

Introducing AZELLA Stage III-V Sample Tests

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Today's Agenda



- Overview of Sample Test Documents
- Stage III Sample Test
- Stage IV Sample Test
- Stage V Sample Test
- Scoring Summary, Reassessment Blueprint, Lexiles, Item Type Templates, Next Steps

Purpose of AZELLA Sample Tests

What they do:

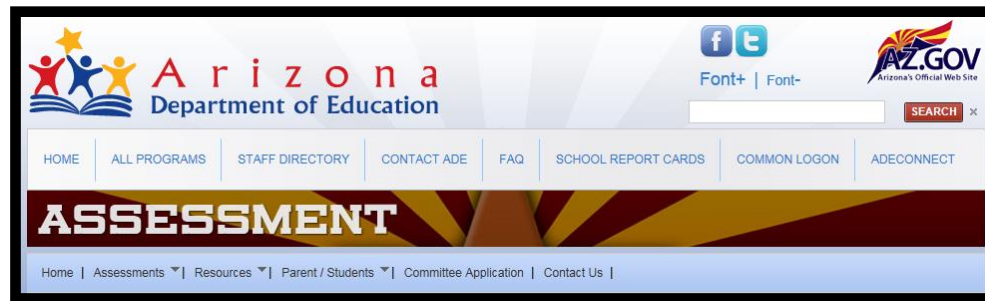
- Prepare students to engage with the test items.
- Enable students to feel more comfortable when taking the test.
- Obtain a more accurate reflection of the student's English language proficiency – not test-taking skills.

What they don't do:

- Sample items are not representative of the scope of the test or the performance indicators that will be tested.
- The test is not predictive of scoring on the AZELLA.

Finding the Sample Tests on the AZELLA Homepage


Stage I – V
Sample Tests



You are here: [Home](#) / [AZELLA](#)

AZELLA

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.



- General Information
- Test Coordinator
- Resources**
- Contact Information

- AZELLA Blueprint (PDF)
- SPEAKING Rubrics for Stages I-V (PDF)
- WRITING Rubric for Stages I-V (PDF)

- Stage I Sample Test
- Stage II Sample Test
- Stage III Sample Test **New 12-10-14**
- Stage IV Sample Test **New 12-10-14**
- Stage V Sample Test **New 12-10-14**
- Introduction to the Stages III-V Sample Tests (PP) **New 12-10-14**



AZELLA
Homepage



“Resources” Tab

Sample Test Documents Are Posted on the AZELLA Website

1. Sample Test Books
2. Answer Document (*Stages III-V only*)
 - Scoring Sheet
3. Sample Test Book Teacher Editions
 - Directions
 - Scripts
 - Rubrics and Scoring Information



