



# AzMERIT

## Guide to the Sample Tests

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Fall 2015

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*Prepared by the Arizona Department of Education and the American Institutes for Research®*



## Section VI. Writing Guides for English Language Arts (ELA)

The AzMERIT ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. The **structure** of the sample AzMERIT writing test is similar to the actual AzMERIT writing test. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

**CBT**— On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference

the appropriate Writing Guide by clicking on this icon → .

**PBT**— On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be two final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

The next several pages of this section contain Writing Guides for each grade-level band that will be available to students on AzMERIT.

## Grades 9–11 Informative-Explanatory Essay Writing Guide

Statement of Purpose/ Focus and Organization	Evidence/Elaboration	Editing/Conventions
<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained.</li> <li>Controlling idea or main idea of a topic is introduced and communicated clearly for the purpose, audience, and task.</li> </ul> <p>The response has a clear and effective organizational structure, creating unity and completeness:</p> <ul style="list-style-type: none"> <li>A variety of transitional strategies are consistently used to effectively clarify the relationships between and among ideas.</li> <li>Progression of ideas from beginning to end is logical.</li> <li>Introduction and conclusion are effective for audience and purpose.</li> <li>Appropriate sentence structure variety produces strong connections among ideas.</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>Use of evidence from sources is complete and smoothly integrated and cited.</li> <li>A variety of effective elaborative techniques are used.</li> </ul> <p>The response demonstrates strategic use of language to produce clear communication:</p> <ul style="list-style-type: none"> <li>Precise language clearly and effectively expresses ideas.</li> <li>Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose.</li> </ul>	<p>The essay displays adequate command of all grade-level conventions of writing:</p> <ul style="list-style-type: none"> <li>Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed.</li> <li>Use of punctuation, capitalization, and spelling is adequate.</li> </ul>

### References and Citations

When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).

## Grades 9–11 Argumentative Essay Writing Guide

Statement of Purpose/ Focus and Organization	Evidence/Elaboration	Editing/Conventions
<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>• Claim is clearly stated, focused, and strongly maintained.</li> <li>• Claim is introduced and communicated appropriately for the purpose, audience, and task.</li> <li>• Alternate or opposing claims are clearly addressed.</li> </ul> <p>The response has a clear and effective organizational structure, creating unity and completeness:</p> <ul style="list-style-type: none"> <li>• A variety of transitional strategies are consistently used to effectively clarify the relationships between and among ideas.</li> <li>• Progression of ideas from beginning to end is logical.</li> <li>• Introduction and conclusion are effective for audience and purpose.</li> <li>• Appropriate sentence structure variety produces strong connections among ideas.</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer's claim, including the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>• Claims are supported with relevant evidence from credible sources and clear reasoning.</li> <li>• Use of evidence from sources is complete and smoothly integrated and cited.</li> <li>• A variety of effective elaborative techniques are used.</li> </ul> <p>The response demonstrates strategic use of language to produce clear communication:</p> <ul style="list-style-type: none"> <li>• Precise language clearly and effectively expresses ideas.</li> <li>• Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose.</li> </ul>	<p>The response displays adequate command of grade-level and preceding-level conventions of writing:</p> <ul style="list-style-type: none"> <li>• Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed.</li> <li>• Use of punctuation, capitalization, and spelling is adequate.</li> </ul>

### References and Citations

When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).

## Section VII. Calculator Guidance—Math

The AzMERIT calculator guidance was determined with the input of Arizona educators who have reviewed AzMERIT items. The guidelines were determined to provide appropriate support for students while still measuring a student’s mastery of the standards.

These guidelines are for the assessment only. They are not intended to limit instruction in the classroom. Technology is a part of the Arizona College and Career Ready Standards and students should still be interacting with technology as appropriate for engaging with and learning the standards.

The applicable portion of the CBT will include the acceptable online version of approved calculator. Providing handheld calculators is not a requirement for schools choosing the CBT. However, students may use an acceptable handheld calculator in addition to or instead of the online calculator.

