
| | | Use random sampling to draw inferences about a population. | 7.SP.A | | 3 |
| | | Draw informal comparative inferences about two populations. | 7.SP.B | | 4 |
| | | Investigate chance processes and develop, use, and evaluate probability models. | 7.SP.C | | 5 |
| 8 | Expressions and Equations | Work with radicals and integer exponents. | 8.EE.A | 1 | 1 |
| | | Understand the connections between proportional relationships, lines, and linear equations. | 8.EE.B | | 2 |
| | | Analyze and solve linear equations, inequalities, and pairs of simultaneous linear equations. | 8.EE.C | | 3 |
| | Functions | Define, evaluate, and compare functions. | 8.F.A | 2 | 1 |
| | | Use functions to model relationships between quantities. | 8.F.B | | 2 |
| | Geometry | Understand congruence and similarity. | 8.G.A | 3 | 1 |
| | | Understand and apply the Pythagorean Theorem. | 8.G.B | | 2 |
| | | Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. | 8.G.C | | 3 |
| | Statistics and Probability and The Number System | Understand that there are irrational numbers, and approximate them using rational numbers. | 8.NS.A | 4 | 1 |
| | | Investigate patterns of association in bivariate data. | 8.SP.A | | 2 |
| | | Investigate chance processes and develop, use, and evaluate probability models. | 8.SP.B | | 3 |


AASA Confidential Roster Report with Summary

The *AASA Confidential Roster Report with Summary* displays for a specified grade and content area and includes each student's name, date of birth (DOB), state-issued identification number (SSID), scale score, performance level, and mastery level for each reporting category. For Grade 3 ELA reports, an indicator for whether the student has met the Move On When Reading (MOWR) requirement is included. Average scale scores for school, district, and state are shown for comparison.

AASA Confidential Roster Report with Summary–English Language Arts (ELA)



**ENGLISH LANGUAGE ARTS (ELA)
CONFIDENTIAL ROSTER REPORT WITH SUMMARY
GRADE 3 - SPRING 20XX**



ARIZONA'S
ACADEMIC
STANDARDS
ASSESSMENT

SCHOOL: SCHOOL NAME (9999999)

DISTRICT: DISTRICT NAME (9999999)

Mean Scale Score: 9999
Students with Valid Results: 99,999

Summary by Performance Level

| Scale score range | # of students | % of students |
|---|---------------|---------------|
| Level 4 (9999-9999) Highly Proficient | 9,999 | 25% |
| Level 3 (9999-9999) Proficient | 9,999 | 38% |
| Level 2 (9999-9999) Partially Proficient | 9,999 | 22% |
| Level 1 (9999-9999) Minimally Proficient | 9,999 | 15% |

Overall Passing Proficiency Summary*

| | # of students | % of students |
|----------|---------------|---------------|
| SCHOOL | 9,999 | 999 |
| DISTRICT | 9,999 | 999 |
| STATE | 99,999 | 999 |

* Passing Proficiency levels include Level 3 and Level 4

Legend:


⚠ = Below Mastery ✓ = At/Near Mastery + = Above Mastery

| Student Name | DOB | SSID | Scale Score | Performance Level | Met the Move On When Reading Requirement | ENGLISH LANGUAGE ARTS REPORTING CATEGORIES | | |
|-------------------------|------------|--------------|-------------|-------------------|--|--|------------------------|----------------------|
| | | | | | | Reading for Information | Reading for Literature | Writing and Language |
| 01LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 4 | YES | + | + | ✓ |
| 02LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 4 | YES | + | + | + |
| 03LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 1 | NO | ⚠ | ⚠ | ⚠ |
| 04LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 4 | YES | + | + | + |
| 05LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 2 | NO | ⚠ | ⚠ | ✓ |
| 06LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 3 | YES | + | ✓ | + |
| 07LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 2 | NO | ⚠ | ✓ | ✓ |
| 08LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 4 | YES | + | ✓ | + |
| 09LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 3 | YES | ⚠ | + | + |
| 10LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 3 | YES | + | ✓ | ✓ |


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AASA Confidential Roster Report with Summary--Mathematics (Math)



MATHEMATICS (MATH)
CONFIDENTIAL ROSTER REPORT WITH SUMMARY
GRADE 6 - SPRING 20XX



ARIZONA'S
ACADEMIC
STANDARDS
ASSESSMENT

SCHOOL: SCHOOL NAME (9999999)
DISTRICT: DISTRICT NAME (9999999)

Mean Scale Score: 9999
Students with Valid Results: 99,999

Summary by Performance Level

| Scale score range | # of students | % |
|---|---------------|-----|
| Level 4 (9999-9999) Highly Proficient | 9,999 | 25% |
| Level 3 (9999-9999) Proficient | 9,999 | 38% |
| Level 2 (9999-9999) Partially Proficient | 9,999 | 22% |
| Level 1 (9999-9999) Minimally Proficient | 9,999 | 15% |

Overall Passing Proficiency Summary*

| | # of students | % of students |
|----------|---------------|---------------|
| SCHOOL | 9,999 | 999 |
| DISTRICT | 9,999 | 999 |
| STATE | 99,999 | 999 |

* Passing Proficiency levels include Level 3 and Level 4




MATHEMATICS REPORTING CATEGORIES

| Student Name | DOB | SSID | Scale Score | Performance Level | Ratio and Proportional Relationships | The Number System | Expressions and Equations | Geometry, Statistics, and Probability |
|-------------------------|------------|--------------|-------------|-------------------|--------------------------------------|-------------------|---------------------------|---------------------------------------|
| 01LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 4 | + | + | + | ✓ |
| 02LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 4 | ✓ | + | + | + |
| 03LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 1 | ! | ! | ! | ! |
| 04LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 4 | + | + | + | + |
| 05LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 2 | ! | ! | ! | ✓ |
| 06LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 3 | + | + | ✓ | + |
| 07LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 2 | ! | ! | ✓ | ✓ |
| 08LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 4 | + | + | ✓ | + |
| 09LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 1 | ! | ! | ✓ | ! |
| 10LASTNAME, FIRSTNAME M | mm/dd/yyyy | 999999999999 | 9999 | Level 3 | + | + | ✓ | ✓ |

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- 1 **Report Name**—The content area, name of the score report, and specified grade are displayed on the top of the report.
- 2 **School and District Information**—The school name and code (entity ID number), as well as the district name and code (entity ID number) are displayed.
- 3 **Overall Passing Proficiency Summary Table**—This table includes number (#) of students and percentage (%) of students at the school, district, and state level. Passing Proficiency levels include **Level 3** and **Level 4**.
- 4 **Summary by Performance Level Table**—This table includes mean scale score and students with valid test results associated with this group of students. This table also displays the scale score ranges for the group, the number of students in each range, and the percentage for each performance level.
 - **Performance Levels**—Student performance is reported as one of four performance levels. Students who score at **Level 1—Minimally Proficient** or **Level 2—Partially Proficient** are likely to need support to be ready for the next grade. Students who score at **Level 3—Proficient** or **Level 4—Highly Proficient** are likely to be ready for the next grade.
- 5 **Legend: Reporting Categories (Mastery Levels):**

Mastery Levels—Student performance on reporting categories is reported as one of three levels of mastery. Students who score  = **Below Mastery** likely need more support with the content covered in this reporting category. Students who score  = **Above Mastery** or  = **At/Near Mastery** show a good understanding of the content covered in this reporting category.
- 6 **Report Table**—This table includes the following information for the specified grade and content area:
 - **Student Name**—The name of the student you are viewing.
 - **DOB**—The date of birth of the student you are viewing.
 - **SSID**—The student’s state-issued identification number.
 - **Scale Score**—The scale score of each student who completed the test.
 - **Performance Level**—The performance level classification associated with the student’s score for the test.
 - **Reporting Categories**—The student’s mastery level in each of the reporting categories.

AASA Confidential Student Score Report–English Language Arts (ELA)

The *AASA Confidential Student Score Report* is a one-page, two-sided report. Each report includes results for one student and one content area. The *AASA Confidential Student Score Report–ELA* displays a student's identification information, scale score, performance level, mastery level for each reporting category, and writing essay performance that includes the student's rubric scores for the writing portion of the ELA test.

For Grade 3 ELA, an indicator for whether the student has met the Move On When Reading (MOWR) requirement is displayed. The student's Grade 3 ELA Oral Reading Fluency Words Correct Per Minute (WCPM) for two passages, along with the state's average WCPM for each passage, are displayed. The state's average WCPM provided is based on the prior year's data.

For Grade 8 ELA reports, the **Predicted ACT Score** table includes the student's predicted ACT test **Score** and **Score Range**. The **Score Range** included is the score the student would likely receive if they were to be tested again.

For Grades 3–8 score reports, the average scale scores for the school, district, and state are displayed for comparison.

AASA Confidential Student Score Report–Grade 3 English Language Arts (ELA): Pages 1 and 2

ENGLISH LANGUAGE ARTS (ELA)
CONFIDENTIAL STUDENT SCORE REPORT
GRADE 3 - SPRING 20XX

FIRSTNAME M. LASTNAME
SSID: 9999999999
DOB: mm/dd/yyyy

SCHOOL: SCHOOL NAME (9999999)
DISTRICT: DISTRICT NAME (9999999)

About This Assessment
FIRSTNAME took the AASA Grade 3 ELA assessment in spring 20XX. The questions in this assessment measure the knowledge and skills taught in this grade and subject area.

About This Report
This report will help you answer questions about the development of your student's skills and abilities:

- How did your student perform on the ELA test?
- How did your student's performance compare to that of other students in the same school, district and state?
- What does your student's score mean?
- How did your student perform using the English Language Arts Academic Standards?

FIRSTNAME's score is 9999
Level 3 (Proficient)

FIRSTNAME shows a strong understanding of the expectations for the tested grade. FIRSTNAME is likely to be ready for ELA in the next grade.

Has FIRSTNAME met the Move On When Reading requirement?
YES
This determination is made based on the Reading component of the ELA assessment.

FIRSTNAME's Performance on the ELA Assessment

Level 4—Highly Proficient: Advanced understanding, highly likely to be ready

Level 3—Proficient: Strong understanding, likely to be ready

Level 2—Partially Proficient: Partial understanding, likely to need support to be ready

Level 1—Minimally Proficient: Minimal understanding, highly likely to need support to be ready

Your Student **School** **District** **State**

FIRSTNAME's test score can vary. If FIRSTNAME were to be tested again, it is likely that FIRSTNAME would receive a score between 9999 and 9999.

For more information about AASA, go to <https://www.azed.gov/assessment/aasa>.
If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov.

Page 1 of 2

GRADE 3 FIRSTNAME's ELA CONFIDENTIAL SCORE REPORT - page 2

Legend: Reporting Categories
Below Mastery At/Near Mastery Above Mastery

ELA Reporting Categories

Reading for Information

What was assessed?
Students find the main idea and the supporting details of a text. They connect events, ideas, steps, sentences, paragraphs, and illustrations to one another. They find similarities and differences between two texts on the same topic.

What do these results mean?
Your student almost always finds connections between concepts, ideas, or events; uses the text and pictures to make conclusions to ask and answer questions; and finds the similarities and differences between important ideas and key details in two texts on the same topic.

Reading for Literature

What was assessed?
Students ask and answer questions about a text. They tell how characters and their actions affect a story. They explain how pictures help tell a story. They read two texts by one author and tell the similarities and differences. They find the central message of a story.

What do these results mean?
Your student can often find similarities and differences between the settings or plots of stories written by the same author; tell how one part of a story affects another part; use key details to retell a story and find the main idea; and tell the point of view in a story.

Writing and Language

What was assessed?
Students write to give information or state opinions. They write on a topic giving supporting details or facts. They use correct capitalization, punctuation, and spelling. They use sentences, a glossary, or a dictionary to figure out the meaning of new words.

What do these results mean?
Your student may have trouble organizing writing for a purpose (like to give information or give opinions), using clues in a text to understand the meaning of new words, spelling commonly used words correctly, and writing simple sentences with correct capitalization and punctuation.

The Writing and Language portion of the ELA assessment requires that each student complete an essay. The essay is evaluated on three criteria.

Writing Essay Performance

Statement of Purpose, Focus & Organization
Your student earned 3 out of 4 possible points. Your student's essay mainly stays on topic. The opinion is clearly stated and mostly focused. Context supporting the opinion fits the purpose. The response is organized and has few mistakes. There is some variety of transitions used. There is a clear progression of ideas within the essay. There is a clear beginning and end.

Evidence & Elaboration
Your student earned 2 out of 4 possible points. Your student's essay includes details, facts, and sources that somewhat support its opinion. The evidence is unevenly integrated into the response. The words used are sometimes inappropriate for audience and purpose.

Conventions & Editing
Your student earned 2 out of 2 possible points. Your student's essay shows a strong understanding of sentence structure and language conventions. There are few mistakes in punctuation, capitalization, and spelling present in the response.

FIRSTNAME's ELA Oral Reading Fluency

The information below represents your student's Oral Reading Fluency on two passages as measured by the number of Words Correct Per Minute (WCPM).

Passage 1: FIRSTNAME received 999 WCPM compared to the state average of 999 WCPM* on this passage.
Passage 2: FIRSTNAME received 999 WCPM compared to the state average of 999 WCPM* on this passage.

*The state average WCPM provided is based on the prior year's data.

For more information about AASA, go to <https://www.azed.gov/assessment/aasa>.
If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov.

Page 2 of 2

AASA Confidential Student Score Report–Grade 8 English Language Arts (ELA): Pages 1 and 2

ENGLISH LANGUAGE ARTS (ELA) CONFIDENTIAL STUDENT SCORE REPORT GRADE 8 - SPRING 20XX

FIRSTNAME M. LASTNAME
 SSID: 9999999999
 DOB: mm/dd/yyyy

SCHOOL: SCHOOL NAME (9999999)
 DISTRICT: DISTRICT NAME (9999999)

About This Assessment
 FIRSTNAME took the AASA Grade 8 ELA assessment in spring 20XX. The questions in this assessment measure the knowledge and skills taught in this grade and subject area.

About This Report
 This report will help you answer questions about the development of your student's skills and abilities.

- How did your student perform on the ELA test?
- How did your student's performance compare to that of other students in the same school, district and state?
- What does your student's score mean?
- How did your student perform using the English Language Arts Academic Standards?

FIRSTNAME's Performance on the ELA Assessment

FIRSTNAME's score is 9999
Level 3 (Proficient)

FIRSTNAME shows a strong understanding of the expectations for the tested grade. FIRSTNAME is likely to be ready for ELA in the next grade.

PREDICTED ACT SCORE

| Score | Score Range* |
|-------|--------------|
| 19 | 17-21 |

A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 17 and 21. Students who score at or above 20 on the ACT are more likely to be successful in college courses taken by first-year students.