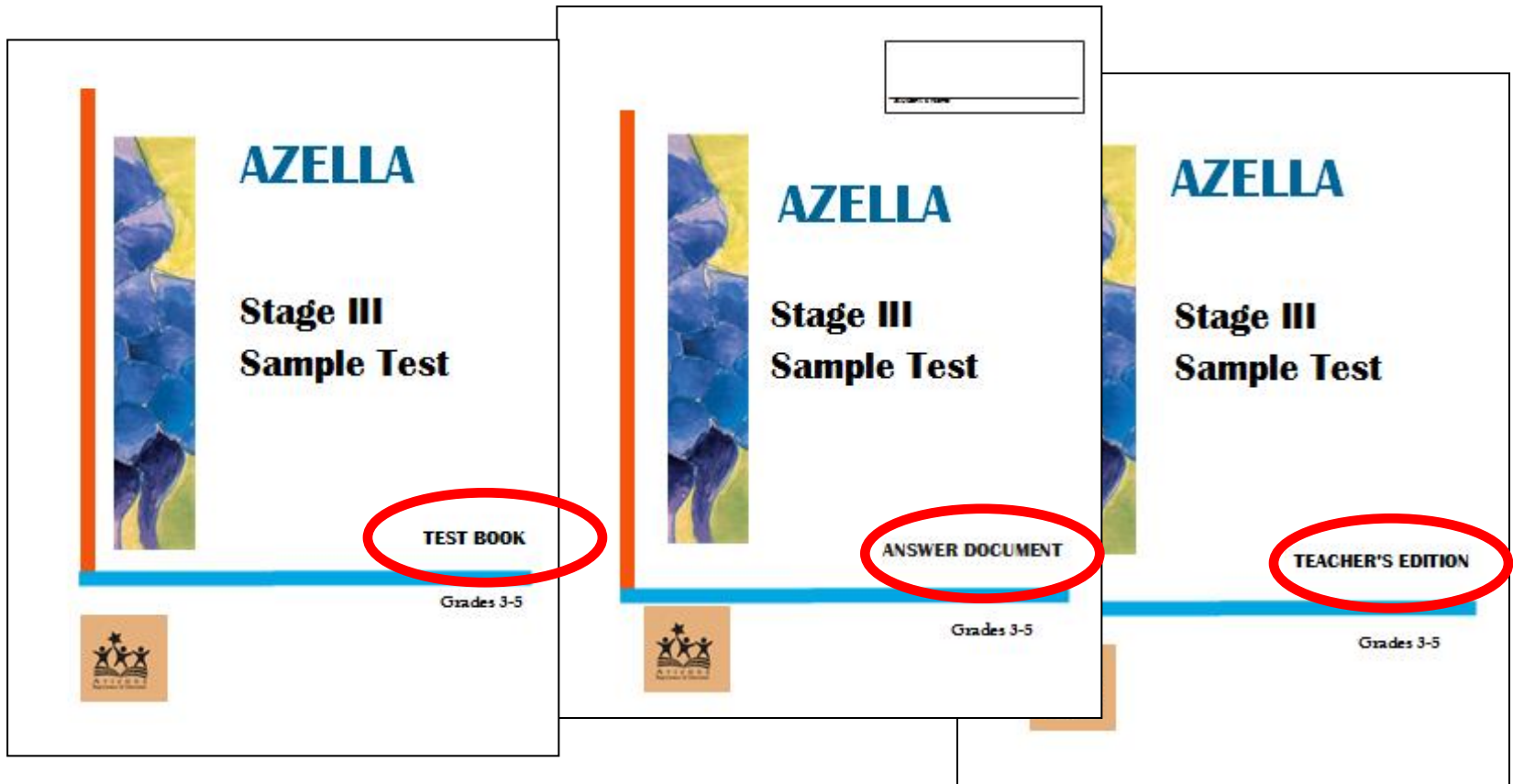
Stage III

Sample Test

Grades 3-5

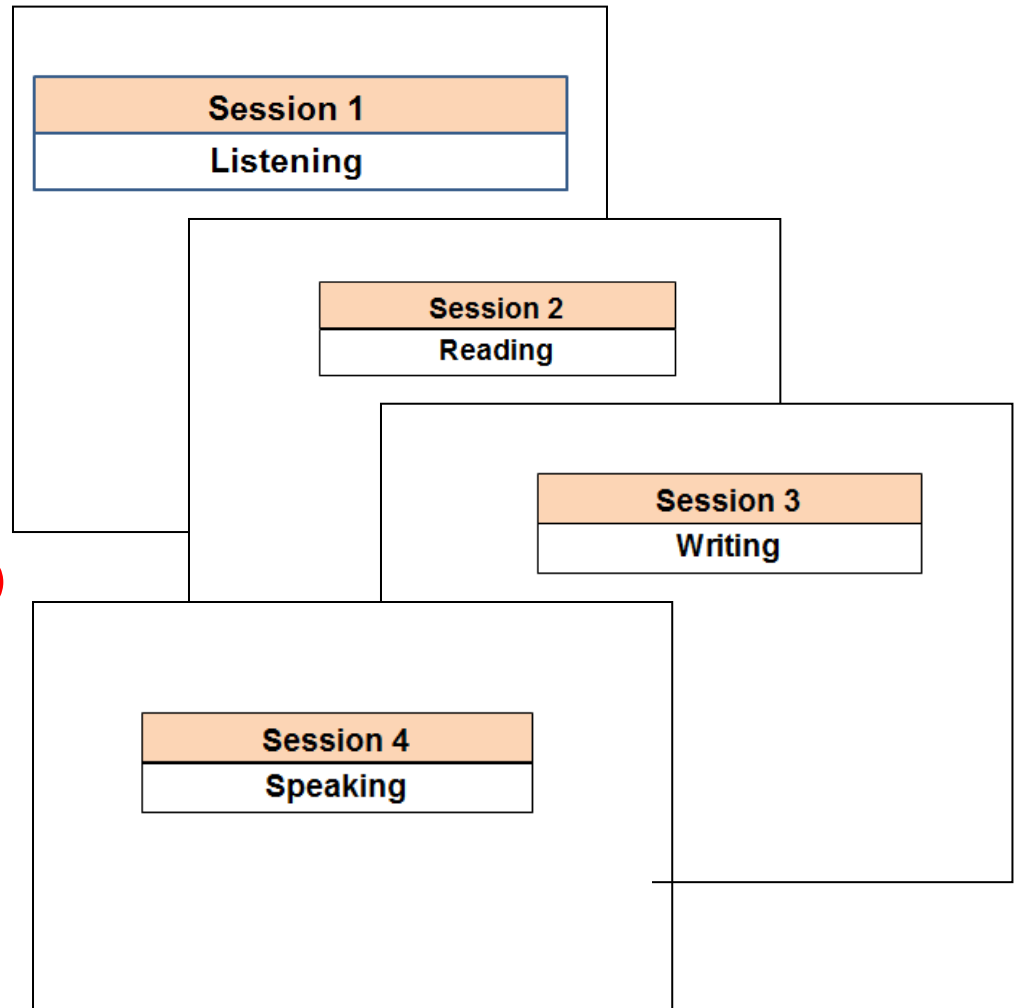
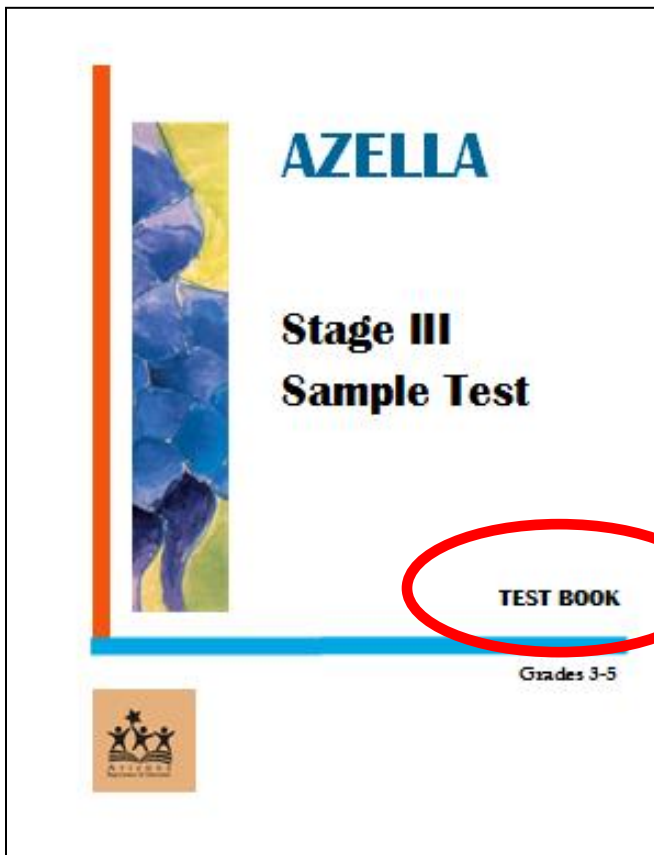
Many of the item types from Stage III are also included in Stages IV and V. They will not be repeated in this presentation.

Stage III Sample Test Set



Stage III Sample Test Sessions

Listening, Reading, Writing, Speaking



Stage III Sample Test Structure

Listening – 6 Multiple Choice Items

Reading – 6 Stand-alone Items

11 Passage-based Items

Writing – 13 Multiple Choice

2 Extended Response Items

Speaking – 3 Unscored Practice Items

9 Extended Response Items

10 Repeat Items

Stage III Sample Test Teacher's Edition

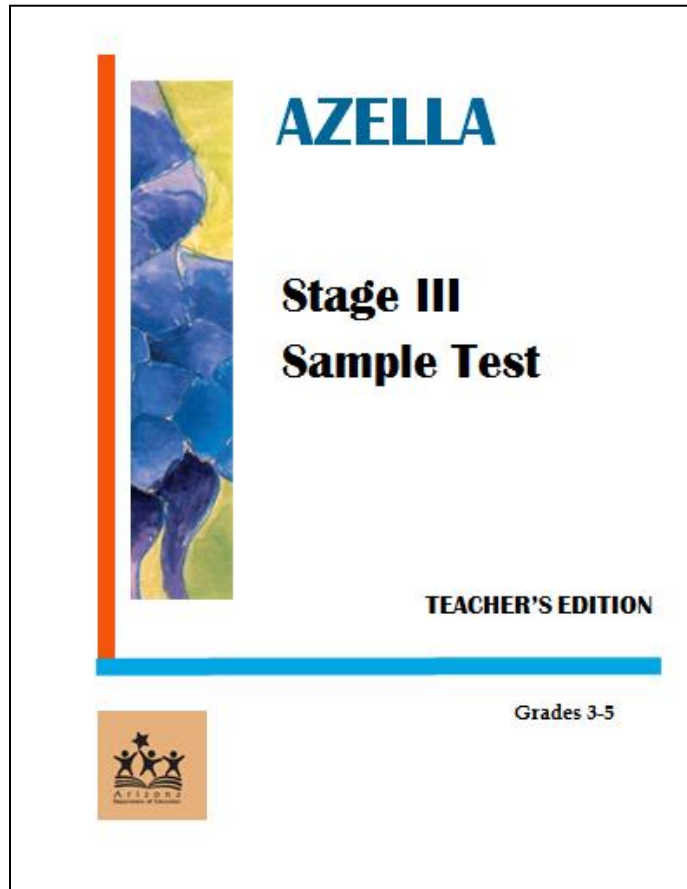


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2 Stage III Sample Test Teacher's Edition

Teacher's Edition

Item number
Point value
Correct response



Stage III Sample Test Teacher's Edition

#5
*This item is worth 1 point.
Correct response is B.*

SAY Look at number 5.
Listen to the passage.

"Both sea turtles and tortoises are reptiles and lay eggs on land. Sea turtles have webbed feet for swimming. Tortoises have round feet for digging. Tortoises live on hot and dry land. Sea turtles spend most of the time in water."

Now listen to the passage again to answer the question. How are sea turtles and tortoises alike?

"Both sea turtles and tortoises are reptiles and lay eggs on land. Sea turtles have webbed feet for swimming. Tortoises have round feet for digging. Tortoises live on hot and dry land. Sea turtles spend most of the time in water."

How are sea turtles and tortoises alike?

Listen to the answer choices. The answer choices are (A) They both swim. (B) They both lay eggs. (C) They both live on land. (D) They both have round feet.

Mark your answer.

5 A. They both swim.
B. They both lay eggs.
C. They both live on land.
D. They both have round feet.

Remain silent for about 5 seconds while the students mark their answers.

Script
(read then repeat)

***"SAY" for items
read aloud***

*Italics for directions
to the test
administrator*

Item
thumbnail

Question



Answer
choices



Listening Sample Page



Stage III

Session 1

Listening

Listening

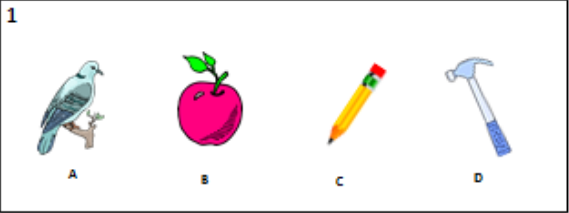
- Only a few items are provided on the sample test. Item types are consistent.
- Doesn't minimize the need to work on Listening skills based on ELPS and Language strand.

Stage III Listening Sample Test

Stage III Listening

DIRECTIONS Listen to the questions and the answers. Fill in the correct circle on your answer document.