Grades	Calculator Usage on AzMERIT Assessments
<b>Grades 3–6</b>	<b>No calculators permitted on AzMERIT.</b>
<b>Grades 7–8</b>	<p><b>Scientific Calculator permitted on AzMERIT Math Part 1 only. No calculators permitted on AzMERIT Math Part 2.</b></p> <p>Scientific calculator should include these functions: standard four functions (addition, subtraction, multiplication, division), decimal, change sign (+/-), parentheses, square root, and <math>\pi</math>. They may NOT include any problem solving or programming capabilities, place values, and inequalities.</p> <p>Sample acceptable calculator: TI-30X IIS or similar.</p>
<b>High School End-of-Course Tests</b>	<p><b>Graphing calculators permitted on AzMERIT Math Part 1 and Part 2.</b></p> <p>No calculators with Computer Algebra System (CAS) features are allowed. Calculators may NOT be capable of communication with other calculators through infrared sensors. NO instruction or formula cards, or other information regarding the operation of calculators such as operating manuals are permitted. The memory of any calculator with programming capability must be cleared, reset, or disabled when students enter the testing room. If the memory of any calculator is password protected, and cannot be cleared or reset, the calculator may NOT be used.</p> <p>Sample acceptable calculators: TI-84 Plus, Casio FX-9750GII, or similar.</p>
<ul style="list-style-type: none"> <li>• No laptop, tablet, or phone based calculators will be allowed during the AzMERIT assessment.</li> <li>• Students are not allowed to share calculators during a testing session.</li> </ul>	

## Section VIII. Paper-Based Testing (PBT)

### Consumable Booklets

AzMERIT is a Computer-Based Test (CBT). However, a Paper-Based Test (PBT) is available for schools that opted out of the CBT. The PBT will consist of consumable test booklets. This means that there will be ***no separate answer documents***; students will answer the questions ***directly*** in the test booklets, and the test booklets will be scanned in their entirety by the vendor.

Some technology-enhanced items are converted for use on the Paper-Based Tests. Below are samples of various item types that will appear on the Paper-Based version of AzMERIT. This section also includes sample “Final Copy” pages from the Paper-Based Writing Test.

### Sample Paper Items—ELA

While some items in the ELA portion of the test are shown as individual sample items in this guide all items on the AzMERIT CBT and PBT will be associated with one or more passages. The AzMERIT ELA test will have a Writing part, Reading Part 1 and Reading Part 2 for all grade levels. On paper the students will have access to one or more passages that relate to the prompt, a print copy of the Writing Guide and a “Final Copy” area to write their response. Below are examples that show how many of the CBT items will render on the PBT.

#### *Multiple-Choice*

Read the sentence below.

Julie noticed a brown bag sitting on the table.

What is the meaning of the word noticed as it is used in the sentence?

- (A) placed
- (B) saw
- (C) took
- (D) used

**Key:** B

**Multi-Select**

Which **two** words mean the same as huge?

- Ⓐ big
- Ⓑ cozy
- Ⓒ extra
- Ⓓ large
- Ⓔ tiny

**Key:** A, D

## *Sample Stimulus*

### **Online Learning**

- 1 Learning new things is an exciting part of life. Learning can happen anywhere. There are kids who learn at a school, kids who learn at home and some kids who learn online. Students who learn this way use their computers and the Internet to connect to online classrooms. They use a camera connected to their home computer to let the teacher and other students see them. They can see their teacher and classmates on their screens because their classmates and teacher use a camera, too.
- 2 Before the Internet, children in remote places sometimes had classes over the radio or used the mail to get lessons and return them. For example, in the past, children who lived in distant parts of Australia were taught using the radio. Every day at a certain time, they tuned in to a special radio station. All the children could hear their teacher at the same time, but they were hundreds of miles apart. They got their lessons in the mail, did their homework, and mailed it back to the teacher.
- 3 Today, students who live far away from their teacher have classes on the Internet. In some online classrooms, a classroom full of kids can use a special computer program at the same time as the teacher. The students can live in one country, and the teacher can be located in a different country. Still, it's just like a classroom at your school. The teacher can teach the kids. The kids can ask questions. Everyone can see and hear everything that's being said as it happens.
- 4 It is also possible for students to live in different places and be a part of an online class together. Each person goes to a website for the class they are taking. Thousands of people can watch and listen to this class at the same time. When they want to speak, they can use a microphone to ask and answer questions. When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. The connection over the Internet is broken, and the online classroom disappears.
- 5 Online classes can be held whenever is best for the teacher and students. Sometimes, they don't have to have a class where everyone is together all at once. There are classes where all the materials are posted on the website and students can use them whenever they need to. They can write questions and turn in their assignments. They can check back later to see if the teacher has left answers or comments on their work. No one ever actually "meets" anyone face-to-face, even if it's just with a web-camera. Many college classes are taught this way.
- 6 Internet classes can fit thousands of people, or just one person. It is a powerful way to let students everywhere learn. A student in Alaska and a student in China can go to the same class. That class can be taught by a teacher in Russia. You don't need a building, desks, lights or enough chairs to fit everyone. Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're good to go!

### *Evidence-Based Selected Response*

#### **Part A**

How has learning from distant places changed over time?