*For more information on the predicted ACT score range, see the AASA Family Report Guide.

Level 4—Highly Proficient: Advanced understanding, highly likely to be ready

Level 3—Proficient: Strong understanding, likely to be ready

Level 2—Partially Proficient: Partial understanding, likely to need support to be ready

Level 1—Minimally Proficient: Minimal understanding, highly likely to need support to be ready

For more information about AASA, go to <https://www.azed.gov/assessment/aasa>.
 If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov.

GRADE 8 FIRSTNAME's ELA CONFIDENTIAL SCORE REPORT - page 2

Legend: Reporting Categories
 Below Mastery Below Mastery At/Near Mastery Above Mastery

ELA Reporting Categories

Reading for Information

What was assessed?
 Students explain how reasoning and evidence shape and support the main idea of a text. They examine how a makes connections between different individuals, ideas, or events. They show how an author of a text tends to evidence that does not support his or her point of view.

What do these results mean?
 Your student gives an objective summary of a text; uses evidence from a text to make and support conclusions; explains how an author addresses a conflicting viewpoint; determines if information in a text is needed; evaluates how presentation (like text or audio) affects information.

Reading for Literature

What was assessed?
 Students find the main idea of a text and examine how it is developed. They determine how specific words and phrases can change the meaning and tone of a text. They analyze how a character's point of view affects a text. They recognize the influence of other literature on a text.

What do these results mean?
 Your student often uses supporting details to explain the theme or main idea; shows how a story moves forward; describes the effect of point of view on a text; recognizes the influences of other literature on a text; compares the structure of two or more texts.

Writing and Language

What was assessed?
 Students write to inform or make an argument. They use evidence and clear reasoning to support their writing. Their evidence comes from many different sources. They determine the meaning of new words and figurative language. They spell correctly and use correct grammar.

What do these results mean?
 Your student may have trouble stating a claim clearly and providing supporting details to make an argument when writing; using citations correctly when doing research; using verb tenses and punctuation correctly; using other words or word parts to figure out the meaning of new words.

The Writing and Language portion of the ELA assessment requires that each student complete an essay. The essay is evaluated on three criteria.

Writing Essay Performance

| Statement of Purpose, Focus & Organization | Evidence & Elaboration | Conventions & Editing |
|---|--|---|
| Your student earned 3 out of 4 possible points. In general, your student's essay stays on topic and is focused. The main idea of the topic is given context and addresses the audience and purpose for writing. The response is organized and develops connections between ideas. It uses transitions and has an introduction and conclusion. | Your student earned 2 out of 4 possible points. Your student's essay includes some support or evidence for the main idea. It uses some facts and details from other sources but does not use citations regularly. The response does not expand on ideas or make clear connections between ideas. It uses simple and sometimes inappropriate language for the audience and purpose. | Your student earned 2 out of 2 possible points. Your student's essay shows an understanding of sentence formation and other conventions. The response may have some mistakes, but they are not repeated often in the text. It uses correct punctuation, capitalization, and spelling. |

FIRSTNAME's ELA Assessment Progress

This chart displays your student's performance in ELA assessments over time. It reports the proficiency level for the most recently completed tests in ELA (if available). You can use this information to determine your student's progress in ELA.

| Level | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|---------|---------|---------|---------|
| <CurrYear> | 9999 | | | |
| <CurrYear-1> | N/A | | | |
| <CurrYear-2> | 9999 | | | |

For more information about AASA, go to <https://www.azed.gov/assessment/aasa>.
 If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov.




- Report Name**—The content area, name of the score report, specified grade, and test administration year are displayed on the top of the report.
- Report Data**—The student's name, state-issued identification number (SSID), date of birth (DOB), school name, and district name are displayed. The sections **About this Assessment** and **About this Report** are provided to help answer questions about the development of the student's skills and abilities.
- Grade 3 ELA Only: Move On When Reading (MOWR) Requirement**—For Grade 3 ELA score reports, an indicator for whether or not the student has met the Move On When Reading (MOWR) requirement is included. This determination is made based on the Reading components of the ELA assessment.

Grade 8 Only: Predicted ACT Score—For Grade 8 students, test scores from the AASA are linked to the ACT scale to obtain a predicted ACT score range for each subject tested. The *AASA Confidential Student Score Report* for Grade 8 includes a **Predicted ACT Score** chart. This chart includes the student's test **Score** and **Score Range**. The student's score can vary. The **Score Range** included is the score the student would likely receive if they were to be tested again.

4 Performance Levels—Student performance is reported as one of four performance levels. Students who score at **Level 1—Minimally Proficient** or **Level 2—Partially Proficient** are likely to need support to be ready for the next grade. Students who score at **Level 3—Proficient** or **Level 4—Highly Proficient** are likely to be ready for the next grade.

5 Student Performance on the ELA Assessment—This table contains the following:

- **Student’s First Name**—The name of the student you are viewing.
- **Scale Score**—The scale score this student received on the test.
- **Performance Level**—The performance level classification associated with the student’s score for the test.
- **Met the Move On When Reading Requirement?**—For Grade 3 ELA score reports, an indicator for whether the student has met the Move On When Reading (MOWR) requirement is also reported.
- **Predicted ACT Score**—For Grade 8 score reports, a **Predicted ACT Score** chart is displayed. This chart includes the student’s test **Score** and **Score Range**.
- **Scale Score Performance**—This barrel chart visually depicts the student’s scale score and performance level. Brief performance level descriptors are included for all four performance levels.
- **Comparison Scores Table**—This table includes average scale scores for the school, district, and state associated with this student.

6 Legend: Reporting Categories (Mastery Levels)—Student performance on reporting categories is reported as one of three levels of mastery. Students who score  = **Below Mastery** likely need more support with the content covered in this reporting category. Students who score  = **Above Mastery** or  = **At/Near Mastery** show a good understanding of the content covered in this reporting category.

7 Student Performance (Mastery Levels) on Reporting Categories—This table includes the student’s level of mastery for each of the reporting categories, descriptions of what was assessed in each reporting category, and what the student’s reporting category results mean.

8 Writing Essay Performance—This table includes the student’s rubric scores for the writing portion of the ELA test and descriptions of what those rubric scores mean. ELA writing codes are located in the *AASA Student Data File*.

9 Grade 3 Only: ELA Oral Reading Fluency—The student’s Grade 3 ELA Oral Reading Fluency Words Correct Per Minute (WCPM) for two passages, along with the state’s average WCPM for each passage, are displayed. The state’s average WCPM provided is based on the prior year’s data.

Grades 4–8: Student ELA Assessment Progress—This progress chart displays the student’s performance in ELA assessments over time. It reports the proficiency level for the most recently completed tests in ELA (if available).


AASA Confidential Student Score Report–Mathematics (Math)

The *AASA Confidential Student Score Report* is a one-page, two-sided report. Each report includes results for one student and one content area. The *AASA Confidential Student Score Report–Mathematics (Math)* displays a student’s identification information, scale score, performance level, and mastery level for each reporting category.

For Grade 8 Math reports, the **Predicted ACT Score** table includes the student’s predicted ACT test **Score** and **Score Range**. The **Score Range** included is the score the student would likely receive if they were to be tested again.

Average scale scores for the school, district, and state are displayed for comparison.


AASA Confidential Student Score Report–Mathematics (Math): Pages 1 and 2



MATHEMATICS (MATH)

CONFIDENTIAL STUDENT SCORE REPORT

GRADE 8 - SPRING 20XX



ARIZONA'S
ACADEMIC
STANDARDS
ASSESSMENT

FIRSTNAME M. LASTNAME

SSID: 9999999999

DOB: mm/dd/yyyy

SCHOOL: SCHOOL NAME (9999999)

DISTRICT: DISTRICT NAME (9999999)

About This Assessment

FIRSTNAME took the AASA Grade 8 Math assessment in spring 20XX. The questions in this assessment measure the knowledge and skills taught in this grade and subject area.

FIRSTNAME's score shows how well FIRSTNAME understands Grade 8 Math content. A student who scores **Proficient** or **Highly Proficient** on AASA is likely to be ready for the next grade level of Math.

About This Report

This report will help you answer questions about the development of your student's skills and abilities:

- How did your student perform on the Math test?
- How did your student's performance compare to that of other students in the same school, district and state?
- What does your student's score mean?
- How did your student perform using the Mathematics Academic Standards?

FIRSTNAME's Performance on the Math Assessment

FIRSTNAME's score is 9999
Level 2
(Partially Proficient)

FIRSTNAME shows a **partial** understanding of the expectations for the tested grade. FIRSTNAME is likely to need support to be ready for math in the next grade.

Predicted ACT Score

| Score | Score Range* |
|-------|--------------|
| 20 | 19-23 |

A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 19 and 23. Students who score at or above 23 on the ACT are more likely to be successful in college courses taken by first-year students. *For more information on the predicted ACT score range, see the [AASA Family Report Guide](#).

Performance Level Legend:

- Level 4—Highly Proficient:** Advanced understanding, highly likely to be ready
- Level 3—Proficient:** Strong understanding, likely to be ready
- Level 2—Partially Proficient:** Partial understanding, likely to need support to be ready
- Level 1—Minimally Proficient:** Minimal understanding, highly likely to need support to be ready

FIRSTNAME's test score can vary. If FIRSTNAME were to be tested again, it is likely that FIRSTNAME would receive a score between 9999 and 9999.

| Score | Level | Performance |
|-------|---------|----------------------|
| 9999 | Level 4 | Highly Proficient |
| 9999 | Level 3 | Proficient |
| 9999 | Level 2 | Partially Proficient |
| 9999 | Level 1 | Minimally Proficient |

Comparison Scores: Your Student (9999), School (9999), District (9999), State (9999)

For more information about AASA, go to <https://www.azed.gov/assessment/aasa>.
If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov.

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GRADE 8 FIRSTNAME's MATH CONFIDENTIAL SCORE REPORT - page 2

Legend: Reporting Categories

Below Mastery (Yellow Triangle) At/Near Mastery (Green Checkmark) Above Mastery (Green Plus)

Math Reporting Categories

Expressions and Equations

What was assessed? Students work with numerical expressions with positive and negative exponents and with square and cube roots. They graph proportional relationships, understanding that the unit rate is the slope. They solve linear equations in one variable and systems of equations in two variables.

What do these results mean? Your student almost always correctly applies properties of exponents; finds square and cube root solutions to equations; converts numbers between decimal and scientific notation; represents proportional relationships; explains if a system of equations has 0, 1, or infinite solutions.

FIRSTNAME performed **below mastery** in Expressions and Equations.

Functions

What was assessed? Students understand the definition of functions. They compare functions algebraically, graphically, numerically in tables, or by verbal descriptions. They classify functions as linear or nonlinear. They figure out rates of change and initial values. They interpret and create graphs.

What do these results mean? Your student is often able to identify functions; represent functions in multiple ways; determine if functions are linear; explain the definition of a function and the relationship between a function and its graph; compare functions; determine the rate of change and the initial value.

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

Geometry

What was assessed? Students examine and describe transformations and understand how they relate to congruent and similar figures. Students use angle relationships to solve for angles in triangles and intersecting lines. They understand and apply the Pythagorean theorem. They use formulas for volume.

What do these results mean? Your student is often able to identify transformations and corresponding angles; find the measures of unknown angles; understand and apply the Pythagorean theorem to solve problems and calculate distance; use the formulas for volumes of cones, cylinders, and spheres to solve problems.

FIRSTNAME performed **at or near mastery** in Geometry.

Statistics and Probability and The Number System

What was assessed? Students interpret and create scatter plots and two-way frequency tables. They recognize when scatter plots suggest linear associations, and use linear equations to solve problems. Students identify rational and irrational numbers, and can approximate the values of irrational numbers.

What do these results mean? Your student may have trouble creating a scatter plot; recognizing that a line can sometimes be used to describe associations for data; finding slopes and y-intercepts for the line of best fit; completing a two-way table; identifying irrational numbers; converting decimals to fractions.

FIRSTNAME performed **below mastery** in Statistics and Probability and The Number System.

FIRSTNAME's Math Assessment Progress

This chart displays your student's performance in Math assessments over time. It reports the proficiency level for the most recently completed tests in Math (if available). You can use this information to determine your student's progress in Math.

| Year | Level |
|--------------|---------|
| <CurrYear> | Level 2 |
| <CurrYear-1> | Level 3 |
| <CurrYear-2> | Level 3 |

For more information about AASA, go to <https://www.azed.gov/assessment/aasa>.
If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov.

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1 Report Name–The content area, name of the score report, specified grade, and test administration year are displayed on the top of the report.




2 Report Data–The student’s name, state-issued identification number (SSID), date of birth (DOB), school name, and district name are displayed. The sections **About this Assessment** and **About this Report** are provided to help answer questions about the development of the student’s skills and abilities.

3 Grade 8 Only: Predicted ACT Score—For Grade 8 students, test scores from the AASA are linked to the ACT scale to obtain a predicted ACT score range for each subject tested. The *AASA Confidential Student Score Report* for Grade 8 includes a **Predicted ACT Score** chart. This chart includes the student's **Score** and **Score Range**. The student's score can vary. The **Score Range** included is the score the student would likely receive if they were to be tested again.

4 Performance Levels—Student performance is reported as one of four performance levels. Students who score at **Level 1—Minimally Proficient** or **Level 2—Partially Proficient** are likely to need support to be ready for the next grade. Students who score at **Level 3—Proficient** or **Level 4—Highly Proficient** are likely to be ready for the next grade.

5 Student Performance on the Math Assessment—This table contains the following:

- **Student's First Name**—The name of the student you are viewing.
- **Scale Score**—The scale score this student received on the test.
- **Performance Level**—The performance level classification associated with the student's score for the test.
- **Predicted ACT Score**—For Grade 8 score reports, a **Predicted ACT Score** chart is displayed. This chart includes the student's test **Score** and **Score Range**.
- **Scale Score Performance**—This barrel chart visually depicts the student's scale score and performance level. Brief performance level descriptors are included for all four performance levels.
- **Comparison Scores Table**—This table includes average scale scores for the school, district, and state associated with this student.

6 Legend: Reporting Categories (Mastery Levels)—Student performance on reporting categories is reported as one of three levels of mastery. Students who score  = **Below Mastery** likely need more support with the content covered in this reporting category. Students who score  = **Above Mastery** or  = **At/Near Mastery** show a good understanding of the content covered in this reporting category.

7 Student Performance (Mastery Levels) on Reporting Categories—This table includes the student's level of mastery for each of the reporting categories, descriptions of what was assessed in each reporting category, and what the student's reporting category results mean.

8 Student Math Assessment Progress—This progress chart displays the student's performance in Math assessments over time. It reports the proficiency level for the most recently completed tests in Math (if available).