1



A B C D

2

- at home
- at school
- on a bus
- on a tree

3

- Hikers explore canyons.
- Hikers use maps and guides.
- Arizona is a great place for hikers.
- Arizona has forests, deserts, and canyons.

4

- Lunch
- Math
- Reading
- Science

Page 3

Stage III Listening Script

Look at number 5.

Listen to the passage.

“Both sea turtles and tortoises are reptiles and lay eggs on land. Sea turtles have webbed feet for swimming. Tortoises have round feet for digging. Tortoises live on hot and dry land. Sea turtles spend most of the time in water.”

Now listen to the passage again to answer the question. How are sea turtles and tortoises alike?


“Both sea turtles and tortoises are reptiles and lay eggs on land. Sea turtles have webbed feet for swimming. Tortoises have round feet for digging. Tortoises live on hot and dry land. Sea turtles spend most of the time in water.”

How are sea turtles and tortoises alike?

Listen to the answer choices. The answer choices are (A) They both swim. (B) They both lay eggs. (C) They both live on land. (D) They both have round feet.

Mark your answer.

Students Record Responses on Answer Document



**Stage III
Sample Test**

ANSWER DOCUMENT

Stage III
Answer Document
Multiple-Choice Item Response Section

SESSION 1 LISTENING	SESSION 2 READING	SESSION 3 WRITING	SESSION 4 SPEAKING
Questions 1-8	Questions 1-17	Questions 1-15	NOTE: If the questions in Session 4 require oral responses.
1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 11 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 12 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 13 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 14 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 15 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 16 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 17 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 11 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 12 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 13 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 14 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 15 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	NOTE: Use pages 3 & 4 to write your responses to questions 14-15. 14 <input style="width: 40px; height: 20px;" type="text"/> 15 <input style="width: 40px; height: 20px;" type="text"/>

Page 2

Student's Name _____

Stage III Listening Sample Test

both swim.
both lay eggs.
both live on land.
both have round

6 A. Connecting the nail to the battery.
B. Wrapping the wire around the nail.
C. Removing the battery from the wire.
D. Holding the battery in place for 30 seconds.

5 A. They both swim.
B. They both lay eggs.
C. They both live on land.
D. They both have round feet.

Page 4

STOP



Stage III

Session 2

Reading

Reading “Stand-alone” items

Stand-alone items
are not associated
with a reading
passage.

Stage III Reading Sample Test

4 If this list was in alphabetical order, which words would be last?

Cortez
Columbus
Cabot
Clark
Cousteau
Cook

A. Cortez, Cousteau
B. Cabot, Cook
C. Clark, Cousteau
D. Columbus, Cook

5 Look at the dictionary entry for the word capacity.

ca-pac'-i-ty (kə pas ə te) n., pl. -ties 1. The ability to contain, absorb, or receive 2. all that can be contained; volume

Which part of speech is the word capacity?

A. adjective
B. adverb
C. noun
D. verb

6 Which word belongs in the blank?

Juan _____ to his sister.

A. family
B. hungry
C. meets
D. talks

Page 7

Reading “Stand-alone” Example

Dictionary Entry

5 Look at the dictionary entry for the word capacity.

ca-pac'-i-ty (kə pas ə te) n., pl. -ties **1.** The ability to contain, absorb, or receive **2.** all that can be contained; volume

Which part of speech is capacity?

- A. adjective
- B. adverb
- C. noun
- D. verb

Reading

“Passage-based” Items

Zoo Party at Sun Valley Zoo

On Saturday, September 7, the Sun Valley Zoo will have a special celebration. Our new spider monkey habitat will be one year old and we want everyone to join the party. If you have not yet seen where our spider monkeys live and play, you will love their new, and more natural, setting. This is a great time for you to meet all of our spider monkey family.

There will be special activities including art projects, storytelling, sing-alongs, and lots of other fun monkey business. If you visit our information booth during your visit, you will receive a special birthday gift.

We will have refreshments that can be enjoyed by humans and monkeys, too. We will have fresh fruit including bananas and apples instead of birthday cake. The celebration will end after the singing of “Happy Birthday.”

Ask for a map upon entering the park for the location of the Spider Monkey habitat.

The special celebration will be from 10:00 a.m. to 1:00 p.m.

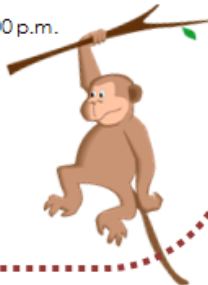
The zoo opens at 9:00 a.m. and closes at 6:00 p.m.

Tickets prices:

Adults: \$15

Students: \$8

Children under 5: Free



11 Why did the author write the passage?

- A. to inform the reader about an event at the zoo
- B. to describe to the reader the monkey's habitat at the zoo
- C. to persuade the reader to have birthday parties at the zoo
- D. to entertain the reader with a story about a spider monkey at the zoo

12 Which word from the passage signals when something will happen?

- A. This
- B. There
- C. instead
- D. after

13 What does the word habitat mean as it is used in the passage?

- A. animal
- B. event
- C. home
- D. party

Teacher's Edition Includes Passage Information

Zoo Party at Sun Valley Zoo

On Saturday, September 7, the Sun Valley Zoo will have a celebration. Our new spider monkey habitat will be one of the things we want everyone to join the party. If you have not yet seen our spider monkeys live and play, you will love their new, and more natural, setting. This is a great time for you to meet all of our spider monkey family.

There will be special activities including art projects, storytelling, sing-alongs, and lots of other fun monkey business. If you visit our information booth during your visit, you will receive a special birthday gift.

We will have refreshments that can be enjoyed by humans and monkeys, too. We will have fresh fruit including bananas and apples instead of birthday cake. The celebration will end after the singing of "Happy Birthday."

Ask for a map upon entering the park for the location of the Spider Monkey habitat.

The special celebration will be from 10:00 a.m. to 1:00 p.m.

The zoo opens at 9:00 a.m. and closes at 6:00 p.m.

Tickets prices:
Adults: \$15
Students: \$8
Children under 5: Free



"Zoo Party at Sun Valley Zoo" – Passage for items #11 – 13.

- Lexile Measure: 890L
- Mean Sentence Length: 12.60
- Word Count: 189

DIRECTIONS

Read the passage and answer questions 11 through 13. Fill in the correct circle on your answer document for each question.

- Passage title
- Items associated with the passage
- Lexile
- Mean sentence length
- Word count
- Directions

Signal Words

Chronological Order

Student's struggle with signal-word items. Stages III, IV, and V may include signal words for chronological order, cause and effect, or compare and contrast.

- 12** Which word from the passage signals when something will happen?
- A. This
 - B. There
 - C. instead
 - D. after

For Stage III, refer to ELP Standard 4; P.I.s 8, 9, and 10.
For Stages IV and V refer to ELP Standard 4; P.I.s 9,10, and 11.

Reading Example

Choose the “Best” or “Most”
Emphasized by Boldface Type

14 Which word **best** describes Eric at the beginning of the passage?

- A. excited
- B. intelligent
- C. sad
- D. scared



Stage III

Session 3

Writing

Writing Conventions

Two Common Item Types

Stage III Writing Sample Test

9 Which words belong in the blank?
They _____ animal habitats on this website.

- A. are explore
- B. is exploring
- C. was exploring
- D. were exploring

10 Which sentence is correct?

- A. Have the students been working in teams on the project?
- B. Was the students working in teams on the project?
- C. Are the students been working in teams on the project?
- D. Is the students working in teams on the project?

11 Which sentence is correct?

- A. Rose organize her desk yesterday.
- B. Rose organizes her desk yesterday.
- C. Rose organized her desk yesterday.
- D. Rose organizing her desk yesterday.

Page 19

“Which word(s) belong in the blank?”

“Which sentence is correct?”

Writing Items Use Both the Writing ELPS and the Language Strand

Although there is a limited number of “common” item types, many multiples of items can be created in conjunction with the Writing and Language Strand Performance Indicators. For example, “Which sentence is correct?” can be used to test any of the parts of speech, phrase and sentence construction, subject-verb agreement, verb tenses, etc.