- Ⓐ Students can ask questions and get answers faster.
- Ⓑ Students can hear their teacher during the same class time.
- Ⓒ Students use the mail to receive and send work.
- Ⓓ Students live far apart from their classmates.

#### **Part B**

Select **one** sentence that supports the answer in part A.

- Ⓐ "The students can live in one country, and the teacher can be located in a different country."
- Ⓑ "All the children could hear their teacher at the same time, but they were hundreds of miles apart."
- Ⓒ "They got their lessons in the mail, did their homework, and mailed it back to the teacher."
- Ⓓ "Everyone can see and hear everything that's being said as it happens."
- Ⓔ "Sometimes, they don't have to have a class where everyone is together all at once."

**Key:**

Part A: A

Part B: D

### *Two-Part Hot Text*

#### **Part A**

How does the author support the idea that students who live far from each other can learn together?

- Ⓐ She tells about why students should learn online.
- Ⓑ She shares details about the way students learn online.
- Ⓒ She gives examples of how online learning helps students.
- Ⓓ She explains that the online classroom is only for a short time.

#### **Part B**

Fill in the circle before the **two** sentences that support the answer in part A.

- 4    Ⓐ It is also possible for students to live in different places and be a part of an online class together. Ⓑ Each person goes to a website for the class they are taking. Ⓒ Thousands of people can watch and listen to this class at the same time. Ⓓ When they want to speak, they can use a microphone to ask and answer questions. Ⓔ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. Ⓕ The connection over the Internet is broken, and the online classroom disappears.

**Key:**

Part A: B

Part B: C, D

### One-Part Hot Text

Select **one** sentence that explains how jump rope rhymes have spread.

- Ⓐ Jumping rope is a fun game. Ⓑ To play, two people hold the ends of a rope and turn it. Ⓒ Others take turns jumping. Ⓓ Often, the turners call out rhymes for the jumpers. Ⓔ Some rhymes give the jumper directions. Ⓕ Some count how many times the jumper can jump before missing. Ⓖ Many rhymes have lasted a long time and spread to new places. Ⓗ Friends can teach each other rhymes, and children might learn them from their parents.

**Key:** H

### Editing Task Stimulus

## Koalas

**Directions:** Read the following passage and answer Numbers 1 through 3. There are five underlined words or phrases in the passage to show which word or phrase may be incorrect.

Koalas are animals that live in Australia. They looked a little bit like small bears, but they are not bears. They are brown or gray, with round, fluffy ears, and they have no tails. You have probably seen pictures of koalas. They are very popular because they are so cute.

Koalas are herbivores, which means they eat plants. They live in trees and love to climb. Koalas are knowne to sleep up to 20 ours a day.

Many people around the world visit zoos to see koalas. They can live 13 to 18 years in the wild, but the older zoo koala on record lived to be 23 years old.

## Editing Task Questions

**Directions:** Now answer Numbers 1 through 3. Choose the correct word or phrase for each of the following.

### 1 Part A

They looked a little bit like small bears, but they are not bears.

- (A) look
- (B) will look
- (C) looks
- (D) Correct as is

### Part B

They looked a little bit like small bears, but they are not bears.

- (A) or
- (B) nor
- (C) because
- (D) Correct as is

**Key:**

Part A: A

Part B: D

### 2 Part A

Koalas are knowne to sleep up to 20 ours a day.

- (A) knowen
- (B) known
- (C) none
- (D) Correct as is

### Part B

Koalas are knowne to sleep up to 20 ours a day.

- (A) owers
- (B) howers
- (C) hours
- (D) Correct as is

**Key:**

Part A: B

Part B: C

**3** They can live 13 to 18 years in the wild, but the older zoo koala on record lived to be 23 years old.

- (A) old
- (B) most old
- (C) oldest
- (D) Correct as is

**Key:** C





SECURE MATERIALS-DO NOT COPY

**FINAL COPY**

A series of horizontal lines for writing, consisting of 25 evenly spaced lines.



**Stop**

**Page 9**

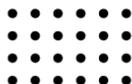
**Writing**

## Sample Paper Items—Math

The AzMERIT Math test will have a Math Part 1 and a Math Part 2. On the CBT and the PBT some math items are open-ended and hand scored. The following samples will familiarize students with how items appear on the paper version of AzMERIT.

### Multiple Choice

A model is shown.



Which expression does this model represent?

- (A)  $4 + 6$
- (B)  $4 - 6$
- (C)  $4 \times 6$
- (D)  $4 \div 6$

**Key:** C

### Equation Item

A classroom has 5 rows of desks. There are 6 desks in each row.

Create a multiplication equation that shows the number of desks in the classroom.