The *AASA Family Report Guide* is provided to help parents interpret and use information contained in their student's *AASA Confidential Student Score Report*. This guide is provided in both English and Spanish.

MATHEMATICS (MATH)

CONFIDENTIAL STUDENT SCORE REPORT

GRADE 8 - SPRING 20XX

FIRSTNAME M. LASTNAME

SSID: 999999999

DOB: mm/dd/yyyy

SCHOOL: SCHOOL NAME (9999999)

DISTRICT: DISTRICT NAME (9999999)

About This Assessment

FIRSTNAME took the AASA Grade 8 Math assessment in spring 20XX. The questions in this assessment measure the knowledge and skills taught in this grade and subject area.

FIRSTNAME's score shows how well FIRSTNAME understands Grade 8 Math content. A student who scores **Proficient or Highly Proficient** on AASA is likely to be ready for the next grade level of Math.

About This Report

This report will help you answer questions about the development of your student's skills and abilities:

- How did your student perform on the Math test?
- How did your student's performance compare to that of other students in the same school, district and state?
- What does your student's score mean?
- How did your student perform using the Mathematics Academic Standards?

FIRSTNAME's Performance on the Math Assessment

FIRSTNAME's score is 9999

Level 2 (Partially Proficient)

FIRSTNAME shows a partial understanding of the expectations for the level. FIRSTNAME is likely to need support to be ready for the next grade.

Predicted ACT Score

| Score | Score Range |
|-------|-------------|
| 20 | 19-23 |

A student's test score can vary. If your child were to be tested again, it is likely they would receive a score between 20 and 23. Students who score at or above 22 on the ACT are more likely to be successful in college courses taken by first-year students.

Your score information on the predicted ACT score range, see the ACT results.

For more information about AASA, go to <https://www.azed.gov/assessment/aasa>

If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov

Page 1 of 2

ARIZONA'S ACADEMIC STANDARDS ASSESSMENT (AASA)

AASA FAMILY REPORT GUIDE

- Barrel Chart**
This barrel chart shows the range of scores and the four performance levels possible on this test. Your student's numeric score is shown along with the averages for your student's school, district, and the state of Arizona.
- Performance Levels**
Your student's performance level is identified in this box. There are four performance levels that describe the general skills and abilities for students who take the AASA. Students who score **Level 4—Highly Proficient** or **Level 3—Proficient** on AASA are likely to be ready for the next grade. Students who score **Level 2—Partially Proficient** or **Level 1—Minimally Proficient** are likely to need support to be ready for the next grade.
- Legend: Reporting Categories**
Each test has three or more reporting categories that describe the content of different parts of the test.
- Mastery Levels**
Your student's ability level for each of these reporting categories is indicated. Students with the symbol + for **Above Mastery** or ✓ for **At/Near Mastery** show a good understanding of the content covered in this reporting category. Students with the symbol ⚠ for **Below Mastery** likely need more support with the content covered in this reporting category.
- What Was Assessed?**
This short paragraph describes what type of content is covered in this reporting category.
- What Do These Results Mean?**
This short paragraph describes your student's understanding of the content in this reporting category based on their ability level.
- Progress Chart**
This graphic displays your student's assessment progress over time. It reports the proficiency level for the most recently completed tests in ELA or Math.

GRADE 8 FIRSTNAME'S MATH CONFIDENTIAL SCORE REPORT - page 2

Legend: Reporting Categories

⚠ Below Mastery ✓ At/Near Mastery + Above Mastery

Math Reporting Categories

Expressions and Equations

+

FIRSTNAME performed above mastery in Expressions and Equations.

Functions

✓

FIRSTNAME performed at or near mastery in Functions.

Geometry

✓

FIRSTNAME performed at or near mastery in Geometry.

Statistics and Probability and The Number System

⚠

FIRSTNAME performed below mastery in Statistics and Probability and The Number System.

FIRSTNAME's Math Assessment Progress

This chart displays your student's performance in Math assessments over time. It reports the proficiency level for the most recently completed tests in Math (if available). You can use this information to determine your student's progress in Math.

For more information about AASA, go to <https://www.azed.gov/assessment/aasa>

If you require your child's report in an alternative format, please contact ADE's Assessment Section at Testing@azed.gov

Page 2 of 2

For more information about your student's academic performance, contact your student's teacher or school.

Students who score at or above the ACT score indicated on the AASA Confidential Student Score Report are more likely to be successful in college courses taken by first-year college students. For information on the ACT college readiness benchmarks, refer to the ACT Technical Manual at <https://www.act.org/>.

AASA Family Report Guide (in Spanish)

ARIZONA'S ACADEMIC STANDARDS ASSESSMENT (AASA)

GUÍA PARA EL INFORME FAMILIAR DEL AASA

1. Gráfica de barras

Esta gráfica de barra muestra el rango de puntajes y los cuatro niveles de desempeño posibles para este examen. El puntaje numérico de su estudiante se muestra junto con los promedios de la escuela y distrito de su estudiante, así como del estado de Arizona.

2. Niveles de rendimiento

En este cuadro se identifica el nivel de rendimiento de su estudiante. Existen cuatro niveles de rendimiento que describen las habilidades y destrezas de los estudiantes que toman el AASA. Es probable que los estudiantes que califican en el **Nivel 4—Altamente competente (Level 4—Highly Proficient)** en inglés o **Nivel 3—Competente (Level 3—Proficient)** en inglés estén preparados para el siguiente grado escolar. Los estudiantes que califican en el **Nivel 2—Parcialmente competente (Level 2—Partially Proficient)** en inglés o **Nivel 1—Minimamente competente (Level 1—Minimally Proficient)** en inglés probablemente necesiten apoyo para estar preparados para el siguiente grado escolar.

3. Leyenda: Categorías de resultados

Cada examen tiene tres o más categorías de resultados que describen el contenido de las diferentes partes del examen.

4. Niveles de dominio

Estos indican el nivel de desempeño de su estudiante en cada una de estas categorías de resultados. Los estudiantes con los símbolos

⬆ para **Por encima del nivel de dominio** o ⬆ para **A nivel de/Cerca de nivel de dominio** demuestran buena comprensión del contenido cubierto en esta categoría de resultado. Los estudiantes con el símbolo

⬇ para **Por debajo del nivel de dominio** probablemente necesiten más apoyo con el contenido cubierto en esta categoría de resultado.

5. ¿Qué se evaluó?

Este breve párrafo describe qué tipo de contenido se cubre en esta categoría de resultado.

6. ¿Qué significan estos resultados?

Este breve párrafo describe la comprensión que su estudiante tiene acerca del contenido de esta categoría de resultado, con base en su nivel de desempeño.

7. Tabla de progreso

Esta gráfica muestra el progreso de su estudiante a través del tiempo. Muestra su nivel de desempeño en los exámenes más recientes de artes del lenguaje en inglés o matemáticas.

Grado 8 solamente: Calificación prevista de “ACT”—Para los estudiantes de grado 8, los puntajes de las pruebas del AASA se vincularon con la escala de resultados del examen *American College Testing* (“ACT”) por sus siglas en inglés) para obtener un rango de calificación o resultados previstos de ACT para cada materia evaluada. Los informes confidenciales de los estudiantes para matemáticas y artes del lenguaje inglés (“ELA”) por sus siglas en inglés) del grado 8 incluirán una tabla de **Calificación prevista de “ACT”**. Esta tabla incluirá la **Calificación** y el **Rango de calificación** de su estudiante. La calificación del estudiante puede variar. El **Rango de calificación** incluido es la calificación que su estudiante probablemente recibiría si fuera a ser evaluado nuevamente.

Los estudiantes cuyos resultados sean iguales o superiores a la calificación de ACT indicada en el *Informe Confidencial del Estudiante AASA* tienen mayor probabilidad de éxito en los cursos universitarios que toman los estudiantes de primer año de universidad. Para obtener información sobre las Normas de preparación para estudios superiores de ACT, consulte el Manual técnico (*Technical Manual* en inglés) de ACT en <https://www.act.org/>.

MATEMÁTICAS
INFORME CONFIDENCIAL DEL ESTUDIANTE
GRADO 8 - PRIMAVERA DEL 20XX

FIRSTNAME M. LASTNAME
Número del estudiante: 9999999999
Fecha de nacimiento: mm/dd/yyyy

ESCUELA: SCHOOL NAME (9999999)
DISTRITO: DISTRICT NAME (9999999)

Información sobre este examen
FIRSTNAME tomó el examen de matemáticas del grado 8 de AASA en preguntas en este examen miden los conocimientos y habilidades que se enseñan en este grado y área de contenido.
FIRSTNAME obtuvo una puntuación que demuestra que bien FIRSTNAME entiende el contenido de matemáticas del grado 8. Un estudiante que obtenga puntuaciones de Competente (Proficient en inglés) o Altamente competente (Highly Proficient en inglés) en AASA es probable que esté preparado para el próximo nivel de grado de matemáticas.

Información sobre este informe
Este informe le ayudará a responder preguntas sobre el desarrollo de las destrezas y habilidades de su estudiante:
• ¿Cómo se desempeñó su estudiante en la prueba de matemáticas?
• ¿Cómo se comparó el desempeño de su estudiante con el de otros estudiantes en la misma escuela, distrito y estado?
• ¿Qué significa el puntaje que obtuvo su estudiante?
• ¿Cómo se desempeñó su estudiante utilizando los estándares académicos de matemáticas?

Desempeño de FIRSTNAME en el examen de matemáticas

La puntuación de FIRSTNAME es 9999
Nivel 4—Altamente competente

FIRSTNAME muestra una comprensión profunda de las matemáticas del grado 8. Su desempeño en este examen es muy probable que sea el mejor de su clase en matemáticas.

CALIFICACIÓN PREVISTA DE “ACT”

| Calificación | Rango de calificación |
|--------------|-----------------------|
| 99 | 99-99 |

La puntuación de la prueba de su estudiante puede variar. Si a su hijo se le administra la prueba nuevamente, es probable que mejore una o más puntuaciones. Los estudiantes que obtengan una calificación de 99 en el examen American College Testing (ACT) por sus siglas en inglés) en matemáticas tendrán una buena oportunidad de obtener una puntuación de 30 o superior en la prueba ACT.

Para obtener más información sobre AASA, visite <https://www.aztestprep.com>.
Si necesita el informe de su hijo en su idioma de origen, póngase en contacto con la Sección de Exámenes del Departamento de Educación de Arizona a través de TestInfo@aztestprep.com.

Página 1 de 2

GRADO 8 **INFORME CONFIDENCIAL DE MATEMÁTICAS PARA FIRSTNAME - página 2**

Leyenda: Categorías de resultados
⬆ Por debajo del nivel de dominio ⬆ A nivel de/Cerca de nivel de dominio ⬆ Por encima del nivel de dominio

Categorías de resultados de matemáticas

Expresiones y ecuaciones
⬆
FIRSTNAME se desempeñó por encima del nivel de dominio en Expresiones y ecuaciones.

Funciones
⬆
FIRSTNAME se desempeñó por encima del nivel de dominio en Funciones.

Geometría
⬆
FIRSTNAME se desempeñó en o cerca del nivel de dominio en Geometría.

Geometría, estadística y probabilidad
⬆
FIRSTNAME se desempeñó por encima del nivel de dominio en Geometría, estadística y probabilidad.

Progreso del examen de matemáticas para FIRSTNAME
Esta tabla muestra el desempeño de su estudiante en los exámenes de matemáticas a lo largo del tiempo. Indica el nivel de dominio de los exámenes más recientes en matemáticas (o está disponible). Puede utilizar esta información para determinar el progreso de su estudiante en matemáticas.

| Nivel | Nivel 1 | Nivel 2 | Nivel 3 | Nivel 4 |
|--------------|---------|---------|---------|---------|
| <CurrYear> | 9999 | 9999 | 9999 | 9999 |
| <CurrYear-1> | 9999 | 9999 | 9999 | 9999 |
| <CurrYear-2> | 9999 | 9999 | 9999 | 9999 |

Para obtener más información sobre AASA, visite <https://www.aztestprep.com>.
Si necesita el informe de su hijo en su idioma de origen, póngase en contacto con la Sección de Exámenes del Departamento de Educación de Arizona a través de TestInfo@aztestprep.com.


Página 2 de 2

Para obtener más información acerca del rendimiento académico de su estudiante, póngase en contacto con los maestros o la escuela de su estudiante.


Summary Cluster Performance Report in PearsonAccess^{next}

The Summary Cluster Performance Report in PearsonAccess^{next} can be accessed by both District Test Coordinators and School Test Coordinators.

AASA Summary Cluster Performance Report–English Language Arts (ELA)



ENGLISH LANGUAGE ARTS (ELA)
SUMMARY CLUSTER PERFORMANCE REPORT - ONLINE TEST FORMS
GRADE 6 - SPRING 20XX



1

DISTRICT: DISTRICT NAME (99999999)


| ELA Reporting Category/Cluster | Number of Points Possible | State Mean Points | District Mean Points | Group – Mean Points Earned | | | | | | | | |
|---|----------------------------------|--------------------------|-----------------------------|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | SCHOOLNAME1 | SCHOOLNAME2 | SCHOOLNAME3 | SCHOOLNAME4 | SCHOOLNAME5 | SCHOOLNAME6 | SCHOOLNAME7 | SCHOOLNAME8 | SCHOOLNAME9 |
| Reading for Information | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Key Ideas and Details | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Craft and Structure | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Integration of Knowledge and Ideas | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Reading for Literature | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Key Ideas and Details | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Craft and Structure | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Integration of Knowledge and Ideas | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Writing and Language | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Writing Essay | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Language Items | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Number of Students with Valid Results | | 99,999 | 9,999 | 9,999 | 9,999 | 9,999 | 9,999 | 9,999 | 9,999 | 999 | 9,999 | 9,999 |

Students with no valid attempt or whose test results were invalidated are not included in this summary report.