The verb tenses specified in **Stage III** of the Writing domain of the ELPS (Standard 2; P.I. 7) include: **simple present, past, and future; present and past progressive.**

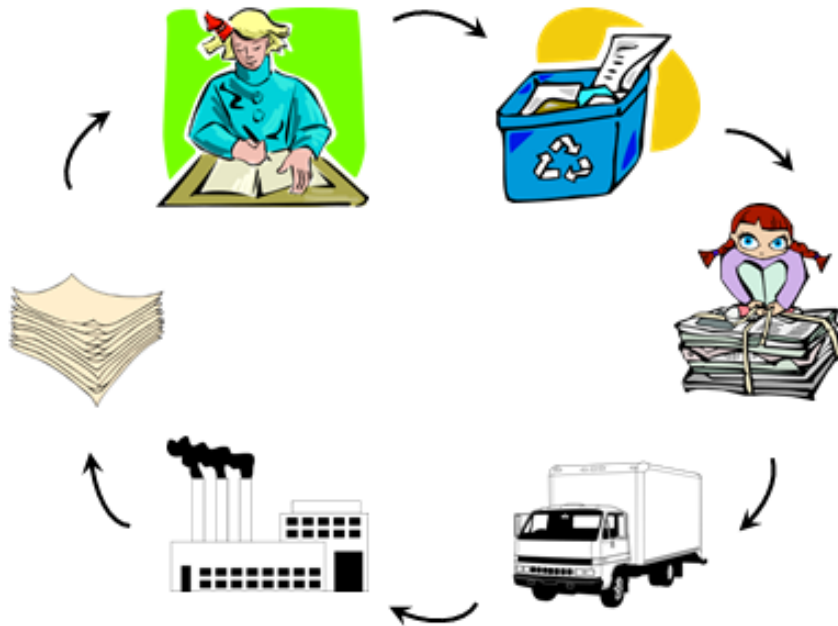
Writing Conventions

2 Which sentence uses punctuation correctly?

- A.** The children's coats are hanging in the closet.
- B.** The childrens coats are hanging in the closet.
- C.** The childrens' coats are hanging in the closet.
- D.** The childrens coat's are hanging in the closet.

- **Punctuation**
- **Spelling**
- **Capitalization**

14 Look at the picture of the paper recycling process.



On page 3 of your answer document, explain what the picture shows about the recycling process.

Be sure to include:

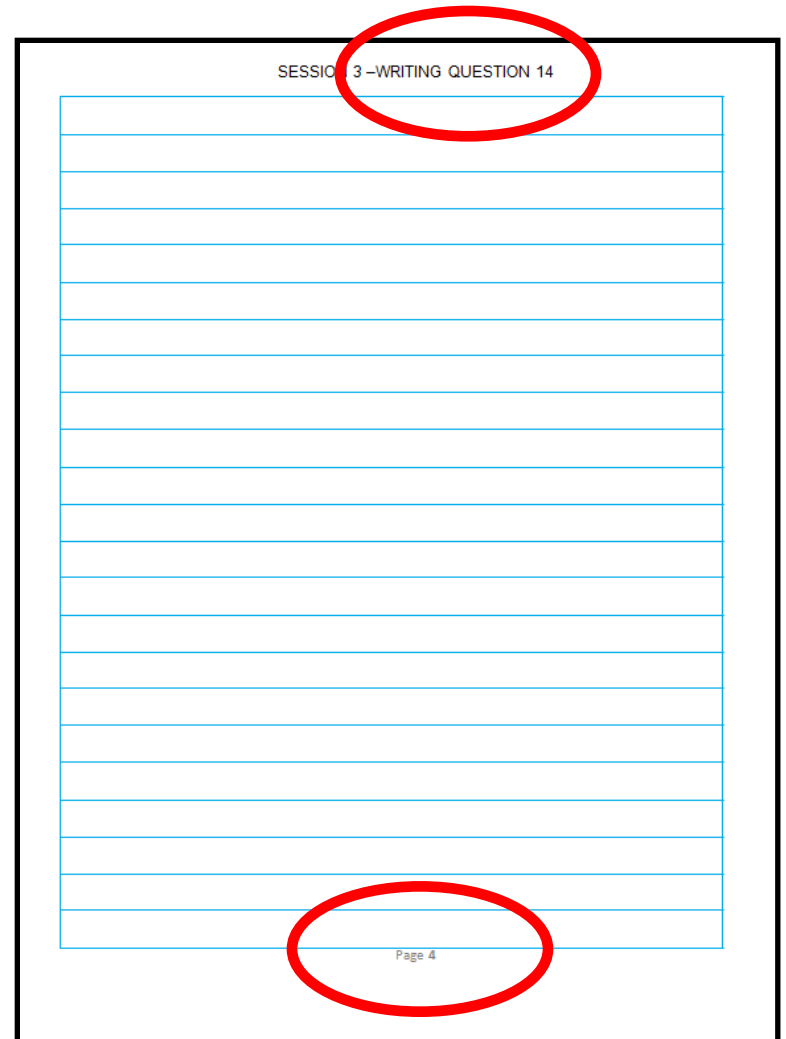
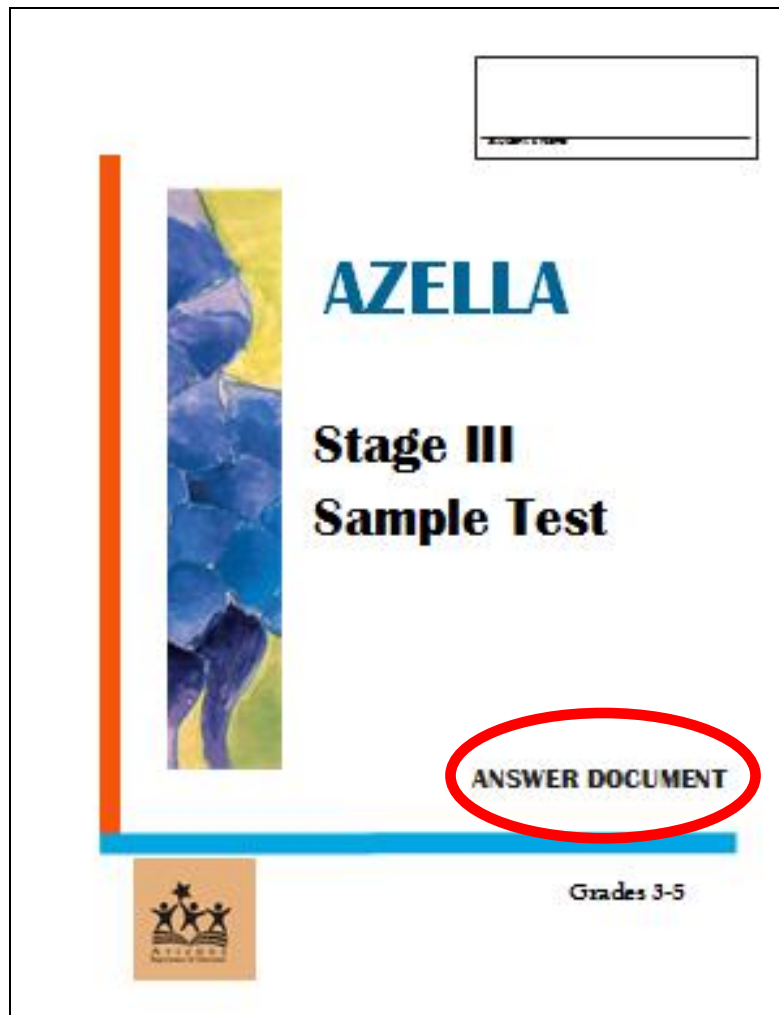
- All the steps.
- Details in the picture.

Extended Response Writing

Check Your Writing: Expository Writing

- Explain what is happening in the picture.
- Use descriptive words.
- Include details.
- Use a variety of complete sentences.
- Use correct capitalization, punctuation, and grammar.

Students Write Their Final (Paragraph) Responses on the Correct Page of the Answer Document



Extended Response Writing

*Both teachers and students
can benefit from
scoring practice using
the Writing rubric*

Found in the Teacher's Edition

Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 &15

Score 5: Ideas are expressed and developed clearly; conventions of standard English are successfully incorporated; sentences are varied with both simple and complex structures; writing is organized and clearly moves from one sentence to the next; writing is focused and descriptive. A score point 5 will include:

- An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.
- Command of grammar (including syntax) and usage with few or no errors.
- Correct capitalization and end punctuation; infrequent errors in internal punctuation.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- Recognizable organization that allows the reader to follow the text from beginning to end.
- Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.
- Prompt/question addressed either in a statement or with clear implication.

