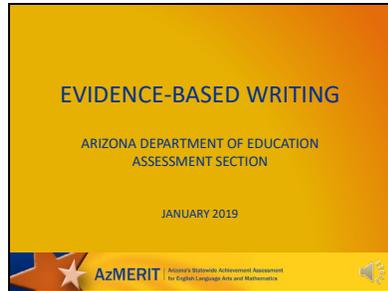


Slide 1

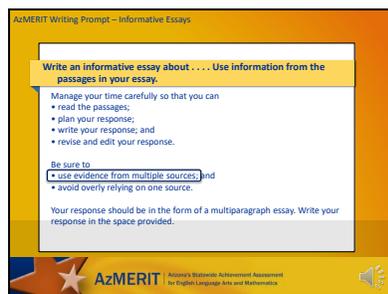


Slide 2



The AzMERIT rubric focuses on two main indicators for writing – *Purpose, Focus, and Organization* and *Evidence and Elaboration*. There is no requirement on the number of paragraphs in the essay; while many students provide four to five paragraphs, many three-paragraph essays have also received the highest score rating. It is the quality of the response along with support for the main idea that determines the rating the essay receives.

Slide 3



Using evidence from the text is a key component of the AzMERIT rubric.

Slide 4

AzMERIT Writing Prompt – Argumentative Essay

Write an argumentative essay about . . . Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to

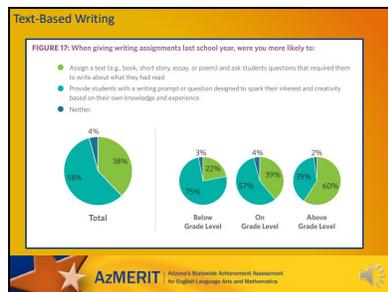
- include a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

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Whether the prompt is Argumentative or Informative, using information from the text to support ideas is critical.

Slide 5



Note that the students who are below grade level have less access to writing **based on a text**. Compare 22% of writing assignments given to students who are below grade level to 60% of the writing assignments given to above grade level students. Providing text sets or your adopted classroom materials for ALL students to refer to will increase everyone's ability to use evidence from text.

Sawchuk, S. (2018, August 16). The State of Common-Core Reading and Writing in 5 Charts. Retrieved from <http://blogs.edweek.org/edweek/curriculum/2018/07/the-state-of-common-core-reading-5-charts.html>

Slide 6

Evidence-Based Writing

Sentence Frames

Examples for emergent writers:
I think _____ because _____.
For example, _____.
Another example is _____.

What are some sentence frames that would be stage and grade level appropriate for your students?

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For many students, having a sentence frame can help them begin in using evidence from the text to support their ideas.

Slide 7

Evidence-Based Writing

Getting Started - Classroom Assignments

Gather Sources
Check Validity of Sources
Identify Main Points

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Getting Started: For a classroom assignment, you might want to use this process.

Research a topic and then align with one side. Gather points and counter-points in preparation for building a thesis.

Gather sources

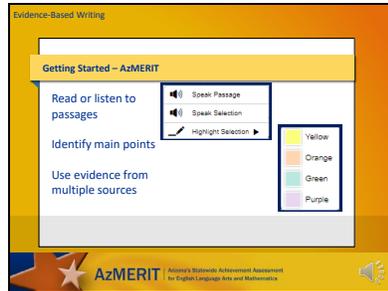
Mark two or three main points that best captures the message of the text

- Sufficient evidence
- Examine, sort, prioritize ideas

Determine validity of source

- Credibility of author/source
- Purpose of text
- Identify existing biases

Slide 8



Getting Started: AzMERIT

For AzMERIT, students are provided with sources so they need to read or listen to the passages and gather points and counter-points in preparation for building a thesis.

It is up to students if they create a rough draft on paper or begin composing and editing directly on the computer.

Slide 9

Grade	Average Time Hours : Minutes	Maximum Time Hours : Minutes
3	3:48	21:57
4	3:44	18:42
5	4:04	19:22
6	4:03	21:57
7	3:45	19:03
8	3:26	19:21

Grade 3 - 8

Test Dates	Content Areas	Suggested Times
2:15 - 5:00	ELA - Writing	45-90 minutes
ELA - 2 or 3 days of testing	ELA - Reading, Part 1	45-75 minutes
	ELA - Reading, Part 2	45-75 minutes

ADE Suggested Times:
2:15 - 4 hours

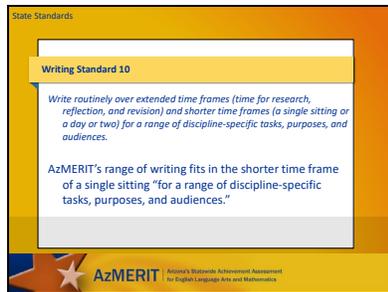
The suggested total time for all three ELA sessions is 2 and ¼ to 4 hours. ADE suggests 75 minutes for Part 1 and Part 2 of the test and 90 minutes for the Writing session. For the last two years, the average time for writing has been 75-80 minutes across the grade levels.

Some students require an additional 30 minutes to an hour for writing and 30 minutes per reading tests. For those students, 5-6 hours for all three sessions may be appropriate if they are working productively.