*** Clusters with less than 5 points possible are suppressed.

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AASA Summary Cluster Performance Report–Mathematics (Math)



MATHEMATICS (MATH)
SUMMARY CLUSTER PERFORMANCE REPORT - PAPER TEST FORMS
GRADE 6 - SPRING 20XX



1

SCHOOL: SCHOOL NAME (99999999)
DISTRICT: DISTRICT NAME (99999999)

| Math Reporting Category/Cluster | Number of Points Possible | State Mean Points | District Mean Points | School Mean Points | Group – Mean Points Earned | | | | | | | | |
|---|---------------------------|-------------------|----------------------|--------------------|----------------------------|------------|------------|------------|------------|------------|------------|------------|------|
| | | | | | GROUPNAME1 | GROUPNAME2 | GROUPNAME3 | GROUPNAME4 | GROUPNAME5 | GROUPNAME6 | GROUPNAME7 | GROUPNAME8 | |
| Ratio and Proportional Relationships | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Understand ratio concepts and use ratio reasoning to solve problems | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| The Number System | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Apply and extend previous understanding of multiplication and division to divide fractions by fractions | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Compute fluently with multi-digit numbers and find common factors and multiples | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Apply and extend previous understanding of numbers to the system of rational numbers | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Expressions and Equations | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Apply and extend previous understanding of arithmetic to algebraic expressions | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Reason about and solve one-variable equations and inequalities | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Represent and analyze quantitative relationships between dependent and independent variables | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Geometry, Statistics, and Probability | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Solve mathematical problems and problems in real-world context involving area, surface area, and volume | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Develop understanding of statistical variability | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Summarize and describe distributions | 99 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 | 99.9 |
| Number of Students with Valid Results | | 99,999 | 9,999 | 9,999 | 9,999 | 9,999 | 9,999 | 9,999 | 9,999 | 9,999 | 999 | 9,999 | |

Students with no valid attempt or whose test results were invalidated are not included in this summary report.
*** Clusters with less than 5 points possible are suppressed.

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- 1
Report Name–The content area, name of the score report, specified grade, and test administration year are displayed on the top of the report.

- 2
Report Data–
 - For the district level report: The district name, ELA or Math Reporting Categories and Clusters, **Number of Points Possible**, **State Mean Points**, **District Mean Points**, **Group–Mean Points Earned** by school, and **Number of Students with Valid Results** are displayed.
 - For the school level report: The district and school name, ELA or Math Reporting Categories and Clusters, **Number of Points Possible**, **State Mean Points**, **District Mean Points**, **School Mean Points**, **Group–Mean Points Earned** by the school’s assigned group names, and **Number of Students with Valid Results** are displayed.

Note: Clusters with less than 5 points possible are suppressed.

OnDemand Reports in PearsonAccess^{next}

OnDemand Reports in PearsonAccess^{next} can be accessed by both District Test Coordinators and School Test Coordinators. Reports can display by Testing Groups and/or Reporting Groups if these were set up by the school during the specified time frame. Filter and sort options are available for use in the OnDemand Reports.

Note: A student can only be in one Testing Group at a time, but can be in more than one Reporting Group. For students that are assigned to more than one Reporting Group, up to five Reporting Groups will be displayed for the student.

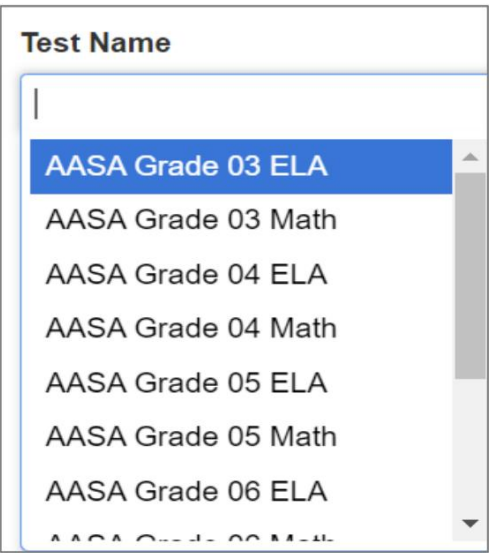
The screenshot shows the 'OnDemand Reports' interface. On the left, there are filters for Organization Name, Test Name, Grade, Performance Level, and Test Session, each with a 'Select one or more' dropdown. A 'Find Students' section includes a search bar and a 'Search' button. The main area displays a table of student data with columns: SSID, Last Name, First Name, Middle Initial, Date of Birth, Gender, Grade, Testing Group, School, Test Name, Perf Level, Perf Level Description, Scale Score, Grade 3 ELA Move On When Reading Requirement, Grade 8 Predicted ACT Score, Grade 8 Predicted ACT Score Range Low, and Grade 8 Predicted ACT Score Range High. The table shows 12 students. Above the table, it says 'Total Students Reported: 12'. To the right of the table, there are buttons for 'Download', 'Displaying 25', and 'Manage Columns'.

| SSID | Last Name | First Name | Middle Initial | Date of Birth | Gender | Grade | Testing Group | School | Test Name | Perf Level | Perf Level Description | Scale Score | Grade 3 ELA Move On When Reading Requirement | Grade 8 Predicted ACT Score | Grade 8 Predicted ACT Score Range Low | Grade 8 Predicted ACT Score Range High |
|-------------|-----------|------------|----------------|---------------|--------|-------|---------------|-----------------------|--------------------|------------|------------------------|-------------|--|-----------------------------|---------------------------------------|--|
| 20223000194 | LAST03 | FIRST03 | M | 10/11/2013 | M | 03 | | 1000121 - Trip School | AASA Grade 03 Math | 2 | Partially Proficient | 165 | | | | |
| 20224000193 | LAST04 | FIRST04 | M | 12/12/2012 | M | 04 | | 1000121 - Trip School | AASA Grade 04 Math | 3 | Proficient | 230 | | | | |
| 20225000199 | LAST05 | FIRST05 | M | 02/08/2011 | M | 05 | | 1000121 - Trip School | AASA Grade 05 Math | 1 | Minimally Proficient | 135 | | | | |
| 20226000191 | LAST06 | FIRST06 | M | 10/18/2010 | M | 06 | | 1000121 - Trip School | AASA Grade 06 Math | 4 | Highly Proficient | 300 | | | | |
| 20227000195 | LAST07 | FIRST07 | M | 02/08/2009 | M | 07 | | 1000121 - Trip School | AASA Grade 07 Math | 3 | Proficient | 234 | | | | |

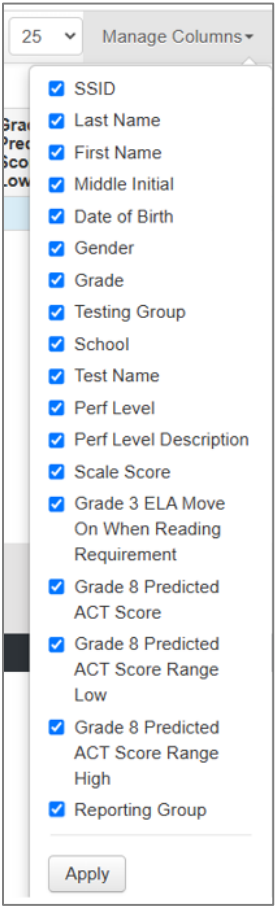
The use of filters will help narrow down the list of students displayed or downloaded. The **Organization Name** filter will only display the organizations for which the user has permission to view (District-level user or School-level user). All filters are multi-select fields, meaning that the user can choose one or more options from the list.

This is a close-up of the filters section. It includes a 'Clear Hide' link. The filters are: Organization Name (Select one or more), Groups (Select one or more), Test Name (Select one or more), Grade (Select one or more), Performance Level (Select one or more), and Test Session (Select one or more).

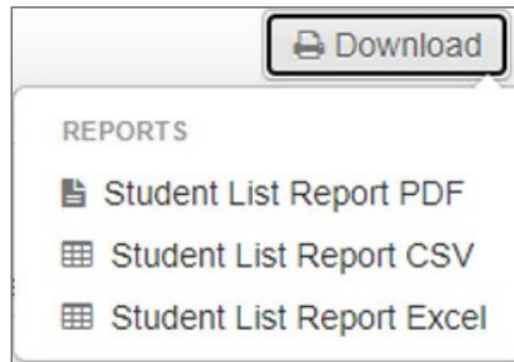
The **Test Name** filter in OnDemand Reports will show all of the tests at the battery level by grade and content area. Examples: **AASA Grade 03 ELA** and **AASA Grade 03 Math** must be selected to view Grade 3 data.



Use the **Manage Columns** menu to add or remove data elements from your OnDemand Report. Check or uncheck the boxes and click the **Apply** button to modify the columns displaying on screen or in your downloadable report.



Once your student list is filtered as desired, click the **Download** button to download the file format of your choice.



The width of the columns on the **PDF** download will be automatically adjusted to fit on one page.

| OnDemand Reports List Report | | | | | | | | | | | | | | | | |
|------------------------------|-----------|------------|----------------|--------------------------|--------|-------|---------------|-----------------------|--------------------|------------|------------------------|-------------------------------|---|---------------------------|-------------------------------------|--------------------------------------|
| Student ALL | | | | Organization Name ALL | | | | Testing Group ALL | | | | Test Name ALL | | | | |
| Grade ALL | | | | Performance Level ALL | | | | Test Session ALL | | | | Total Students Reported 12 | | | | |
| SSID | Last Name | First Name | Middle Initial | Date of Birth | Gender | Grade | Testing Group | School | Test Name | Perf Level | Perf Level Description | Scale Score | Grade 3 ELA Move On When Reading Required | Grade 8 Predict ACT Score | Grade 8 Predict ACT Score Range Low | Grade 8 Predict ACT Score Range High |
| 2022300194 | LAST03 | FIRST03 | M | 10/11/2013 | M | 03 | | 1000121 - Trip School | AASA Grade 03 Math | 2 | Partially Proficient | 165 | | | | |
| 2022400193 | LAST04 | FIRST04 | M | 12/12/2012 | M | 04 | | 1000121 - Trip School | AASA Grade 04 Math | 3 | Proficient | 230 | | | | |

The full column headings are on the **CSV** and **Excel** downloads. To see the full column headings, the columns will need to be expanded or formatted to wrap the text.

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
|----|-------------|-----------|------------|----------------|---------------|--------|-------|---------------|------------------------|--------------------|------------|------------------------|-------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| 1 | SSID | Last Name | First Name | Middle Initial | Date of Birth | Gender | Grade | Testing Group | School | Test Name | Perf Level | Perf Level Description | Scale Score | Grade 3 ELA | Grade 3 Math | Grade 4 ELA | Grade 4 Math | Grade 5 ELA | Grade 5 Math | Grade 6 ELA | Grade 6 Math |
| 2 | 20223000194 | LAST03 | FIRST03 | M | 10/11/2013 | M | 03 | | 1000121 - Trip School | AASA Grade 03 Math | 2 | Partially Proficient | 165 | | | | | | | | |
| 3 | 20224000193 | LAST04 | FIRST04 | M | 12/12/2012 | M | 04 | | 1000121 - Trip School | AASA Grade 04 Math | 3 | Proficient | 230 | | | | | | | | |
| 4 | 20225000199 | LAST05 | FIRST05 | M | 02/08/2011 | M | 05 | | 1000121 - Trip School | AASA Grade 05 Math | 1 | Minimally Proficient | 135 | | | | | | | | |
| 5 | 20226000191 | LAST06 | FIRST06 | M | 10/18/2010 | M | 06 | | 1000121 - Trip School | AASA Grade 06 Math | 4 | Highly Proficient | 300 | | | | | | | | |
| 6 | 20227000195 | LAST07 | FIRST07 | M | 02/08/2009 | M | 07 | | 1000121 - Trip School | AASA Grade 07 Math | 3 | Proficient | 234 | | | | | | | | |
| 7 | 20228000198 | LAST08 | FIRST08 | M | 01/17/2008 | F | 08 | | 1000121 - Trip School | AASA Grade 08 Math | 4 | Highly Proficient | 264 | | 20 | 19 | 23 | | | | |
| 8 | 33333333333 | LNAME03 | FNAME03 | E | 01/03/2013 | F | 03 | | 1000122 - Vivak School | AASA Grade 03 ELA | 2 | Partially Proficient | 170 | Met | | | | | | | |
| 9 | 44444444444 | LNAME04 | FNAME04 | E | 01/04/2012 | M | 04 | | 1000122 - Vivak School | AASA Grade 04 ELA | 3 | Proficient | 240 | | | | | | | | |
| 10 | 55555555555 | LNAME05 | FNAME05 | E | 01/05/2011 | F | 05 | | 1000122 - Vivak School | AASA Grade 05 ELA | 1 | Minimally Proficient | 100 | | | | | | | | |
| 11 | 66666666666 | LNAME06 | FNAME06 | E | 01/06/2010 | M | 06 | | 1000122 - Vivak School | AASA Grade 06 ELA | 4 | Highly Proficient | 275 | | | | | | | | |
| 12 | 77777777777 | LNAME07 | FNAME07 | E | 01/07/2009 | F | 07 | | 1000122 - Vivak School | AASA Grade 07 ELA | 3 | Proficient | 220 | | | | | | | | |
| 13 | 88888888888 | LNAME08 | FNAME08 | E | 01/08/2008 | M | 08 | | 1000122 - Vivak School | AASA Grade 08 ELA | 4 | Highly Proficient | 260 | | 19 | 17 | 21 | | | | |

Performance Level Dashboards

The AASA *Performance Level Dashboards* are available online in the PearsonAccess^{next} platform at <https://az.pearsonaccessnext.com>. This reporting feature allows users to view AASA performance level reports for a district, school, or group of students.

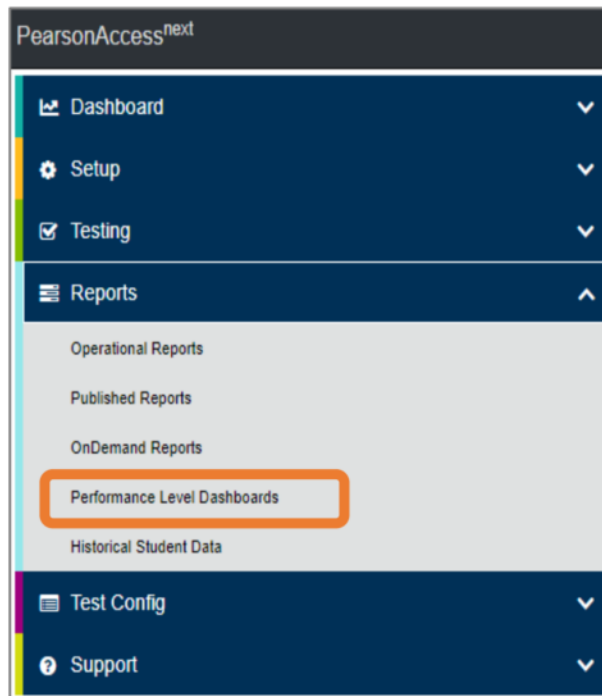
Performance Level Dashboards are accessible to Achievement District Test Coordinators, who are assigned the **Historical Report Viewer** user role, in PearsonAccess^{next}. Achievement District Test Coordinators can assign the **Historical Report Viewer** user role to other users in their assigned district, charter, or school(s) as determined appropriate by the district or charter.

Reporting Groups and Teacher Report Viewer User Role:

Achievement District Test Coordinators and School Test Coordinators are able to create and manage Reporting Groups. This includes assigning users to Reporting Groups.