Score 4: Main idea is evident and development is present. Writing includes minimal errors in standard English conventions that do not impede communication of the text. There is variation of sentence structures; simple sentences prevail. Vocabulary is appropriate. Student uses transitions although they are repetitive or missing at times. A score point 4 will include:

- An idea and details or characters and setting as appropriate.
- Minimal errors in grammar (including syntax) and usage that do not impede communication.
- Infrequent errors in capitalization and punctuation do not impede communication.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- An organization that incorporates transitional words to guide the reader through the text, from beginning to end.
- Words and phrases that address the topic and audience using academic language although inconsistencies are noted.
- Evidence of connection to the prompt/question, stated or implied.

Score 3: Main idea is present; few details are evident although some are general. Writing includes errors in standard English conventions which impede communication. There is a hint of sentence variation, but attempts are often unsuccessful. Vocabulary is limited. A score point 3 will include:

- Main idea present; details randomly placed; simplistically stated character(s) and/or setting as appropriate.
- Errors in grammar (including syntax) and usage that begin to confuse the reader.
- Frequent errors in capitalization and punctuation that begin to impede communication.
- Frequent spelling errors that begin to impede reader's comprehension.



Stage III

Session 4

Speaking

Speaking



- Unscored Practice items are included at the beginning of the Sample Test.
- Successful responses initiate the scored telephone Speaking test component of the Reassessment.
- The Speaking Sample Test is delivered by the Test Administrator, not on the telephone.

“What is your first and last name?”

“What is your teacher’s name?”

“How old are you?”

Speaking Example

**ORAL
READING
ITEM**

“Look at the list of words.
Read each word to me.”

Pause for student response.

6

charter

shortly

thistle

Speaking

“What is happening in the picture?”

Pause for student response.

“What is another thing you can tell me about the picture?”



Speaking

Students struggle when asked to

“ASK ME A QUESTION.....”

Give students practice asking questions.

Speaking Item

“Ask a question.”



- Ask a question about the picture.

Pause for student response.

- Ask another question about the picture.

Speaking Item – Verbal only

You can now close your book.
The Speaking test will continue
for questions 11 through 20.

SAY Next, please answer in two or more complete sentences.

Think about a time when it rained.

**Tell about something that happened while it was raining
and how it made you feel.**

Pause for student response.

Speaking Repeat Item Examples

- “Summarize the plot of this folktale.”
- “The earth’s center is called the core.”
- “If no one volunteers, I will have to choose someone.”
- “How do you show respect for your teacher”
- “Our teacher said,” “Whenever the bell rings, you may get your belongings and line up for the bus.””

Oral Reading & Speaking Rubrics

Oral Reading Rubric

Rubric ID: III-IV.OR.1 (Decoding)
Stages III-IV
0-1 point
Use for item #6

Oral Reading Rubric

Rubric ID: II-III.OR.1 (Segmenting Syllables)
Stages II & III
0-1 point
Use for items #4 & 5

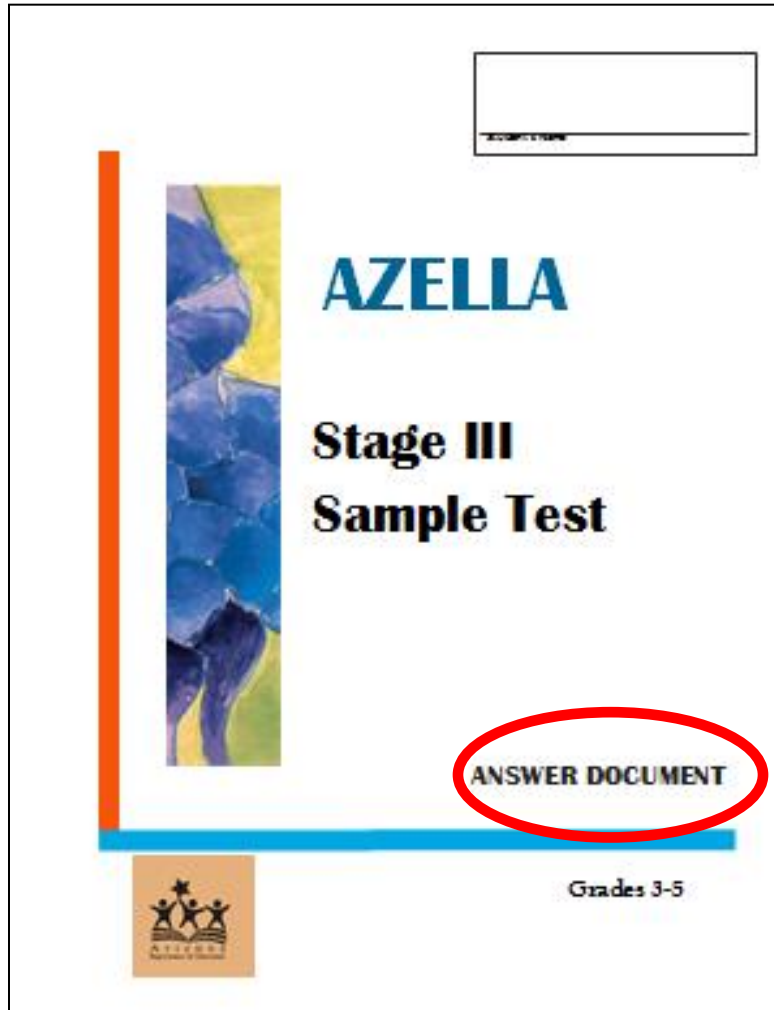
Speaking Rubric

Rubric ID: II-V.S.4 (Extended Response)
Stages II-V
0-4 points
Use for items number: #7 through 12

Scoring Repeat Items

Use for items # 13 through 22

Speaking Scoring Summary



Speaking Response Summary		
1	correct <input type="radio"/> not correct <input type="radio"/>	Unscored Practice Item
2	correct <input type="radio"/> not correct <input type="radio"/>	Unscored Practice Item
	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	RUBRIC ID - II-V.S.4
	Notes	
3	Notes	
	1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	RUBRIC ID - III-IV.OR.1
4	Notes	
	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	RUBRIC ID - II-V.S.4
5	Notes	
	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	RUBRIC ID - II-V.S.4
6	Notes	
	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	RUBRIC ID - II-V.S.4
7	Notes	