If you look at the table, you will see the total time that students in grades 3-8 took for the Spring 2018 ELA test. As you see, the average time of students is in alignment with the recommended time. The last column shows the maximum time that a class took for the ELA test. Notice that these are three and a half to four times the state average and are concerning. AzMERIT Writing is an on-demand sample of student's ability to listen or read a passage and respond

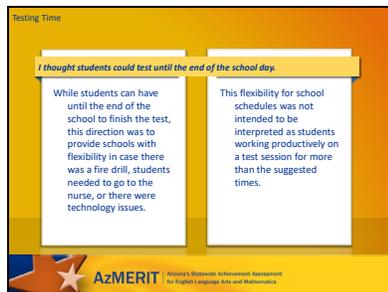
to a prompt using evidence from the passages. You can prepare students during instruction by providing time expectations for your students. You might want to start by using one passage and a prompt and build up to using two or more passages or sources (maps, picture, ad, audio, etc.).

Slide 10



The writing session of AzMERIT measures many of the writing standards – producing clear and coherent writing (Standard 4), gather relevant information from print and digital sources (Standard 8), draw evidence from informational texts to support analysis, reflection, and research (Standard 9) – but also requires writing over a single setting of 90 minutes.

Slide 11



In our documents for District Test Coordinators and Test Administrators, we write that students must complete the test session by the end of the school day. We recommend that you schedule adequate time for test sessions, particularly those starting in the afternoon, that a student or two who is working productively and may need an additional half hour to work can finish before the end of the regular school day.

Remember that AzMERIT testing should mimic classroom instruction and students should complete the

writing and reading sessions within the allocated timeframe just as they are expected to complete classroom assignments within the ELA block of time.

Slide 12

Integrating Evidence

Quoting
Paraphrasing
Summarizing*
Natural Evidence

Quoting
Use a direct quote from the original source.
Example:
According to the article, "Your helmet should have a sticker that says it meets standards set by the Consumer Product Safety Commission" (Dowshen, 2014).

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AASA

Remind students to include proper citation with any outside evidence, even if they have paraphrased or summarized the work.

Slide 13

Integrating Evidence

Quoting
Paraphrasing
Summarizing*
Natural Evidence

Paraphrasing
Rephrase the quote in your own words.
Example:
The KidsHealth article states that you should look for a helmet with a sticker from the Consumer Product Safety Commission (CPSC).

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AASA

Please remind students that without proper citation, a paraphrased sentence or paragraph could be construed as plagiarism.

Slide 14

Integrating Evidence

Quoting

Paraphrasing

Summarizing*

Natural Evidence

Summarizing*
Using only the main points of the source in your own words.
Example: The KidHealth article discusses why bike safety is important, how to use a bike helmet, where to ride, road rules, and using hand signals.

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Summarizing*: Students will often write essays summarizing the information outlined in each of the provided texts. Remind students that an evidence-based essay isn't about the texts. It's about the student's point of view and analysis; the texts are only there to provide support.

This means no information from the text should be included unless it helps further the student's overall argument or point.

Slide 15

Integrating Evidence

Quoting

Paraphrasing

Summarizing*

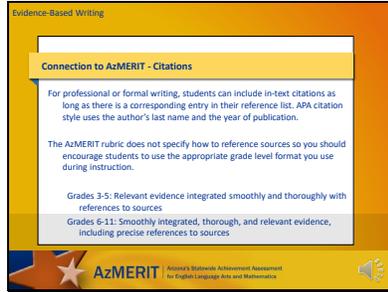
Natural Evidence

Natural Evidence Integration
Taking phrases from the source and use them in your argument.
Example: Wearing a bike helmet is so important that the government created stickers for those helmets that meet standards set by the Consumer Product Safety Commission (CPSC).*

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Natural Evidence - When done correctly, if you were to remove the quotation marks, you should not be able to tell where your words end and the evidence begins. This technique strengthens your writing, and it is the preferred method in college.

Slide 16



Evidence-Based Writing

Connection to AzMERIT - Citations

For professional or formal writing, students can include in-text citations as long as there is a corresponding entry in their reference list. APA citation style uses the author's last name and the year of publication.

The AzMERIT rubric does not specify how to reference sources so you should encourage students to use the appropriate grade level format you use during instruction.

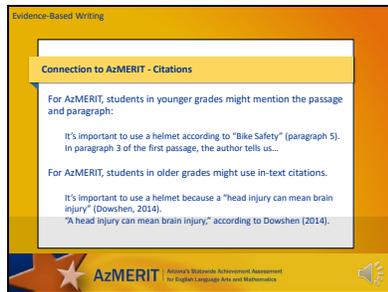
Grades 3-5: Relevant evidence integrated smoothly and thoroughly with references to sources

Grades 6-11: Smoothly integrated, thorough, and relevant evidence, including precise references to sources

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Many people ask us the requirements in AzMERIT for citing sources. There is an expectation that students reference the text but there is not a specific method for doing this. Here are some ideas for citing evidence in writing.

Slide 17



Evidence-Based Writing

Connection to AzMERIT - Citations

For AzMERIT, students in younger grades might mention the passage and paragraph:

It's important to use a helmet according to "Bike Safety" (paragraph 5). In paragraph 3 of the first passage, the author tells us...

For AzMERIT, students in older grades might use in-text citations.

It's important to use a helmet because a "head injury can mean brain injury" (Dowshen, 2014).

"A head injury can mean brain injury," according to Dowshen (2014).

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Remind students prior to testing to continue to use whichever method they use regularly during instruction. Also remind students that to receive a score, at least 30% of their response must be original text, so only 70% can be quotes or paraphrasing from the passages or prompt.

Slide 18



Contact

Please contact us at AzMERIT@azed.gov if you have any questions.

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