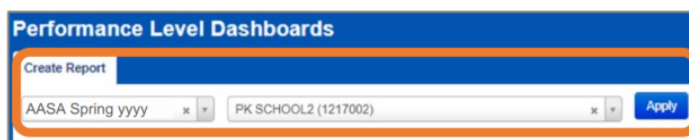
The **Teacher Report Viewer** user role is used to assign users to Reporting Groups. This user role has access to view reporting data for the students in their assigned Reporting Group(s) and has access to the following screens in PearsonAccess^{next}: **Reports > Performance Level Dashboards**, **Reports > Historical Student Data**, and **Support > Documentation**.

To access the *Performance Level Dashboards*, users will select **Performance Level Dashboards** from the **Reports** dropdown.



When the user is logged into PearsonAccess^{next} at the district level, the **Create Report** filter can be used to create reports at the district level or for individual schools. If a user is logged in at the school level, the data will be generated only for that school.

Select the preferred option in the dropdown menu and click the blue **Apply** button.



The *Performance Level Dashboards* display student information for students within the assigned Reporting Group. Select the correct test at the top left of the screen when viewing the *Performance Level Dashboard*. Any test a student has completed for the selected test administration and organization will display. A user will only have access to their assigned organization(s).

Note: If a user is assigned to multiple Reporting Groups, all students assigned to their Reporting Groups will be available for viewing. To view completed tests for students within all assigned Reporting Groups, at the top of the *Performance Level Dashboards* screen, the user must select a test administration and organization followed by selecting the corresponding test. Filters on the right of this screen can be selected to further refine the student data.



Performance Level Dashboards options:

1. Select the corresponding *Performance Level Dashboard*:
 - Performance Levels by Subject and Grade–Preliminary
 - Performance Levels by Demographic–Preliminary
 - Performance Levels by Student Test–Preliminary
 - Performance Levels by Reporting Category–Preliminary
 - Performance Levels by Administration–Preliminary
2. Click the blue **Apply** button.

Filter options:

- To help filter the data, select the check box next to the corresponding filter options.
- Click the blue **Apply** button.

Note: For the *Performance Levels by Subject and Grade–Preliminary* report, as well as the *Performance Levels by Demographic–Preliminary* report, the **Grade** filter is a separate filter that is available for these two reports only. The **Grade** filter is defaulted to all of the grade values so that all of the data initially appears for comparison. Users are able to change the filter and deselect values down to a single grade. For the *Performance Levels by Demographic–Preliminary* report, the **Grade** filter is the only filter available.

The screenshot shows a 'FILTER' panel with a 'Clear' button in the top right. It contains several sections of checkboxes: 'Gender' with 'Female' and 'Male'; 'Race/Ethnicity' with 'American Indian or Alaska Native', 'Asian', 'Black or African American', 'Hispanic or Latino', 'Native Hawaiian or Other Pacific Islander', and 'White'; 'Special Ed' with 'Yes' and 'No'; 'EL Classification' with 'Yes' and 'No'; and 'SES' with 'Yes' and 'No'. An 'Apply' button is at the bottom.

The screenshot shows a 'FILTER' panel with a 'Clear' button in the top right. It features a 'Grade *' section with a list of checkboxes for 'Grade 03', 'Grade 04', 'Grade 05', 'Grade 06', 'Grade 07', and 'Grade 08'. All checkboxes are checked.

Users can change filters to access and view the available online reports and navigate among the available reports' details. The PDF reports may be printed using the **Print** button on the screen. A **Back** button is also available to navigate back to previously viewed reports.

The screenshot shows the 'Performance Level Dashboards' interface. At the top, there's a 'Create Report' section with two dropdown menus: 'AASA Spring yyyy' and 'PV E2E DIST 2 (5550000)', followed by an 'Apply' button. Below this, the report title 'AASA Grade 03 Math' is visible. The main content area shows a progress bar for 'PV E2E DIST 2' with a '100%' label. In the bottom right corner, there are 'Back' and 'Print' buttons, which are highlighted with an orange rectangle.

Performance Levels by Subject and Grade—Preliminary

The *Performance Levels by Subject and Grade—Preliminary* report displays the percentage of students by subject and grade that obtained the following performance levels: **Level 1-Minimally Proficient**, **Level 2-Partially Proficient**, **Level 3-Proficient**, and **Level 4-Highly Proficient**. The **Grades** tab found at the bottom of this report's screen displays additional detailed information by grade and subject.

For the *Performance Levels by Subject and Grade—Preliminary* report, the **Grade** filter is a separate filter that is available for this report. The **Grade** filter is defaulted to all of the grade values so that all of the data initially appears for comparison. Users are able to change the filter and deselect values down to a single grade.



Performance Levels by Demographic–Preliminary

The *Performance Levels by Demographic–Preliminary* report displays the percentage of students by subject that obtained the following performance levels: **Level 1–Minimally Proficient**, **Level 2–Partially Proficient**, **Level 3–Proficient**, and **Level 4–Highly Proficient**. At the bottom of this report’s screen, the following tabs are displayed: **Gender**, **Race/Ethnicity**, and **Other Demographics**.

Each tab displays additional details specific to the demographic information being reported.

- **Gender**—contains a breakdown of the students’ performance levels for each subject by gender.
- **Race/Ethnicity**—contains a breakdown of the students’ performance levels for each subject by student race/ethnicity.
- **Other Demographics**—contains a breakdown of the students’ performance levels for each subject by other demographics that include: Special Education, English Language (EL) Classification, and Supplemental Education Services (SES).

For the *Performance Levels by Demographic–Preliminary* report, the **Grade** filter is available. The **Grade** filter is defaulted to all of the grade values so that all of the data initially appears for comparison. Users are able to change the filter and deselect values down to a single grade.

District and School level:

Note: Under **Create Report**, the dropdown will need to be selected for the district or school-level report. School-level users only have access to select school-level reports.

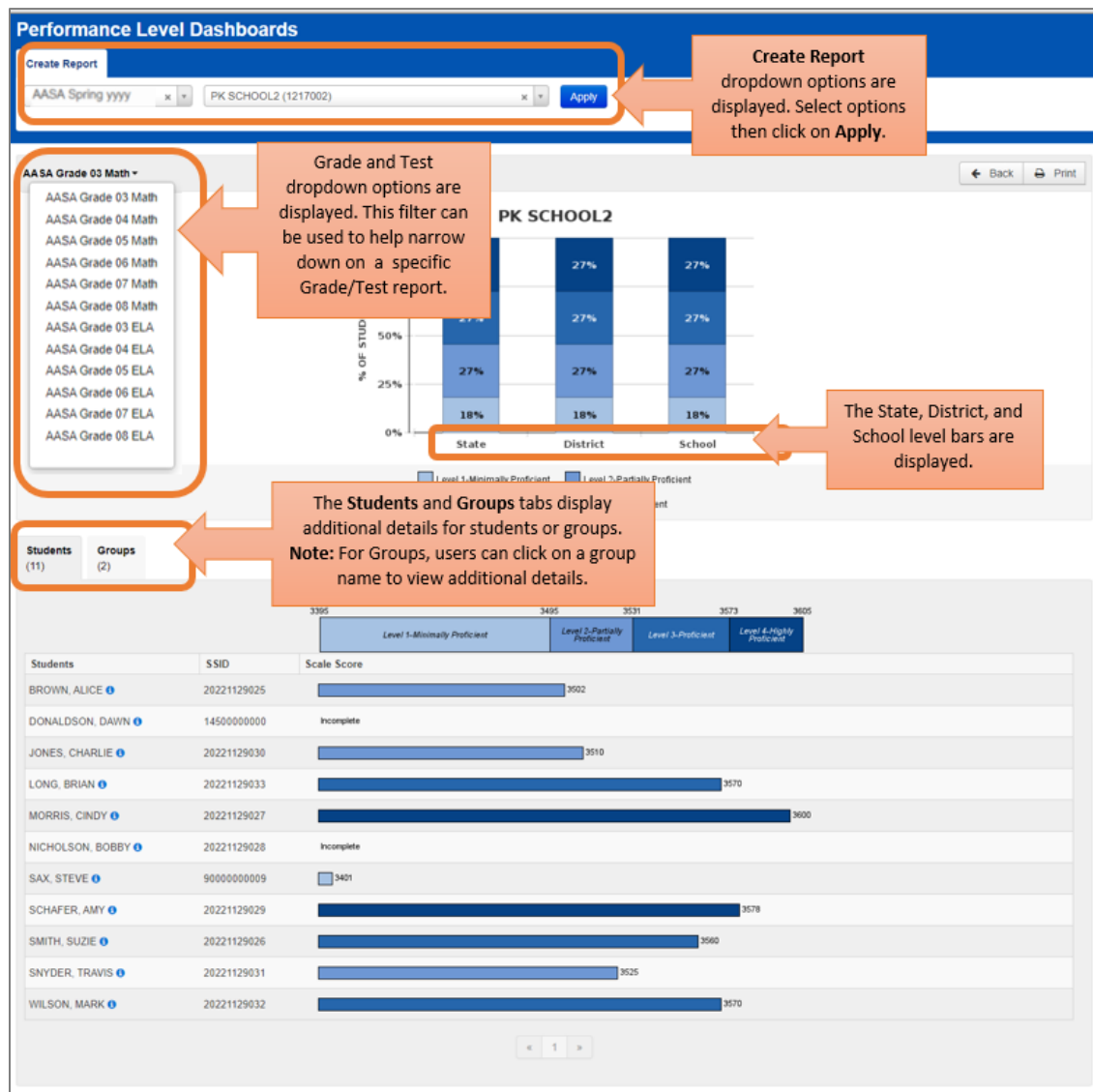


Performance Levels by Student Test–Preliminary

The *Performance Levels by Student Test–Preliminary* report displays the percentage of students that obtained the following performance levels: **Level 1–Minimally Proficient**, **Level 2–Partially Proficient**, **Level 3–Proficient**, and **Level 4–Highly Proficient**. At the bottom of this report’s screen, the following tabs are displayed for a school report: **Students** and **Groups**. Each tab provides additional details.

Users can select the test administration from the dropdown menu on the left side of the screen, and for school reports, users can select **Students** or **Groups** as an additional filter option. Users can view results by Testing Groups and Reporting Groups if these were set up by the school or district within the specified time frame.

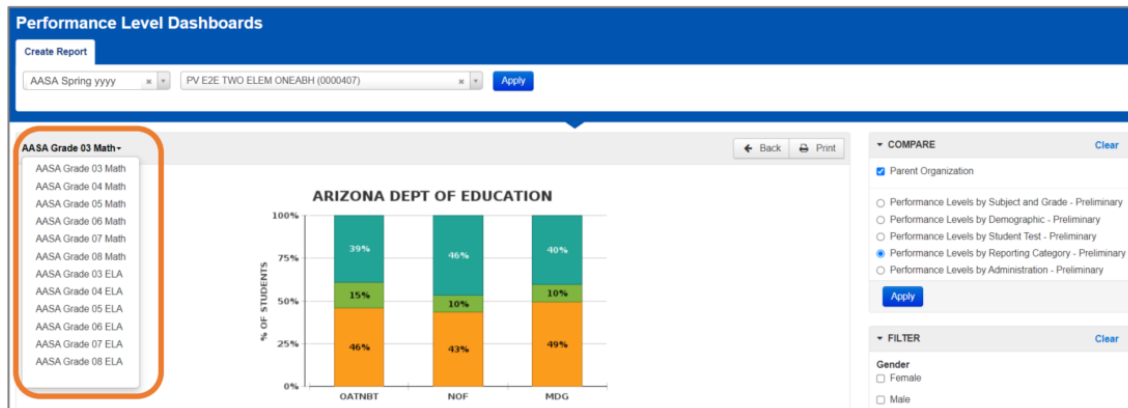
Grade 3 Math–Students:



Performance Levels by Reporting Category–Preliminary

The *Performance Levels by Reporting Category-Preliminary* report displays the percentage of students' performance on reporting categories that describe the knowledge and skills assessed by content area and grade level. The students' performance is reported as one of three levels of mastery: **Below Mastery**, **At/Near Mastery**, or **Above Mastery**.

The **Test** and **Grade** filter dropdown options are available at the top left of the *Performance Levels by Reporting Category* screen. The user can select this filter to narrow down on a specific test and grade report.



At the bottom of this report's screen, the following tabs are displayed: **Students** and **Groups**. These tabs provide additional details for each reporting category. Users can view results by **Testing Groups** and **Reporting Groups** if these were set up by the school or district within the specified time frame.

Note: A student can only be in one Testing Group at a time, but can be in more than one Reporting Group. For students that are assigned to more than one Reporting Group, up to five Reporting Groups will be displayed for the student.