Write your equation in the box below.

**Key:**  $5 \times 6 = 30$  or  $6 \times 5 = 30$  are accepted.

*Note:* Equation may be reversed.

**Equation Item**

A fraction is shown.

$$\frac{1}{4}$$

Create an equivalent fraction with a denominator of 8.

	/	/	/	/	/	
.	.	.	.	.	.	.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

*Notes regarding equation item response grids:*

The item’s response grid looks slightly different at different grade levels, but the general response area looks like the following image.

On these items, blanks are generally ignored. This means that students can left or right justify their response, or place it somewhere in the middle. Note: The purpose of the boxes above the grid are an aid to bubbling but are not scored.

These responses to the question shown above will all be scored as equivalent.

2	/	8				
	/	/	/	/	/	
.	.	.	.	.	.	.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

			2	/	8	
	/	/	/	/	/	
.	.	.	.	.	.	.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

		2	/	8		
	/	/	/	/	/	
.	.	.	.	.	.	.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Mixed Numbers and Decimals: There are several options that will all be scored equivalent.

Example: where a correct response would be  $1\frac{1}{2}$ , all of the following would be scored as correct.

Note that in the first example (that of the mixed number) the space between the ones is important. Without this space the response would be scored as eleven-halves. Again, in any of these three shown responses, which column the student chooses to begin their response in does not matter.

### Table Item

Complete the table to show each of the given numbers rounded to the nearest ten and the nearest hundred.

Number	Nearest Ten	Nearest Hundred
62		
115		

**Key:**

Number	Nearest Ten	Nearest Hundred
62	60	100
115	120	100

### Open Response Item

A rectangle can be covered by 15 unit squares.

What can be said about the area of the rectangle?

Write your equation in the box below.

**Key:** The student correctly explained the relationship between the “15 unit squares” and the area of the rectangle (and did not include any incorrect statements).

**Note:** Any response that states that the area of the rectangle is 15 unit squares is accepted.

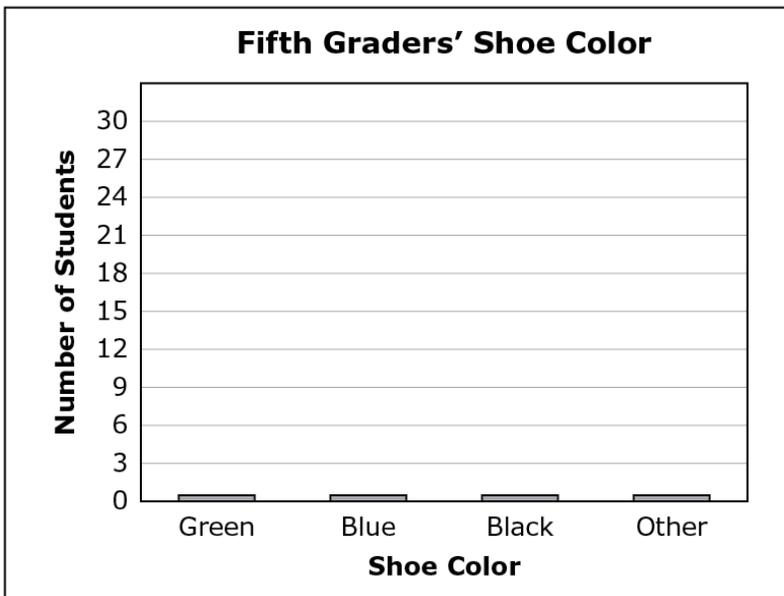
**Grid Item**

The table shows the shoe color of fifth graders at an elementary school.

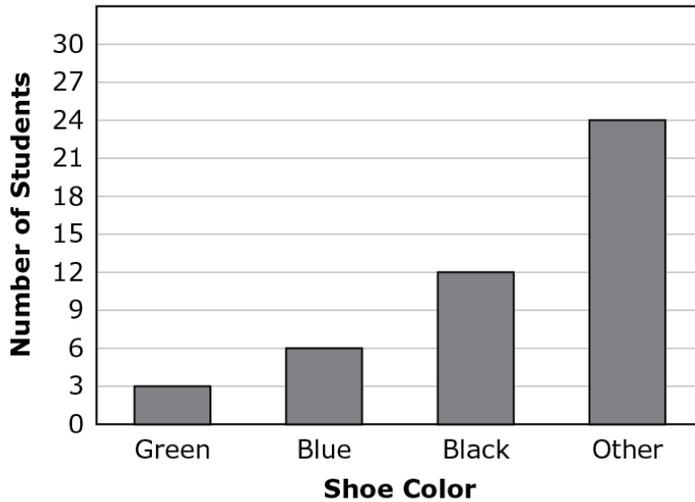
**Shoe Color of Fifth Graders**

Shoe Color	Number of Students
Green	3
Blue	6
Black	12
Other	24

Complete the bar graph to display the data from the table.