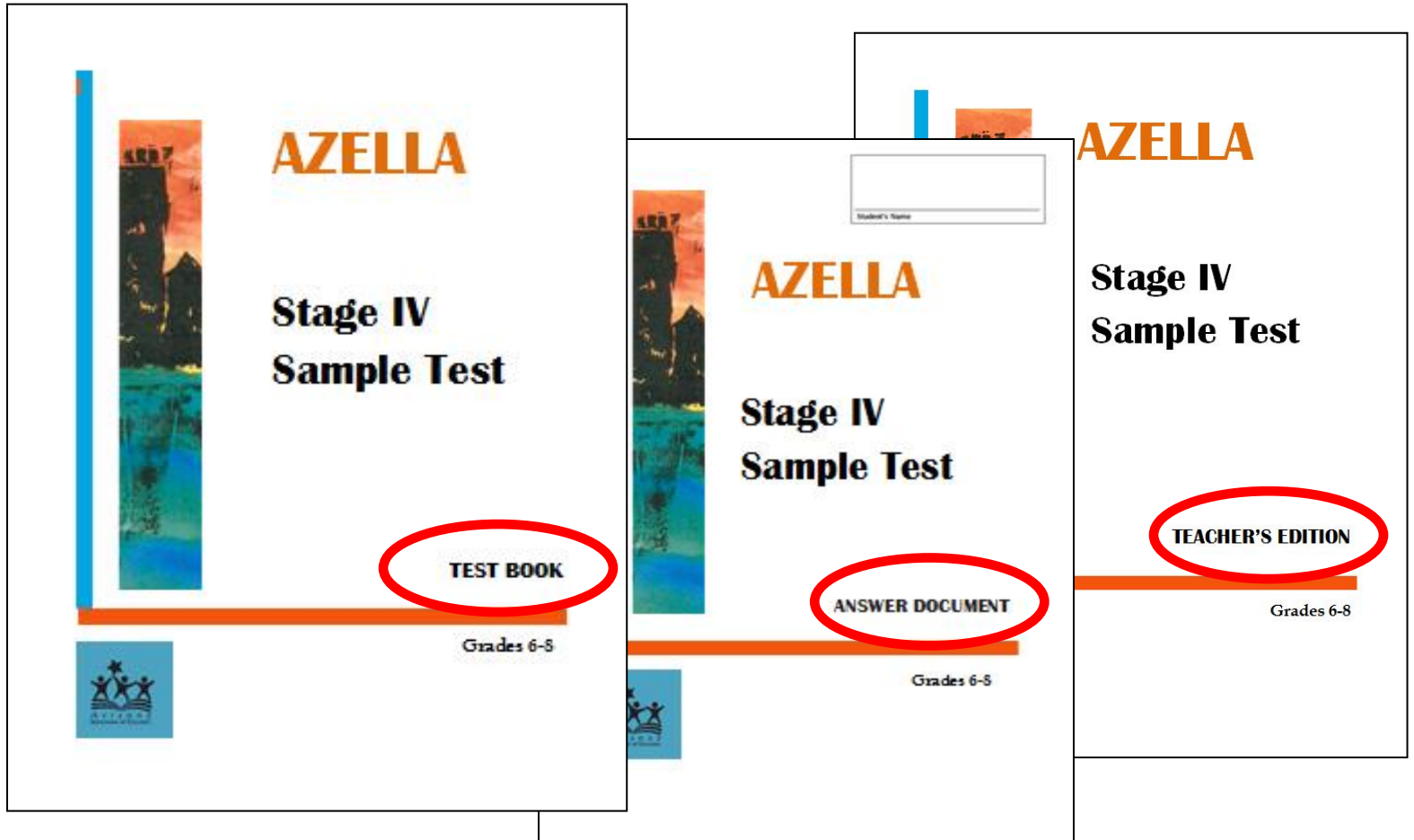


Stage IV Sample Test

Grades 6-8

Many of the item types from Stage III are also included in Stages IV and V. They will not be repeated in this presentation.

Stage IV Sample Test



Stage IV Sample Test Structure

Listening – 7 Multiple Choice Items

Reading – 5 Stand-alone Items

13 Passage-based Items

Writing – 12 Multiple Choice

2 Extended Response Items

Speaking – 2 Unscored Practice Items

9 Extended Response Items

10 Repeat Items



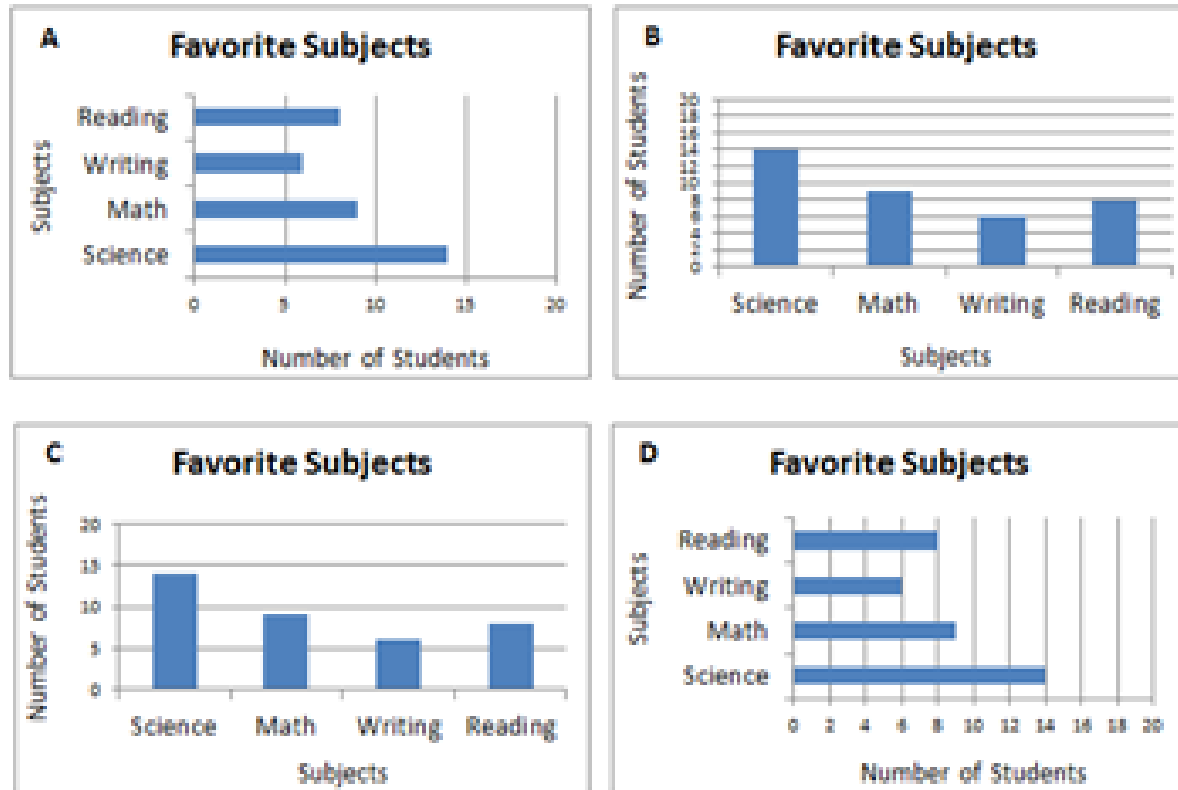
Stage IV

Session 1

Listening

Listening Example

3



This item type is about following directions using academic vocabulary.

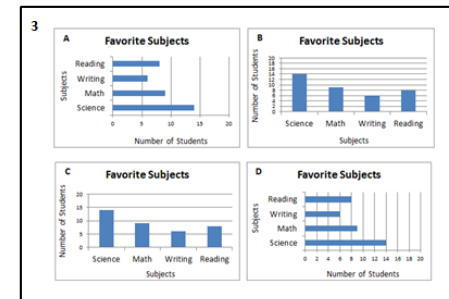
SAY

“You will be creating a bar graph of your classmates’ favorite subjects. The first step for creating your bar graph is to write the title, ‘Favorite Subjects,’ at the top of the page.

Second, label the axis that runs left to right as ‘Subjects.’ Above the label, list the following categories: ‘Science,’ ‘Math,’ ‘Writing,’ and ‘Reading.’

Now, label the axis that runs up and down as ‘Number of Students.’ Number the scale from 1 to 20 counting by 2s. The last step is to enter your data.”

Which picture shows the correct format?





Stage IV

Session 2

Reading

Reading

Signal Words

- 11** Which word from the passage indicates cause and effect?
- A. Recently
 - B. because
 - C. however
 - D. Although

Reading Example

Choose the “Best” or “Most” *Emphasized by Boldface Type*

17 What is the **most** likely reason customers order from Hansen Housewares?

- A. Lowest prices
- B. Mail order option
- C. High quality items
- D. User-friendly website

Reading Example

Dictionary Entry

12 Read the sentence.

Howard bought a car that was light in color because he thought it would stay cooler in the summer sun.

Look at the dictionary entry for light.

light (lit) n. **1** the natural agent that stimulates sight and makes things visible. **2** understanding of a problem. v. **1** provide with lighting; illuminate. **2** start something burning; ignite. **3** public knowledge. adj. **1** having a considerable amount of natural light; not dark. **2** a pale color. **3** of little weight. **4** not too sweet. **5** carefree. ANT – dark, ignorance, heavy.

Which definition **best** matches the word light as it is used in the sentence?

- A. n. 1
- B. v. 2
- C. adj. 2
- D. adj. 3



Stage IV

Session 3

Writing

Writing Items Use Both the Writing ELPS and the Language Strand

The verb tenses specified in **Stage IV** of the Writing domain of the ELPS (Standard 2; P.I. 6) include: **simple, progressive, and perfect forms of present, past, and future tenses.**

Writing Example

Topic Sentence

- 5 Read the paragraph from a student essay.