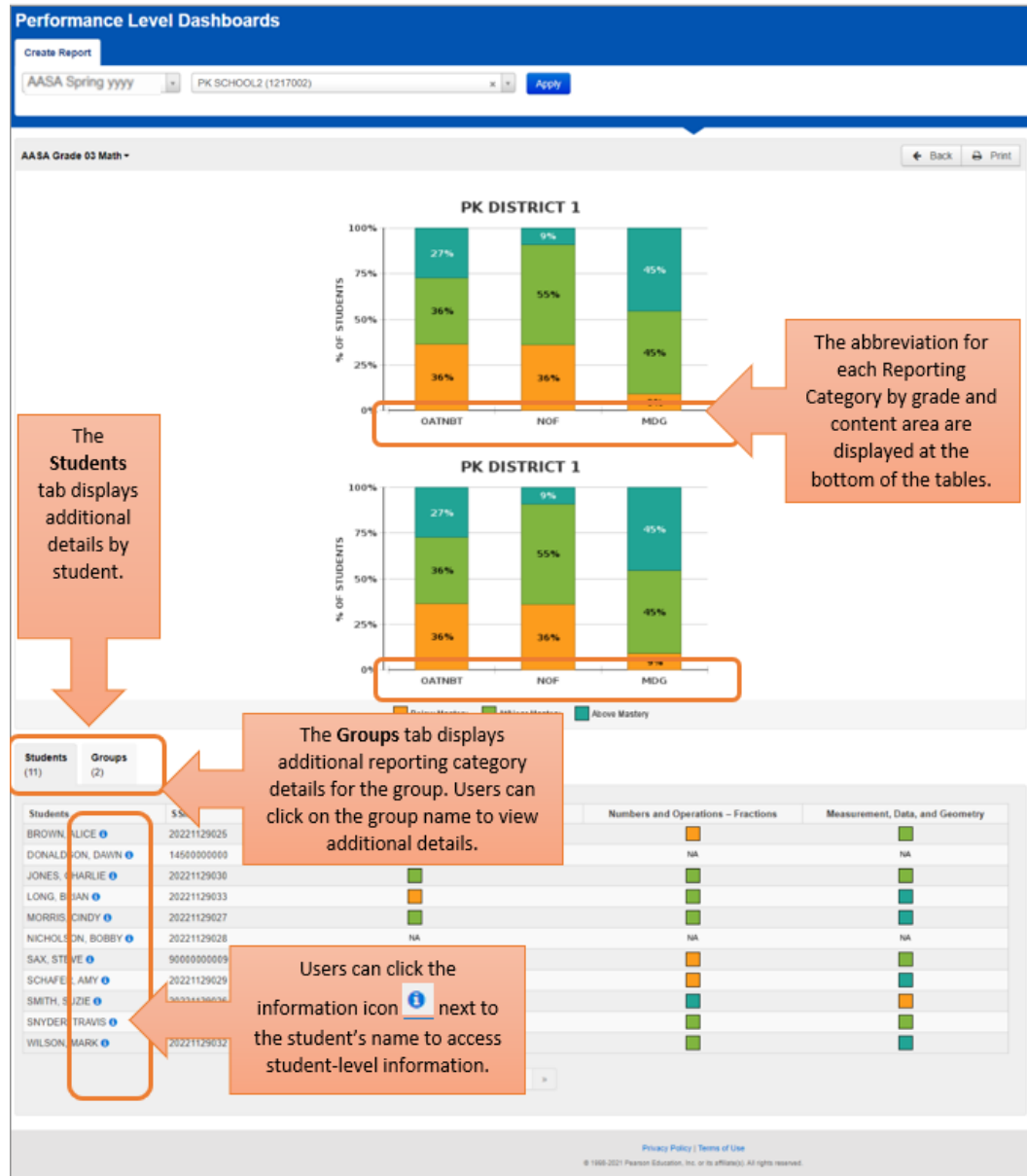
| 0% | | | | |
|---|----------------------|---|------------------------------------|---------------------------------|
| OATNBT NOF MDG | | | | |
| Below Mastery At/Near Mastery Above Mastery | | | | |
| Students (14) | Groups (1) | | | |
| Students | SSID | Operations, Algebraic Thinking, and Numbers in Base Ten | Numbers and Operations – Fractions | Measurement, Data, and Geometry |
| LASTNAMECDEBUT, FNAMECDEBUT | 20233100016 | | | |
| LASTNAMECDEBUU, FNAMECDEBUU | 20233100017 | | | |
| LASTNAMECDEBUV, FNAMECDEBUV | 20233100018 | | | |
| LASTNAMECDEBUW, FNAMECDEBUW | 20233100019 | | | |
| LASTNAMECDEBUX, FNAMECDEBUX | 20233100020 | | | |
| LASTNAMECDEBUY, FNAMECDEBUY | 20233100021 | | | |
| LASTNAMECDEBUZ, FNAMECDEBUZ | 20233100022 | | | |
| LASTNAMECDEBVA, FNAMECDEBVA | 20233100023 | | | |
| LASTNAMECDEBVB, FNAMECDEBVB | 20233100024 | | | |
| LASTNAMECDEBVC, FNAMECDEBVC | 20233100025 | | | |
| LASTNAMECDEBVD, FNAMECDEBVD | 20233100026 | | | |
| LASTNAMECDEBVE, FNAMECDEBVE | 20233100027 | | | |
| LASTNAMECDEBVF, FNAMECDEBVF | 20233100028 | | | |
| LASTNAMECDEBVG, FNAMECDEBVG | 20233100029 | | | |

The AASA Reporting Categories by content area and grade level are abbreviated for the *Performance Levels by Reporting Category—Preliminary* reports in PearsonAccess^{next} (PAN). These abbreviations as shown in PAN are included in the table below as a reference.

Reporting Categories by Content Area and Grade Level

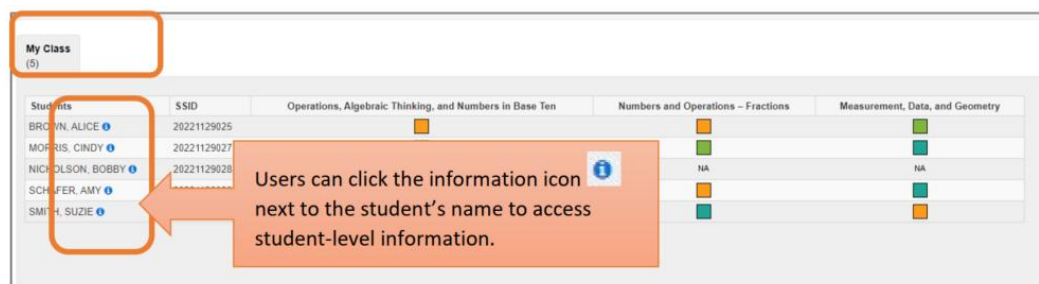
| Subject | Grade | Reporting Category | Sort Order |
|---------|-------|---|------------|
| ELA | 3 | Reading for Information (<i>Abbreviation in PAN: RFI</i>) | 1 |
| | | Reading for Literature (<i>Abbreviation in PAN: RFL</i>) | 2 |
| | | Writing and Language (<i>Abbreviation in PAN: WL</i>) | 3 |
| | 4-8 | Reading for Information (<i>Abbreviation in PAN: RFI</i>) | 1 |
| | | Reading for Literature (<i>Abbreviation in PAN: RFL</i>) | 2 |
| | | Writing and Language (<i>Abbreviation in PAN: WL</i>) | 3 |
| Subject | Grade | Reporting Category | Sort Order |
| Math | 3-5 | Operations, Algebraic Thinking, and Numbers in Base Ten (<i>Abbreviation in PAN: OATNBT</i>) | 1 |
| | | Numbers and Operations – Fractions (<i>Abbreviation in PAN: NOF</i>) | 2 |
| | | Measurement, Data, and Geometry (<i>Abbreviation in PAN: MDG</i>) | 3 |
| | 6-7 | Ratio and Proportional Relationships (<i>Abbreviation in PAN: RPR</i>) | 1 |
| | | The Number System (<i>Abbreviation in PAN: NS</i>) | 2 |
| | | Expressions and Equations (<i>Abbreviation in PAN: EE</i>) | 3 |
| | | Geometry, Statistics and Probability (<i>Abbreviation in PAN: GSP</i>) | 4 |
| | 8 | Expressions and Equations (<i>Abbreviation in PAN: EE</i>) | 1 |
| | | Functions (<i>Abbreviation in PAN: FUNC</i>) | 2 |
| | | Geometry (<i>Abbreviation in PAN: GEOM</i>) | 3 |
| | | Statistics and Probability and The Number System (<i>Abbreviation in PAN: SPNS</i>) | 4 |

Grade 3 Math—Students and Groups:



In the **Groups** tab, the user can select the corresponding group name to view additional details specific to the students assigned to that group.

Group name **My Class** displaying additional student details:

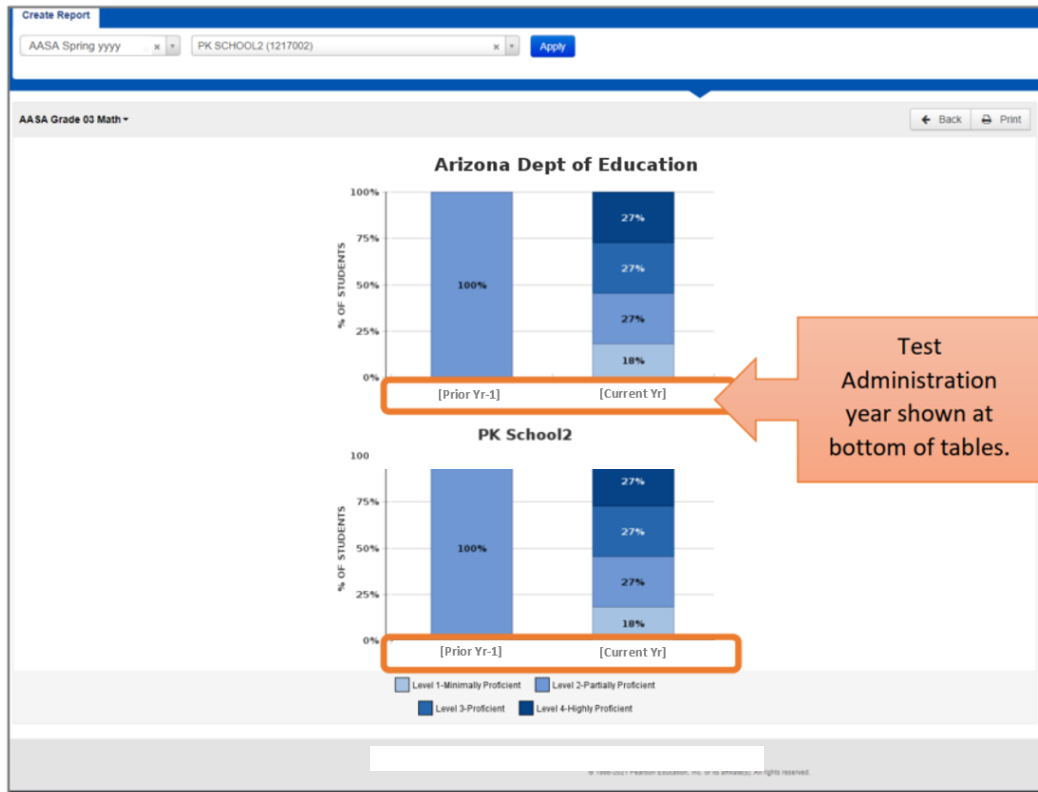


Performance Levels by Administration–Preliminary

The *Performance Levels by Administration-Preliminary* report displays the percentage of students that obtained each of the following performance levels for the current and previous test administrations:

Level 1–Minimally Proficient, Level 2–Partially Proficient, Level 3–Proficient, and Level 4–Highly Proficient.

Grade 3 Math:



Historical Student Data

The AASA *Historical Student Data* reporting feature is available online in the PearsonAccess^{next} platform at <https://az.pearsonaccessnext.com>.

This reporting feature allows users to view AASA historical score information for a student or a group of students in a school or district.

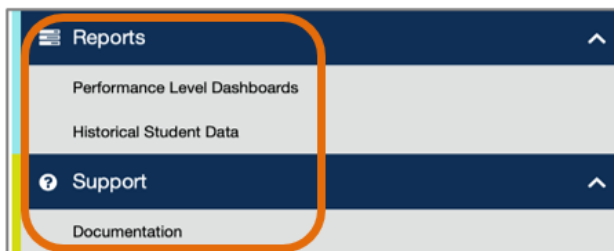
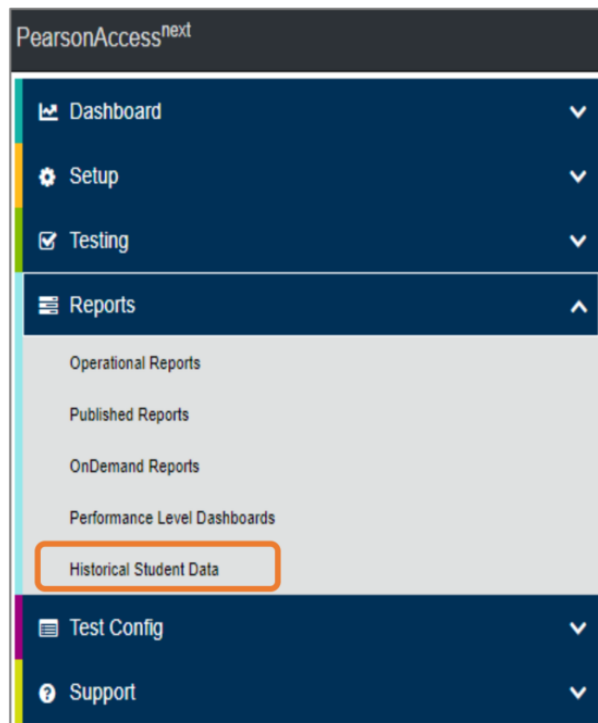
Historical Student Data is accessible to Achievement District Test Coordinators, who are assigned the **Historical Report Viewer** user role. Achievement District Test Coordinators can assign the **Historical Report Viewer** user role to other users in their assigned district, charter, or school(s) as determined appropriate by the district or charter.

Reporting Groups and Teacher Report Viewer User Role:

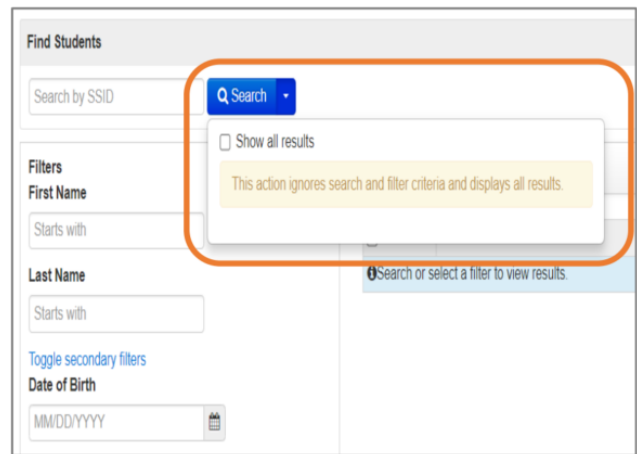
Achievement District Test Coordinators and School Test Coordinators are able to create and manage Reporting Groups. This includes assigning users to Reporting Groups.

The **Teacher Report Viewer** user role is used to assign users to Reporting Groups. This user role has access to view reporting data for the students in their assigned Reporting Group(s) and has access to the following screens in PearsonAccess^{next}: **Reports > Performance Level Dashboards**, **Reports > Historical Student Data**, and **Support > Documentation**.

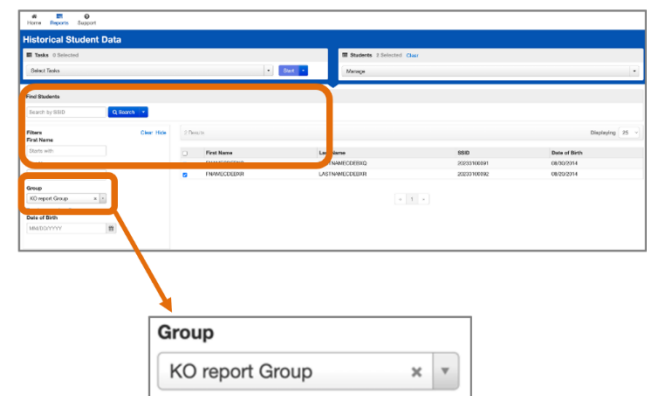
To access the *Historical Student Data*, users will select **Historical Student Data** from the **Reports** dropdown.



Filter and sort options are available for use in *Historical Student Data*. Using the **Search** dropdown, users can select **Show all results** to display all students in their assigned school or district. The use of filters will help narrow down the list of students displayed. Data can display by Testing Groups and Reporting Groups if these were set up by the school during the specified time frame. In the **Group** filter, the user is able to choose one of the available options from the list.

