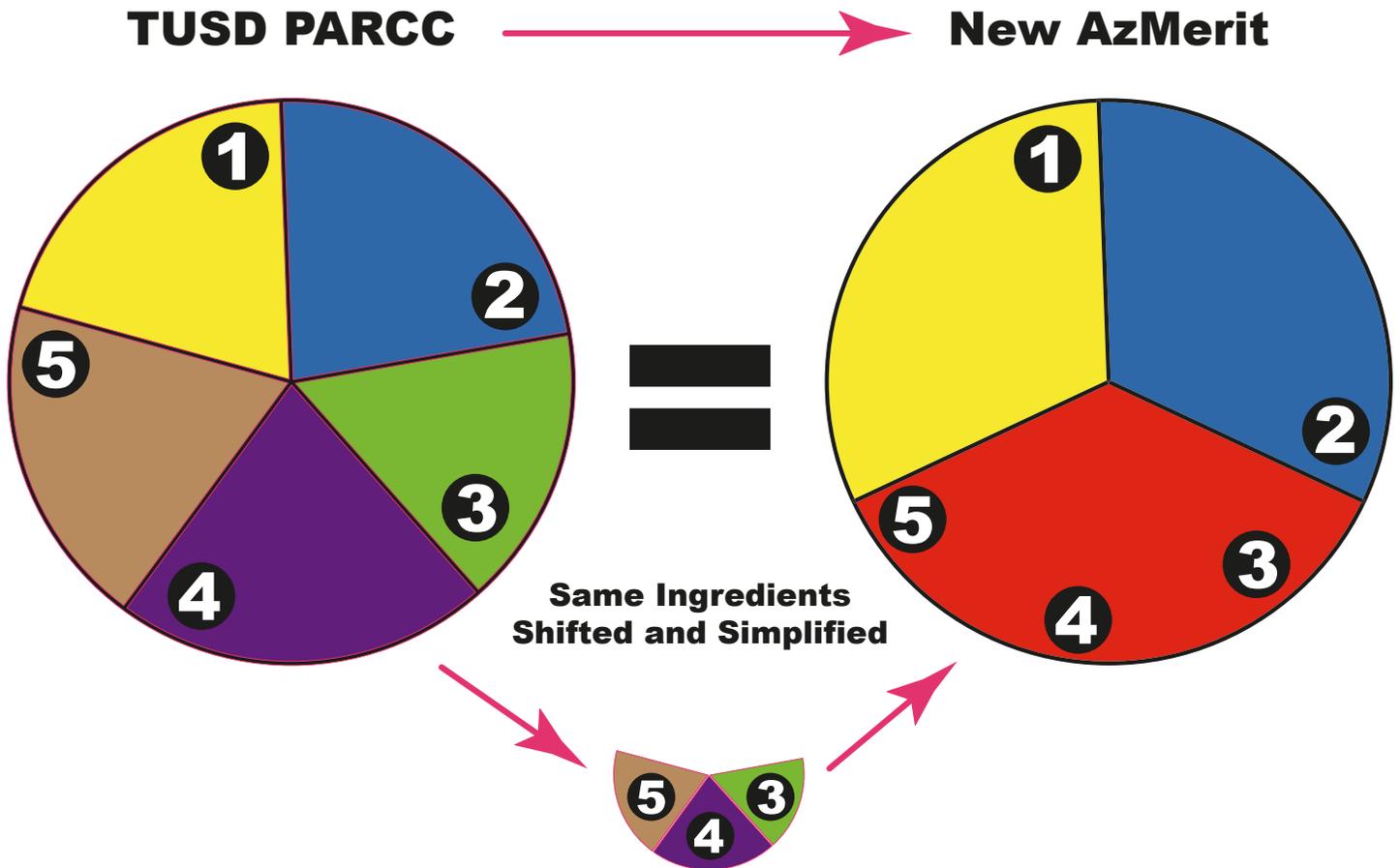


Overview of our shift from TUSD PARCC to AzMERIT



AzMERIT (Arizona’s **M**easurement of **E**ducational **R**eadiness to **I**nform **T**eaching) is Arizona’s new statewide achievement test. Arizona is partnering with the American Institutes for Research (AIR) to develop tests which are unique to Arizona. There are 3 constructs in the AzMERIT compared to the 5 constructs of the previous PAARC-based TUSD rubric. The AzMERIT categories are:

- **Evidence/Elaboration** (formerly *Comprehension of Key Ideas & Details*)
- **Statement of Purpose/Focus & Organization** (formerly 3 separate constructs: *Development of Ideas, Organization, and Clarity of Language*)
- **Conventions/Editing** (formerly *Knowledge of Writing Conventions*)

As for scoring, the AzMERIT rubric is a 10 point rubric; Evidence/Elaboration and Statement of Purpose/Focus & Organization are 4 point constructs, and Conventions/Editing is a 2 point construct; the previous rubric was a 20 point rubric – 5 constructs of 4 points each.