**Key:**



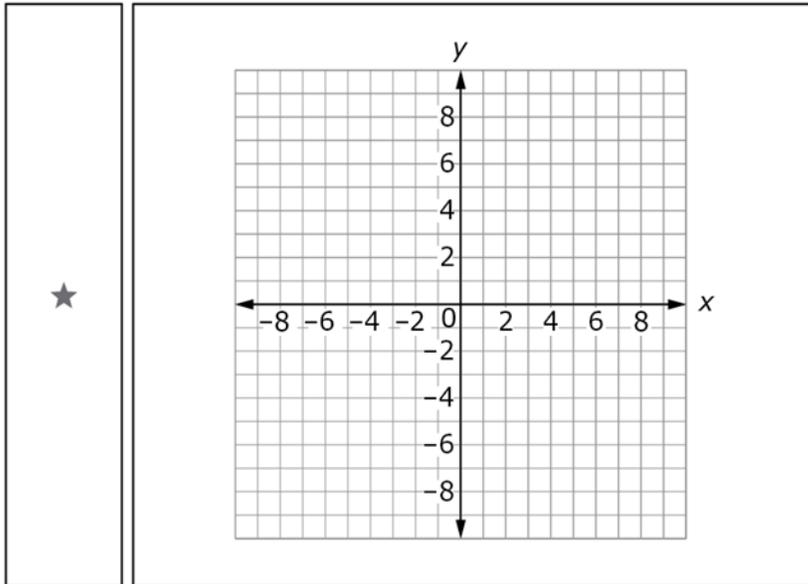
**Grid Item**

A system of equations is shown.

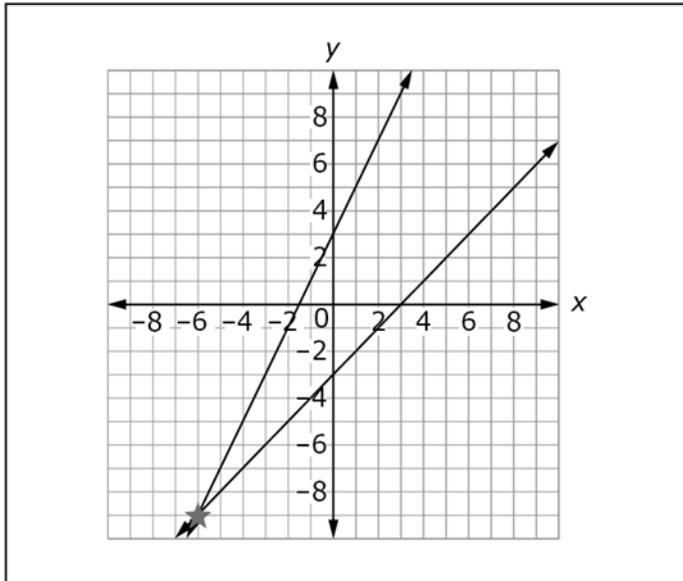
$$y = 2x + 3$$
$$x - y = 3$$

Draw lines to graph the system.

Then draw a star to indicate the solution of the system.



**Key:**



**Hot Text Item**

The names of five shapes are shown.

Write a letter of a number in each empty box to order the shapes from least number of angles to greatest number of angles.

Shapes	Least ↓ Greatest	Ordered Shapes
A. Hexagon		
B. Octagon		
C. Pentagon		
D. Rhombus		
E. Triangle		

**Key:**

Shapes	Least ↓ Greatest	Ordered Shapes
A. Hexagon		E
B. Octagon		D
C. Pentagon		C
D. Rhombus		A
E. Triangle		B

**Matching Item**

Select the product for each expression.

	<b>12</b>	<b>16</b>	<b>18</b>
<b>4 × 4</b>	(A)	(B)	(C)
<b>6 × 2</b>	(D)	(E)	(F)
<b>4 × 3</b>	(G)	(H)	(I)
<b>6 × 3</b>	(J)	(K)	(L)
<b>8 × 2</b>	(M)	(N)	(O)

**Key:**

	<b>12</b>	<b>16</b>	<b>18</b>
<b>4 × 4</b>	(A)	(B)	(C)
<b>6 × 2</b>	(D)	(E)	(F)
<b>4 × 3</b>	(G)	(H)	(I)
<b>6 × 3</b>	(J)	(K)	(L)
<b>8 × 2</b>	(M)	(N)	(O)