_____ During the month of March, students turn in used books from home that their families no longer want. Students receive one ticket for each book they turn in. On the last day of school, students exchange each ticket they have for one of the collected books.

Which sentence belongs in the blank space?

- A. My school has a book exchange for students at the end of every school year.
- B. Students at my school like to exchange their tickets for used books.
- C. Students at my school read more books during the spring.
- D. My school encourages students to read library books.

Writing Prompts

Sample Test Includes

A Persuasive Paragraph and a Formal Letter

On page 3 of your answer document, write a persuasive paragraph stating your opinion about the importance of starting a recycling program at your school.

Be sure to include:

- Your position
- Evidence to support your position.

Think about raising money by hosting a car wash. On page 4 of your answer document, write a formal letter to the principal about holding a car wash to raise funds for a school dance. The funds will pay for the music, food, and decorations.

Be sure to include:

- Today's date.
- The address as Dr. Oliver
- William Tell High School
- 1500 Jefferson, Peoria, Arizona, 85000



Stage IV

Session 4

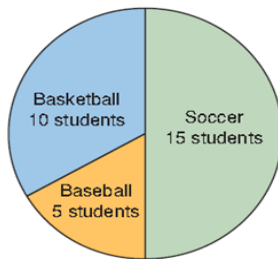
Speaking

Speaking

Responding to Charts, Graphs, Illustrations

3

Favorite Sports
in Mrs. Clark's Class



Look at the circle graph. Please answer in complete sentences. Which sport is the favorite in Mrs. Clark's class?

Pause for student response.

How many students in Mrs. Clark's class like baseball best?

7

Class Schedule

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 am	Reading	Reading	Reading	Reading	Reading
8:30	Writing	Writing	Writing	Writing	Writing
9:30	Math	Math	Math	Math	Math
10:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:30	lunch	lunch	lunch	lunch	lunch
12:30 pm	PE	Art	PE	Music	Library
1:30	Science	Science	Science	dismiss	Science
2:30	Homeroom	Homeroom	Homeroom		Science lab
3:30	dismiss	dismiss	dismiss		dismiss

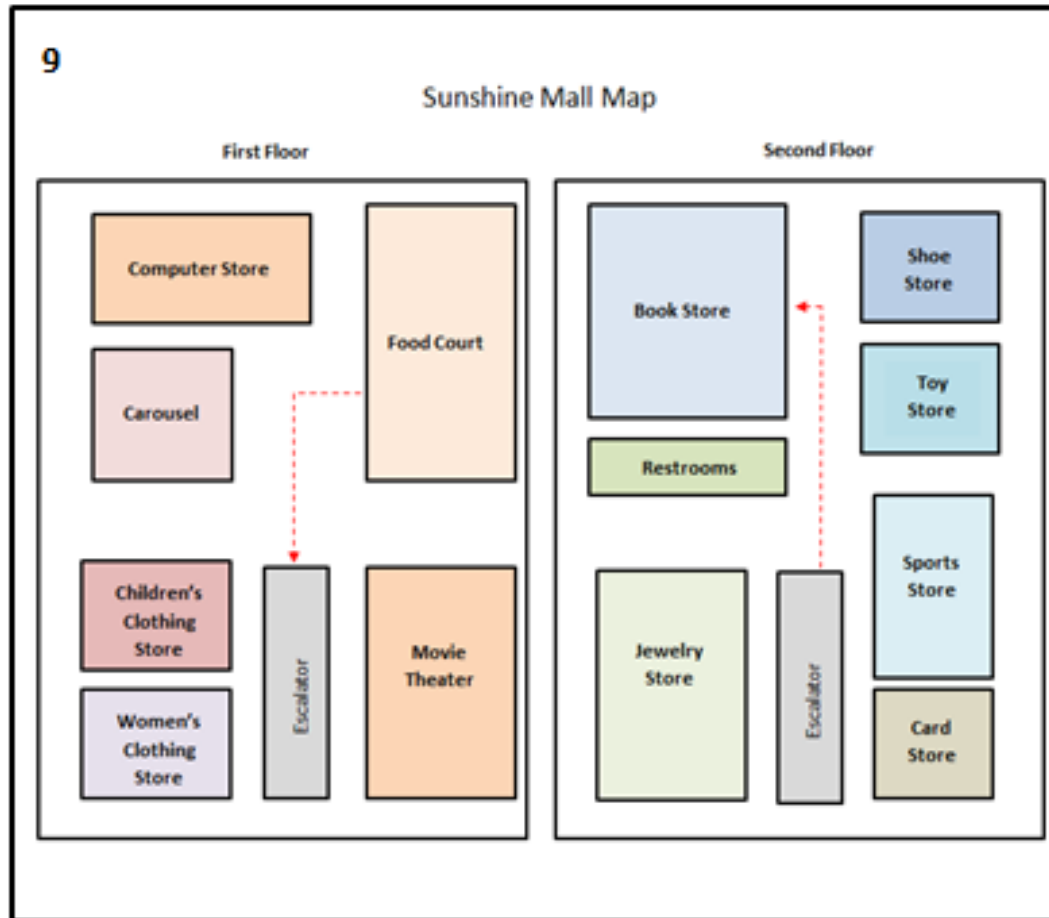
Look at the Class Schedule. Please answer in complete sentences. Based on the Class Schedule, predict one thing about the schedule for week 2.

Pause for student response.

Predict one more thing about the Class Schedule for week 2.

Speaking

Giving Directions Based on a Map



Speaking Examples

Verbal Only

SAY Next, please answer in two or more complete sentences. How do you check out a book at the library? Include at least four steps.

Pause for student response.

SAY Next, please answer in two or more complete sentences. If you could go any place in the world, where would you go and why?

Pause for student response.



Stage V

Sample Test

Grades 9-12

Many of the item types from Stages III and IV are also included in Stage V. They will not be repeated in this presentation.

Stage V Sample Test Structure

Listening – 7 Multiple Choice Items

Reading – 7 Stand-alone Items

13 Passage-based Items

Writing – 19 Multiple Choice

2 Extended Response Items

Speaking – 2 Unscored Practice Items

9 Extended Response Items

10 Repeat Items

Stage V Sample Test Set





Stage V

Session 1

Listening

SAY

Listen to the following conversation between a school counselor and a freshman student to answer the questions.

Speaker 1 (counselor)

Good morning. I am the freshman guidance counselor who will be working with you this year. During your freshman year, you will be allowed to take elective classes. Our school offers electives in the following departments: music, art, athletics, technology, and theatre. Do you have any questions regarding electives?

Speaker 2 (student)

Can I take two electives? And, can the classes be from the same department? For example, I would like to take two athletic classes.

Speaker 1 (counselor)

If you attended summer school or took an online class, you may take two electives. And yes, there are many students who will take two classes from the same department such as a dance class and a tennis class, or perhaps band and choir.

Speaker 2 (student)

When do elective classes meet? Do classes last a semester or all year long?

Speaker 1 (counselor)

Regardless of the time of year, elective classes are held at the beginning of the day and at the end of the day.

Speaker 2 (student)

Great, I'm signing up for swimming and soccer!

Which of the student's questions was not answered?

- 5**
- A. Can I take two electives?
 - B. When do elective classes meet?
 - C. Do classes last a semester or all year long?
 - D. Can the classes be from the same department?

Listening

- 5**
- A.** Can I take two electives?
 - B.** When do elective classes meet?
 - C.** Do classes last a semester or all year long?
 - D.** Can the classes be from the same department?



Stage V

Session 2

Reading

Reading Example

Which section of this webpage would help you develop a flood plan?

3 Which section of this webpage would help you develop a flood plan?



The screenshot shows the top portion of a news website. At the top left is a green saguaro cactus icon. To its right, the text reads "Special Edition" in italics, followed by "DESERT NEWS" in a large, bold, serif font. Below the title is a horizontal navigation bar with the following links: "Business", "Education", "Editorials", "Recreation", "Photo Gallery", and "Blogs". Below the navigation bar, the page is divided into two main columns. The left column is titled "Featured Articles" and contains three article snippets: "Park Crisis: Football fields flood during rains. Volunteers needed before Friday's game.", "Weather Ties Up Traffic During Rush Hour. Motorists stranded during heavy rainstorm.", and "Quick Response Thanks to City Flood Plan. Trucks clear trees and debris quickly." The right column contains three smaller boxes: "Subscribe Today" and "Search" buttons, a "Weather 10 Day Forecast" box, and a "Useful Links" box with three bullet points: "Tips for driving in the rain", "How to prepare for flooding", and "Have a family plan".