Informative-Explanatory Writing AzMERIT-TUSD PARCC Crosswalk Grade 6-11

TUSD/PARCC Shows Comprehension of Source Text Ideas/Details

- Provides an accurate analysis of text's explicit & inferential content
- Cites convincing textual evidence for the analysis
- Demonstrates full comprehension of text's complex ideas



AzMERIT Evidence/Elaboration

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:

- use of evidence from sources is cited, smoothly integrated, comprehensive, relevant, and concrete
- effective use of a variety of elaborative techniques

The response clearly and effectively expresses ideas, using precise language:

- use of academic and domain specific vocabulary is clearly appropriate for the audience and purpose

SCORE

4

TUSD/PARCC Shows Comprehension of Source Text Ideas/Details

- Provides an accurate analysis of text's explicit & inferential content
- Cites textual evidence to support the analysis
- Shows extensive comprehension of the text's ideas



AzMERIT Evidence/Elaboration

The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:

- some evidence from sources is integrated, though citations may be general or imprecise
- adequate use of some elaborative techniques

The response adequately expresses ideas, employing a mix of precise with more general language:

- use of domain-specific vocabulary is generally appropriate for the audience and purpose

SCORE

3

TUSD/PARCC Shows Comprehension of Source Text Ideas/Details

- Has a mostly accurate analysis of text's explicit & inferential content
- Cites textual evidence to support the analysis
- Shows a basic comprehension of the text's ideas



AzMERIT Evidence/Elaboration

The response provides uneven, cursory support/evidence for the controlling or main idea that includes partial or uneven use of sources, facts, and details, and achieves little depth:

- evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques

The response expresses Ideas unevenly, using simplistic language:

- use of domain-specific vocabulary may at times be inappropriate for the audience and purpose

SCORE

2

TUSD/PARCC Shows Comprehension of Source Text Ideas/Details

- Has a minimally accurate analysis of text's content
- Cites some textual evidence for the analysis
- Shows a limited comprehension of the text's ideas



AzMERIT Evidence/Elaboration

The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:

- Use of evidence from sources is minimal, absent, in error, or irrelevant

The response's expression of ideas is vague, lacks clarity, or is confusing:

- uses limited language or domain-specific vocabulary
- may have little sense of audience and purpose

SCORE

1

TUSD/PARCC Shows Comprehension of Source Text Ideas/Details

- Has an inaccurate analysis of text's content
- Shows a little to no comprehension of the text's ideas



AzMERIT Evidence/Elaboration

- Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing

SCORE

0

SCORE

NS

Argumentative Writing

AzMERIT-TUSD PARCC Crosswalk Grade 6-11

TUSD/PARCC Knowledge of Writing Conventions

- Strongly commands the conventions of standard English consistent with effective editing
- Despite a few minor errors in grammar & usage, the meaning is clear throughout

SCORE 4



AzMERIT Conventions/Editing

(2-point rubric begins at score point 2)

TUSD/PARCC Knowledge of Writing Conventions

- Has command of the conventions of standard English consistent with edited writing
- May have a few distracting of errors in grammar/usage but the meaning is clear overall

SCORE 3



AzMERIT Conventions/Editing

(2-point rubric begins at score point 2)

TUSD/PARCC Knowledge of Writing Conventions

- Has spotty command of the conventions of standard English consistent with editing
- May show a pattern of grammar & usage errors that at times impedes understanding



AzMERIT Conventions/Editing

The response demonstrates an adequate command of conventions:

- some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
- adequate use of punctuation, capitalization, and spelling

SCORE 2

TUSD/PARCC Knowledge of Writing Conventions

- Has limited command of the conventions of standard English consistent with editing
- Has many distracting errors in grammar & usage that at times impede understanding



AzMERIT Conventions/Editing

The response demonstrates partial command of conventions:

- errors in usage may obscure meaning
- inconsistent use of punctuation, capitalization, and spelling

SCORE

1

TUSD/PARCC Knowledge of Writing Conventions

- Has little to no command of the conventions of standard English
- Has frequent distracting errors in grammar & usage, often impeding understanding



AzMERIT Conventions/Editing

The response demonstrates a lack of command of conventions.