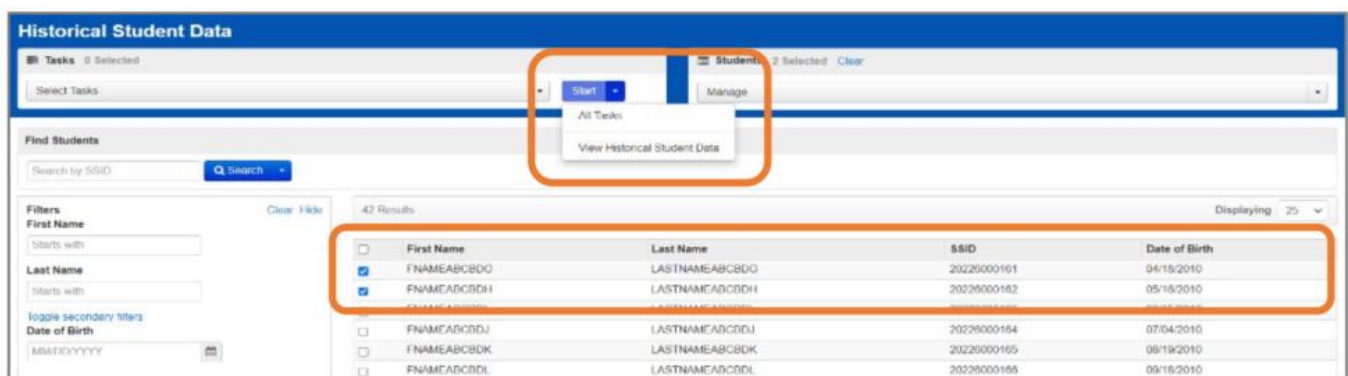


The **Teacher Report Viewer** user role can select their assigned Reporting Group from the **Group** filter and only the students in the Reporting Group will be listed. **Note:** If a user is assigned to multiple groups, then all students in the assigned multiple groups can be viewed by using the **Find Students** option and selecting, **Search > Show all results**. Individual students can be searched by SSID. When the **Group** filter is selected, all students from the selected group will appear.



The following *View Historical Student Data* screen will display for users with the **Historical Report Viewer** role or the **Teacher Report Viewer** role.

Once the student or group of students are displayed in the *Historical Student Data* screen, place a check mark in the box next to the student(s) name, then from the **Start** dropdown, select **View Historical Student Data**.



The *View Historical Student Data* screen will display. The students selected on the *Historical Student Data* screen will be listed under the **SSID** section on the left of the screen. Users can select the student's record from the **SSID** section and the student's test information will display to the right of this screen. The scroll bar in the **SSID** section can be used to scroll down and select additional student records.

All available student tests for current year and prior year test administrations will be shown.

View Historical Student Data

View Historical Student Data

SSID

LASTNAMECDEBXQ, FNAMECDEBXQ P (20233100091)

LASTNAMECDEBXR, FNAMECDEBXR P (20233100092)

ASSESSMENTS

LASTNAMECDEBXQ, FNAMECDEBXQ P (20233100091)

Administration

Organization Name

Subject

Grade

Scale Score

Performance Level

Passing

AASA Spring [Current Yr]

PV E2E ONE ELEM BIE ABH (0000981)

ELA

04

2439

Level 1-Minimally Proficient

Performance Levels 3 and 4 are passing.

AASA Spring [Prior Yr]

PV E2E ONE ELEM BIE ABH (0000981)

Math

03

3395

Level 1-Minimally Proficient

Performance Levels 3 and 4 are passing.

AASA Spring [Prior Yr]

PV E2E ONE ELEM BIE ABH (0000981)

ELA

03

2475

Level 1-Minimally Proficient

Performance Levels 3 and 4 are passing.

Print

The test administration can be expanded to show the student data for all available tests for the student(s) selected. Click on the arrow to the left of the Administration name to display additional data for the student for that test administration, including the student's test date, scale score, performance level, and reporting category performance. The Print option allows a user to print a Student History Report (PDF) or a Historical Student Data Summary List (PDF).

ASSESSMENTS

LASTNAMEABCBLU, FNAMEABCBLU H (20227000183)

Administration

Organization Name

AASA Spring yyyy

PV E2E SCHOOL 4 (5551111)

Print

REPORTS

Student History Report

Historical Student Data Summary List

View Historical Student Data

View Historical Student Data

SSID

LASTNAMEABCBIG, FNAMEABCBIG I (20243000091)

LASTNAMEABCBIH, FNAMEABCBIH J (20243000092)

LASTNAMECDEBXQ, FNAMECDEBXQ P (20233100091)

LASTNAMECDEBXR, FNAMECDEBXR P (20233100092)

ASSESSMENTS

LASTNAMECDEBXQ, FNAMECDEBXQ P (20233100091)

Administration

Organization Name

Subject

Grade

Scale Score

Performance Level

Passing

AASA Spring [Current Yr]

PV E2E ONE ELEM BIE ABH (0000981)

ELA

04

2439

Level 1-Minimally Proficient

Performance Levels 3 and 4 are passing.

AASA Spring [Prior Yr]

PV E2E ONE ELEM BIE ABH (0000981)

Math

03

3395

Level 1-Minimally Proficient

Performance Levels 3 and 4 are passing.

Test Details

District

Test Date

PRODUCT VALIDATION E2E DISTRICT THR (3333333)

mm/dd/yyyy

Reporting Category Performance

Operations, Algebraic Thinking, and Numbers in Base Ten

Below Mastery

1

Numbers and Operations – Fractions

Below Mastery

1

Measurement, Data, and Geometry

Below Mastery

1

AASA Spring [Prior Yr]

PV E2E ONE ELEM BIE ABH (0000981)

ELA

03

2475

Level 1-Minimally Proficient

Performance Levels 3 and 4 are passing.

Overview of the **View Historical Student Data** screen columns:

- **Administration**—This is the test administration year associated with the student’s test results.
- **Organization Name**—This is the organization’s name associated with the student’s test results.
- **Subject**—This is the subject (Math or ELA) associated with the student’s test results.
- **Grade**—This is the grade level associated with the student’s test results.
- **Scale Score**—This is the student’s scale score for completed tests.
- **Performance Level**—This is the performance level classification associated with the student’s score for the test.
- **Passing**—The following message will display as a reminder of the Performance Levels considered “Passing”: Performance Levels 3 and 4 are passing.

Below are some samples of how the *Historical Student Data* will be displayed.

Grade 3 ELA—Historical Student Data

| | | | | | | | |
|--|------------|-----------------------------------|-----|-----------------------------------|------|------------------------------|---|
| AASA Spring yyyy | | PK SCHOOL2 (1217002) | ELA | 03 | 2397 | Level 1-Minimally Proficient | Performance Levels 3 and 4 are passing. |
| Test Details | | | | | | | |
| District | Test Date | Move on When Reading | | | | | |
| PK District 1 (1217020) | yyyy-mm-dd | Met | | | | | |
| Statement of Purpose, Focus & Organization | | Evidence & Elaboration | | Conventions & Editing | | | |
| Earned 5 out of 9 possible points | | Earned 3 out of 9 possible points | | Earned 8 out of 9 possible points | | | |
| Reporting Category Performance | | | | | | | |
| Reading for Information | | Below Mastery | | 1 | | | |
| Reading for Literature | | Below Mastery | | 0 | | | |
| Writing and Language | | Below Mastery | | 1 | | | |

Note: The “Move on When Reading” (MOWR) requirement indicator, for whether or not the student has met the MOWR requirement, and the Writing Trait scores are displayed.

Grades 3–5 Math—Historical Student Data

| | | | | | | | |
|---|------------|----------------------|------|----|------|--------------------|---|
| AASA Spring yyyy | | PK SCHOOL2 (1217002) | Math | 03 | 3560 | Level 3-Proficient | Performance Levels 3 and 4 are passing. |
| Test Details | | | | | | | |
| District | Test Date | | | | | | |
| PK District 1 (1217020) | yyyy-mm-dd | | | | | | |
| Reporting Category Performance | | | | | | | |
| Operations, Algebraic Thinking, and Numbers in Base Ten | | At/Near Mastery | | 2 | | | |
| Numbers and Operations – Fractions | | Above Mastery | | 3 | | | |
| Measurement, Data, and Geometry | | Below Mastery | | 1 | | | |

Grade 8 ELA and Math—Historical Student Data

| | | | | | | | |
|--|---------------------------|-----------------------------------|------|-----------------------------------|------|---------------------------|---|
| AASA Spring yyyy | | PK SCHOOL2 (1217002) | Math | 08 | 3774 | Level 4-Highly Proficient | Performance Levels 3 and 4 are passing. |
| Test Details | | | | | | | |
| District | Test Date | | | | | | |
| PK District 1 (1217020) | yyyy-mm-dd | | | | | | |
| Predicted ACT Score | Predicted ACT Score Range | | | | | | |
| 20 | 19 – 23 | | | | | | |
| Reporting Category Performance | | | | | | | |
| Expressions and Equations | | At/Near Mastery | | 2 | | | |
| Functions | | Above Mastery | | 3 | | | |
| Geometry | | Above Mastery | | 3 | | | |
| Statistics and Probability and The Number System | | Above Mastery | | 3 | | | |
| Test Details | | | | | | | |
| District | Test Date | | | | | | |
| PK District 1 (1217020) | yyyy-mm-dd | | | | | | |
| Predicted ACT Score | Predicted ACT Score Range | | | | | | |
| 19 | 17 – 21 | | | | | | |
| Statement of Purpose, Focus & Organization | | Evidence & Elaboration | | Conventions & Editing | | | |
| Your student's response was blank | | Your student's response was blank | | Your student's response was blank | | | |
| Reporting Category Performance | | | | | | | |
| Reading for Information | | Above Mastery | | 3 | | | |
| Reading for Literature | | Above Mastery | | 3 | | | |
| Writing and Language | | At/Near Mastery | | 2 | | | |

Note: The **Predicted ACT Score** and **Predicted ACT Score Range** are displayed in the above sample.

Accessing Reports in PearsonAccess^{next}

Access to the online reports in the PearsonAccess^{next} platform depends on the assigned user roles and the school and district associations. For more information on creating and managing user roles in PearsonAccess^{next}, refer to the *PearsonAccess^{next} User's Guide*, available in PearsonAccess^{next} (<https://az.pearsonaccessnext.com>) under **Support > Documentation** and on the Pearson-hosted AASA Support Page (<https://az-support.mypearsonsupport.com/aasa/>).

How to Log Into PearsonAccess^{next}

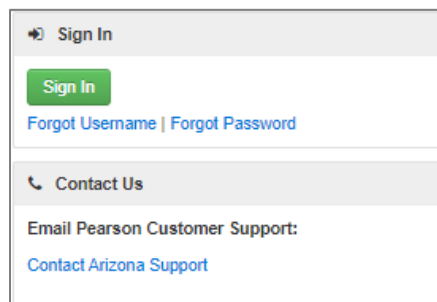
To log into PearsonAccess^{next}, you must have an authorized username and password. If you have not yet received your login information, contact your School Test Coordinator or District Test Coordinator as you will need to be added to PearsonAccess^{next} as an authorized user before you can access the online reports.

To log into PearsonAccess^{next}:

1. Open your web browser and navigate to the PearsonAccess^{next} platform (<https://az.pearsonaccessnext.com>).

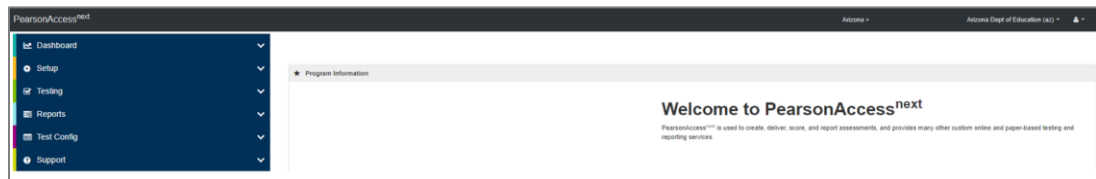


2. Click on the green **Sign In** button that is located on the right side of the PearsonAccess^{next} Home Screen. The **Login** screen appears.



3. Enter your Username (email address) and password on the **Login** screen.

4. Click on the blue **Login** button. You will be logged into PearsonAccess^{next} provided you have entered the correct login credentials.



Note: Your Username is your email address. Passwords must be reset each year. If you forgot your password, use the hyperlink **Forgot Password** to request a password reset email.

How to View the Online Reports

When you first log into PearsonAccess^{next} (<https://az.pearsonaccessnext.com>), the **Home Screen** is displayed.

1. Select the **Test Administration** in the black task bar across the top of the screen. This will open the **Test Administration** dropdown menu.
2. From the **Test Administration** dropdown menu, select the test administration year and program.
3. On the black task bar across the top of the screen, select the **Organization Name**. This will open the **Organization** dropdown menu.
4. To search for reports, on the **Organization** dropdown menu:
 - School-level users should select the **School** radio button to search for their school reports.
 - District-level users should select the **District** radio button to search for all schools' reports and student data files assigned to their district.
5. To view information for a specific school, select the school name from the list of schools in the **Organization** dropdown menu. You can also enter the school name in the search box.

Note: District-level users can leave the Organization Name as their District name and use the reporting filters on the **Published Reports** screen, detailed later in this section, to search for specific school reports and student data files.
6. Go to **Reports**, select **Published Reports**.

7. On the **Published Reports** screen, there are two ways to find reports.
 - Enter search information into the **Find Reports** filter.
 - Enter search information into the **Filters** section.
 - **Organization Type** (select School or District, as applicable)
 - **Organization Name** (type in the partial or full school name)
Note: Your assigned organization will be automatically populated in this filter. If your assigned organization is at the district-level, remove this filter selection to view school-level reports.
 - **Published Report Date Range** (mm/dd/yyyy)
8. You can download and view one or multiple reports. To download a single report or student data file (district-level only), select the hyperlink **File Name**.
9. To download multiple reports or student data files (district-level only), place a **check mark** in the box(es) next to the file name and then select **Download**.
Note: The selected reports will download to your computer. Print or save using your computer's print function. Depending on the number of reports selected, the download may occur as a compressed (zipped) folder, and you will need to extract the files.

AASA Online Reports in the Parent Portal

The **AASA Parent Portal** is an optional resource available to schools, districts, and families. The **AASA Parent Portal** allows families to securely access their student's *AASA Confidential Student Score Report* (Individual Student Report) online using the student's first name, last name, date of birth, and a claim code. The claim code can only be provided to families by the student's school or district.

The *AASA Parent Portal User Guide* is available to share with families. This guide includes the steps that should be followed to access their student's reports on the **AASA Parent Portal**.