- A. Weather
- B. Editorials
- C. Useful Links
- D. Featured Articles

- A. Weather
- B. Editorials
- C. Useful Links
- D. Featured Articles

Reading Example

Signal Words – Chronological Order

12 Which word in the passage indicates chronological order?

- A. Carefully
- B. Place
- C. Now
- D. Gently

Reading Example

Choose the “Best”

- 19** Which sentence **best** describes the main conflict in the passage?
- A. Ahmose and his uncle needed to find their tent.
 - B. Ahmose is excited to be so close to the pyramid.
 - C. Ahmose realizes he will not be working on the pyramid.
 - D. Ahmose handed out one loaf of bread and more workers would appear.



Stage V

Session 3

Writing

Writing Example

Which words belong in the underlined part of the sentence?

9 Read the sentence.

When the phone rang, I realized I had slept too long.

Which words belong in the underlined part of the sentence?

- A. has slept
- B. had slept
- C. have sleeping
- D. correct as is

Writing

Last sentence.... concluding statement.

14 Read the paragraph from a student essay.

Jessica reviewed her list before leaving home and planned her route. She would begin with the post office, then travel to the bank. Jessica would meet her friend Ann near the bank for lunch. Following lunch, Jessica would stop for groceries and pick up her dog at the veterinarian. _____

Which sentence belongs in the blank space?

- A. Her dog, Spotty, seemed to be very tired lately.
- B. Heading home, she might think about an afternoon nap.
- C. Jessica was happy that Ann was her best friend in high school.
- D. She would buy all the ingredients for her favorite recipe at the grocery store.

Writing Example

Choose the “Best”

19

Florence has chosen to research three of the most influential people during the Civil War period in American history.

Which source is **best** to use for this assignment?

- A. A book with Civil War era biographies.
- B. A map of the United States from 1864.
- C. A book about Civil War battles in the South.
- D. A search on the internet for “Abraham Lincoln.”

Writing Items Use Both the Writing ELPS and the Language Strand

The verb tenses specified in **Stage V** of the Writing domain of the ELPS (Standard 2; P.I. 6) include: **simple, progressive, and perfect forms of present, past, and future tenses.**

Writing

Expository Writing

On page 3 of your answer document, write an expository paragraph that explains what it is like to live in Arizona.

Be sure to include:

- A topic sentence.
- Supporting details.
- A conclusion.

Check Your Writing: Expository Writing

- Present information about the topic.
- Use a topic sentence, supporting details, and a conclusion.
- Use words that explain the topic.
- Use a variety of complete sentences.
- Use correct capitalization, punctuation, and grammar.



Stage V

Session 4

Speaking

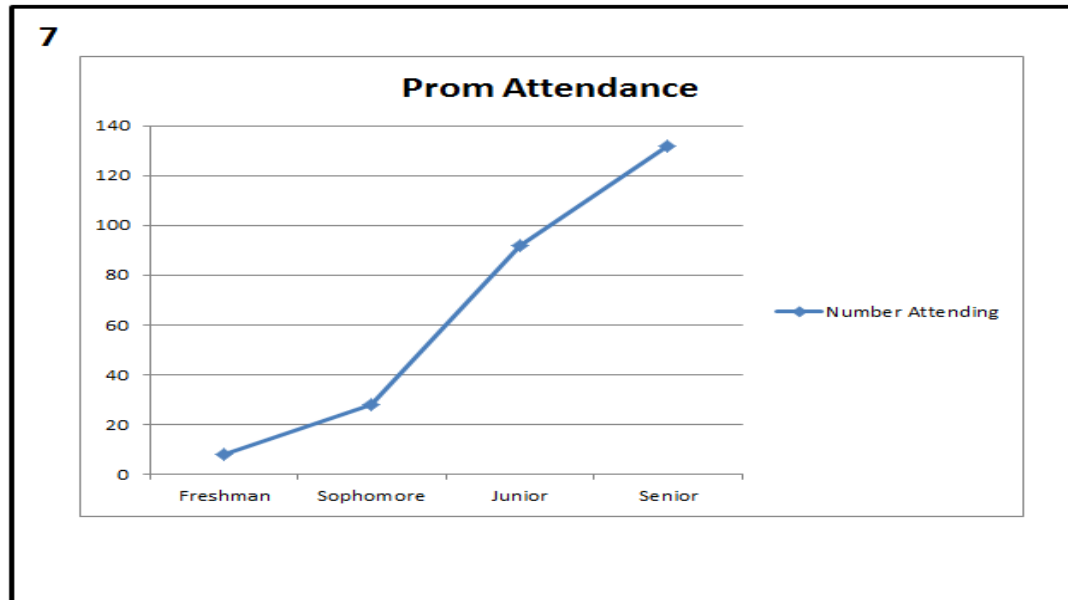
Speaking Example

Look at the chart. Please answer in complete sentences. Based on the chart for “Prom Attendance” predict one thing about next year’s prom attendance.

Pause for student response.

Predict one more thing about next year’s prom attendance.

Pause for student response.



Additional Resources

AZELLA Reassessment Blueprint

Domain/Standard	Stage I	Stage II	Stage III	Stage IV	Stage V
Reading	28%	26%	32%	33%	33%
Print Concepts/Phonemic Awareness/Decoding	50%	44%	35%	25%	21%
Comprehension	50%	56%	65%	75%	79%
Writing	28%	26%	32%	33%	33%
Applications	33%	32%	39%	36%	36%
Conventions	67%	68%	62%	50%	39%
Process/Elements/Research	0%	0%	0%	14%	26%
Listening	22%	19%	17%	16%	16%
Comprehension	100%	100%	100%	100%	100%
Speaking	22%	22%	20%	19%	19%
Delivery	71%	88%	88%	88%	88%
Repeats	29%	13%	13%	13%	13%

Approximate Lexile Summary for Reassessment and Sample Test

Stage III: 300 to 900 – Sample Test: 650 to 900

Stage IV: 450 to 1050 – Sample Test: 800 to 1150

Stage V: 550 to 1150 – Sample Test: 930 to 1150

Just an introduction.....

*Item Type Templates
to Build Your Own Items*

Writing Item Template

2.7 (HI) HI-7: *using verb tenses (simple and progressive) in a variety of writing applications.*

4 options – different versions of the same sentence. 3 with incorrect verb tense.

Which sentence is correct?

1. _____
2. _____
3. _____
4. _____

KEY _____

Listening Item Template

1.6 LI-6: following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.

Speaker 1: Look at number XX. Listen to the [passage/instructions/announcement].

Speaker 2: 50-70 word fiction/nonfiction multi-step passage/ instructions/announcement

Speaker 1: Now listen to the [passage/instructions/announcement] again to answer the question.

Question about multiple step directions/instructions/procedures (read to students)

Speaker 2: Repeat [50-70 word non-fiction passage]

Speaker 1: Repeat **question about multiple step directions/instructions/procedures**

Listen to the answer choices.

A. _____

B. _____

C. _____

D. _____

Mark your answer.

Reading Item Template

2.13 *applying knowledge of word order (i.e., syntax) to confirm decoding of text*

Read the sentence. [provide sentence with a blank]

Which word belongs in the blank space?

Word that fits context and order _____

Word that fits context, but not order _____

Word that fits order, but not context _____

Word that does not fit order or context _____

Correct response _____

Next Steps Under Consideration

- Create scored anchor papers and training sets for the Sample Test Extended Writing Prompts. These would be similar to the training materials for Placement Test Writing Scoring. We would need to collect student writing samples to accomplish this.
- Create recordings for the Listening and Speaking Sample Test items.



Teach the English Language Proficiency Standards

... and students will do well on the AZELLA

Questions?

Thank you!

- *Sample Test Item Writers*
- *Frank Brashear*