- errors are frequent and severe and meaning is often obscure

SCORE

0

Informative-Explanatory Writing AzMERIT-TUSD PARCC Crosswalk Grade 6-11

TUSD/PARCC Own Ideas Developed in the Written Response

- Addresses the prompt
- Effectively develops the claim, topic, narrative
- Has convincing details, reasoning & text-based evidence appropriate for task, purpose & audience



AzMERIT Statement of Purpose/Focus and Organization

The response is fully sustained and consistently and purposefully focused:

- controlling idea or main idea of a topic is clearly stated, focused and strongly maintained
- alternate or opposing claims are clearly addressed¹
- controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task

The response has a clear and effective organizational structure creating unity and completeness:

- effective, consistent use of a variety of transitional strategies between and among ideas
- logical progression of ideas from beginning to end
- effective introduction and conclusion for audience and purpose
- strong connections among ideas, with some syntactic variety

¹Beginning in 7th grade

TUSD/PARCC Organization of the Written Response

- Is purposefully clear, coherent and cohesive
- Has a strong intro and conclusion
- Has a logical progression of ideas that facilitate understanding the writer's position



TUSD/PARCC Clarity of Language in the Response

- Establishes & maintains an effective style & tone
- Uses precise language consistently (sensory details, descriptive words and phrases, transitional and linking words, domain-specific vocabulary)



SCORE

4

TUSD/PARCC Own Ideas Developed in the Written Response

- Addresses the prompt
- Develops the claim, topic or narrative
- Uses details, reasoning & text-based evidence appropriate for the task, purpose & audience

TUSD/PARCC Organization of the Written Response

- Is mostly clear, coherent and cohesive
- Has a conclusion and introduction
- Has a logical progression of ideas that facilitate understanding the writer's position

TUSD/PARCC Organization of the Written Response

- Establishes & maintains an effective style & tone
- Uses mostly precise language (descriptive words & phrases, sensory details, transitional and linking words, domain-specific vocabulary)

AzMERIT Statement of Purpose/Focus and Organization

The response is adequately sustained and generally focused:

- focus is clear and for the most part maintained, though some loosely related material may be present
- some context for the controlling idea or main idea of a topic is adequate within the purpose, audience, and task

The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:

- adequate use of transitional strategies with some variety between and among ideas
- adequate progression of Ideas from beginning to end
- adequate introduction and conclusion
- adequate, if slightly inconsistent, connection among ideas

SCORE

3

TUSD/PARCC Own Ideas Developed in the Written Response

- Addresses the prompt
- Develops a claim, topic or narrative somewhat
- Uses details, reasoning & text-based evidence somewhat appropriate for the task, purpose & audience

TUSD/PARCC Organization of the Written Response

- Has some clarity, coherence and cohesion
- Has a conclusion and introduction
- Has a logical grouping of ideas that makes the writer's view discernable but not obvious

TUSD/PARCC Organization of the Written Response

- Establishes & maintains a mostly effective style
- Has some precise words & phrases, sensory details, transitional and linking words, domain-specific vocabulary

AzMERIT Statement of Purpose/Focus and Organization

The response is somewhat sustained and may have a minor drift in focus:

- may be clearly focused on the controlling or main idea but is insufficiently sustained
- controlling idea or main idea may be somewhat unclear and unfocused

The response has an inconsistent organizational structure, and flaws are evident:

- inconsistent use of transitional strategies with little variety
- uneven progression of ideas from beginning to end
- conclusion and introduction, if present, are weak
- weak connection among ideas

SCORE

2

TUSD/PARCC Own Ideas Developed in the Written Response

- Addresses the prompt
- Develops a claim, topic or narrative minimally
- Uses limited details, reasoning & evidence that is only limitedly appropriate for the task, purpose & audience



AzMERIT Statement of Purpose/Focus and Organization

The response may be related to the topic but may provide little or no focus:

- may be very brief
- may have a major drift
- focus may be confusing or ambiguous

The response has little or no discernible organizational structure:

- few or no transitional strategies are evident
- frequent extraneous ideas may intrude

SCORE

1

TUSD/PARCC Organization of the Written Response

- Has limited clarity, coherence and cohesion
- Leaves the writer's progression of ideas unclear



TUSD/PARCC Organization of the Written Response

- Uses a style that has a limited effectiveness
- Uses limitedly descriptive words & phrases, sensory details, transitional and linking words, and domain specific vocabulary



TUSD/PARCC Own Ideas Developed in the Written Response

- Is underdeveloped
- Is inappropriate for the task, purpose & audience



AzMERIT Statement of Purpose/Focus and Organization

Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing

SCORE

NS

TUSD/PARCC Organization of the Written Response

- Has a lack of clarity, coherence and cohesion



TUSD/PARCC Organization of the Written Response

- Has an inappropriate style
- Uses little if any descriptive language



SCORE

0