The following user roles will have access to request and download the **Claim Codes** file (in **CSV** format) in PearsonAccess^{next}:

- District-level users with user roles:
 - AASA District Test Coordinator
 - AASA District Report Only
- School-level users with user roles:
 - AASA School Test Coordinator
 - AASA School Report Only

The **Claim Codes** file (in **CSV** format) is available for request on the following PearsonAccess^{next} screen: **Reports > Operational Reports > Students & Registrations > Claim Codes**. The following student information required to access student reports will be available on this file: Claim Code, Student's First Name, Student's Last Name, and Date of Birth (DOB). This personalized student information, with exception to the Date of Birth (DOB), may be provided to the parents using the *AASA Parent Portal User Guide*.

Operational Reports

Claim Codes

Claim Codes

Execution Date
mm/dd/yyyy 05:00:00 PM

Organization
Arizona Dept of Education (az)

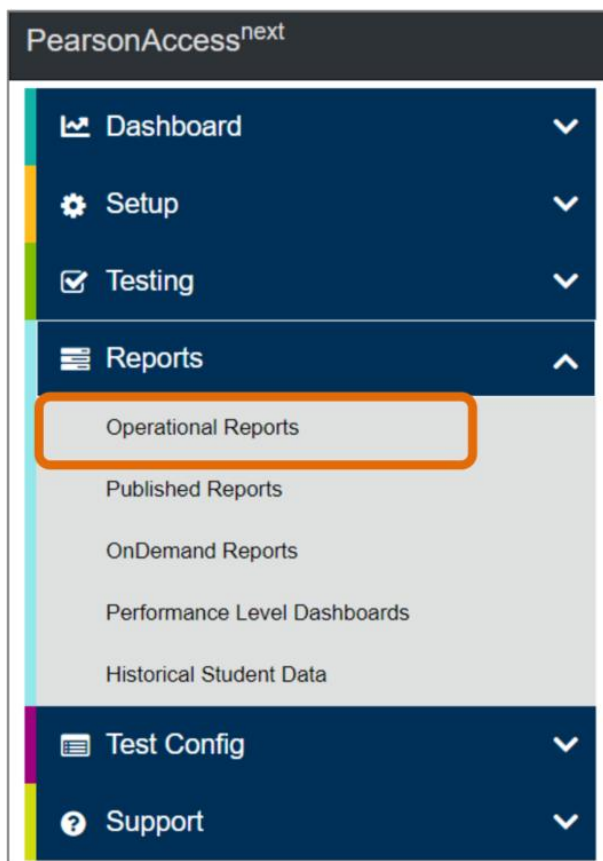
Test Administration
Arizona >

[Download Report](#)

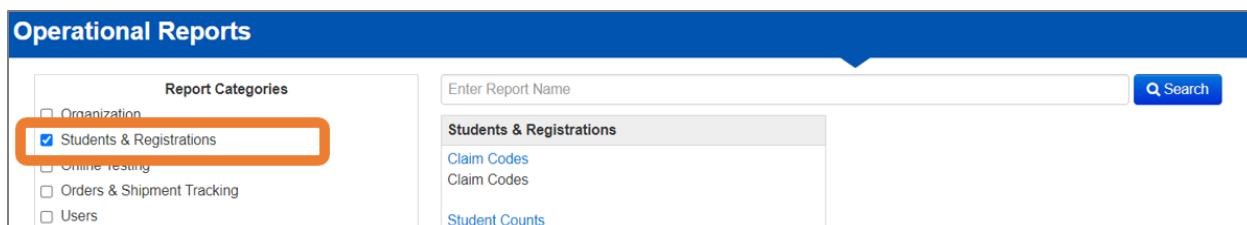
[Request Report Refresh](#)

To request the Claim Codes files (in CSV format) in PearsonAccess^{next}:

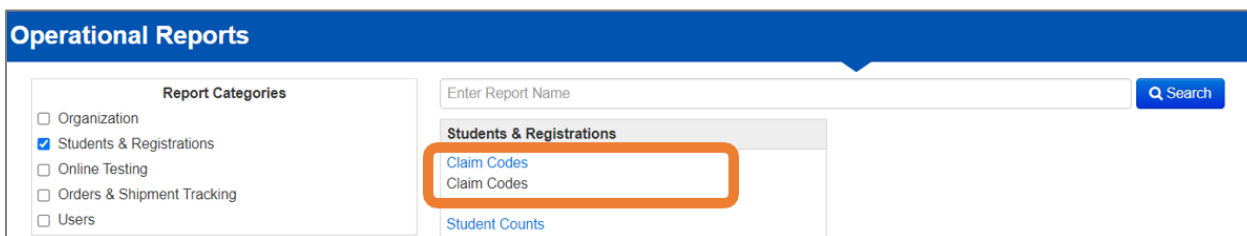
1. Select **Operational Reports** in the **Reports** dropdown menu.



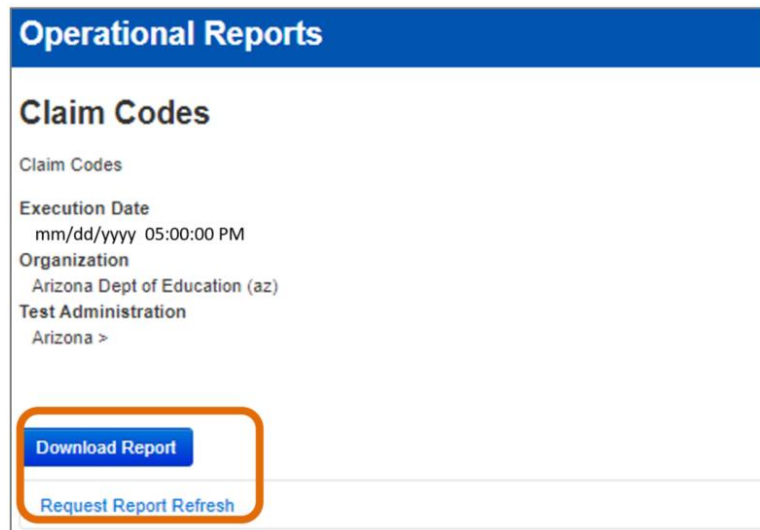
2. Check the box next to **Students & Registrations** on the **Operational Reports** screen.



3. Click on the blue hyperlink **Claim Codes**.

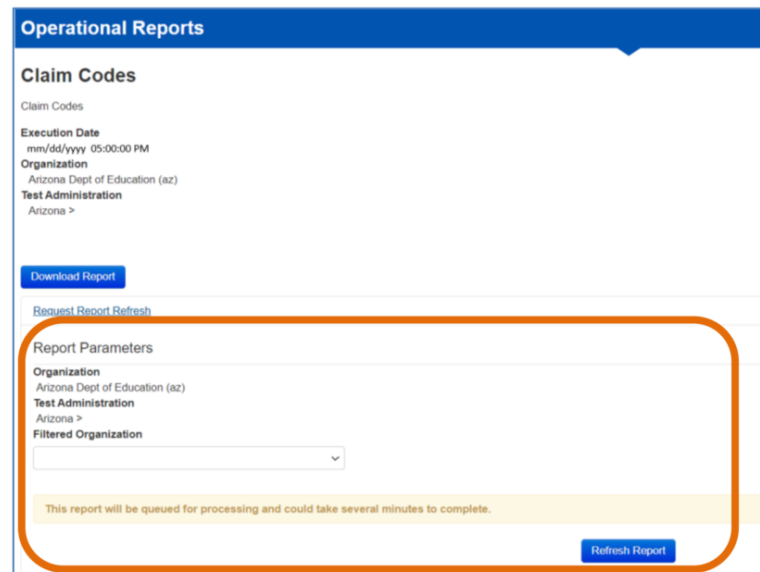


4. The **Claim Codes** screen will display. Click the **Download Report** button on this screen. District-level users who want to view a specific school's **Claim Codes** file should select the blue hyperlink **Request Report Refresh**.



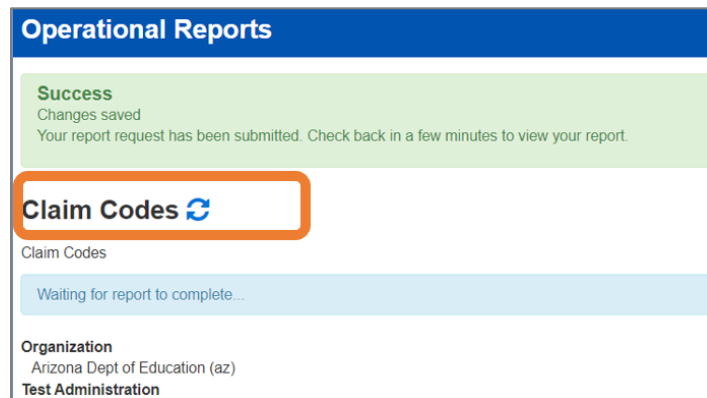
The screenshot shows the 'Operational Reports' header in a blue bar. Below it is the 'Claim Codes' section. It includes fields for 'Claim Codes', 'Execution Date' (mm/dd/yyyy 05:00:00 PM), 'Organization' (Arizona Dept of Education (az)), and 'Test Administration' (Arizona >). At the bottom, there is a blue 'Download Report' button and a blue hyperlink 'Request Report Refresh'. An orange rounded rectangle highlights both the button and the hyperlink.

5. If the blue hyperlink **Request Report Refresh** is selected, the screen will expand to show additional fields at the bottom of the screen. On this screen, the district-level users can select a specific school in the **Filtered Organization** dropdown or, if preferred, can leave this field blank for a default view of the District report. Click the **Refresh Report** button.




This screenshot shows the same 'Operational Reports' screen but with the 'Request Report Refresh' hyperlink selected. The 'Report Parameters' section is now expanded and highlighted with an orange rounded rectangle. It contains fields for 'Organization' (Arizona Dept of Education (az)), 'Test Administration' (Arizona >), and a 'Filtered Organization' dropdown menu. Below these fields is a yellow message bar that says 'This report will be queued for processing and could take several minutes to complete.' and a blue 'Refresh Report' button.

6. Once the request has been submitted, the report will be queued for processing and could take a few minutes to complete. To refresh this screen, click on the **Claim Codes** refresh button found at the top of the screen.



Operational Reports

Success
Changes saved
Your report request has been submitted. Check back in a few minutes to view your report.

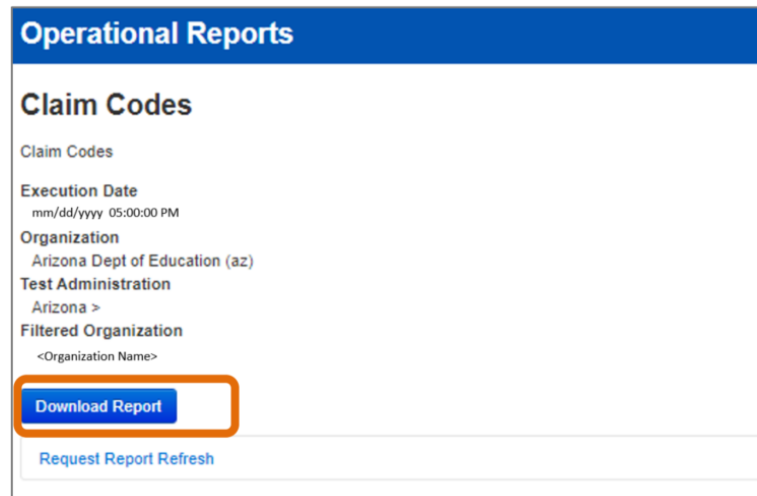
Claim Codes 

Claim Codes

Waiting for report to complete...

Organization
Arizona Dept of Education (az)
Test Administration

7. Once the **Claim Codes** file completes processing, the **Download Report** button will appear. Click on the **Download Report** button to download the file onto your computer.



Operational Reports

Claim Codes

Claim Codes

Execution Date
mm/dd/yyyy 05:00:00 PM

Organization
Arizona Dept of Education (az)

Test Administration
Arizona >

Filtered Organization
<Organization Name>

Download Report

[Request Report Refresh](#)

- Once the **Claim Codes** file is downloaded onto your computer, you will be able to use the sort and filter options available as part of the file format.

Sample of **Claim Codes** file (in **CSV** format)

| | A | B | C | D | E | F | G | H | I | J | K |
|---|-----------------|--------------------------------|-------|--------------|--------------|--------------------|--------------------|--------------------|---------------------|---------------|--------|
| 1 | Organization | Arizona Dept of Education (az) | | | | | | | | | |
| 2 | Test Administra | Arizona > AASA > | | | | | | | | | |
| 3 | Org Code | School Name | Grade | Claim Code | Student Code | Local Student Code | Student Last Name | Student First Name | Student Middle Name | Date of Birth | Gender |
| 4 | 401 | PV E2E ONE ELEM ONEABH | 5 | 25cyY22PPuZ | 20225100001 | | LASTNAMEABCCJO | FNAMEABCCJO | L | 4/18/2011 | F |
| 5 | 401 | PV E2E ONE ELEM ONEABH | 8 | 2PQz7LdGtbmY | 20228100004 | | LASTNAMEABCDGT | FNAMEABCDGT | E | 7/4/2008 | M |
| 6 | 401 | PV E2E ONE ELEM ONEABH | 8 | 2vgC4j7zgsdD | 44704687691 | | INTGRADEEGHTLNAMEF | INTGRADEEGHTFNAMEF | D | 5/16/2008 | M |
| 7 | 401 | PV E2E ONE ELEM ONEABH | 3 | 2ZMK7gUNwYcT | 20223100002 | | LASTNAMEABCBUF | FNAMEABCBUF | T | 10/9/2013 | F |

The columns **Claim Code**, **Student First Name**, **Student Last Name**, and **Date of Birth (DOB)** listed on the **Claim Codes** file (in **CSV** format), will be needed by the parents to access their student's reports in the **AASA Parent Portal**.

Note: Only the **Claim Code**, **Student First Name**, and **Student Last Name** will be included in the *AASA Parent Portal User Guide*.

Use of the **AASA Parent Portal** is optional for schools and districts. If a school or district decides to use the **AASA Parent Portal**, then the school or district will be responsible for providing their students' parents with the necessary information via the *AASA Parent Portal User Guide*, which will need to be personalized with each student's information.

Contact Information

If you have questions about PearsonAccess^{next}, or for support with logging into PearsonAccess^{next}, contact 1-888-705-9421 (option 3 for AASA), Monday through Friday, 7:00 a.m. to 7:00 p.m. CST, except holidays.

For email support, from the PearsonAccess^{next} **Home Screen** (<https://az.pearsonaccessnext.com>), select the hyperlink **Contact Arizona Support** under the **Contact Us** section.