

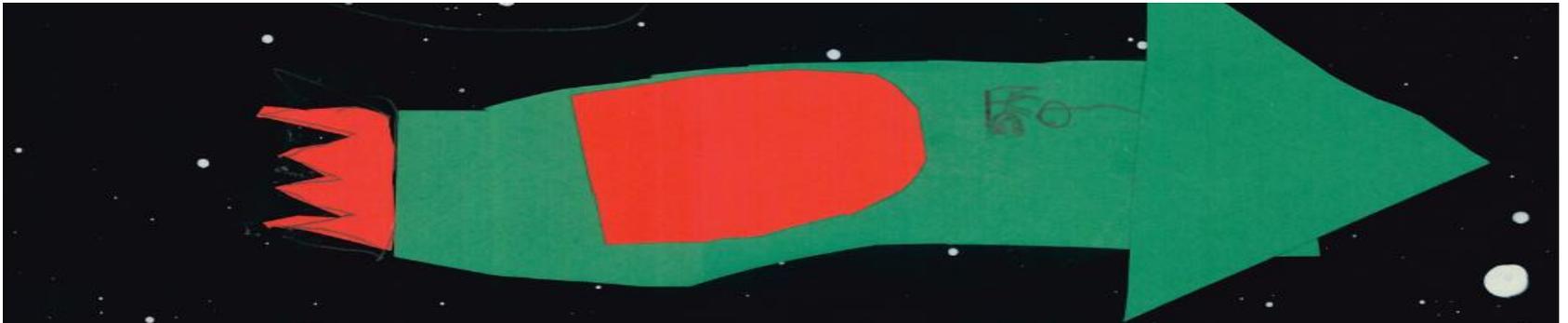
AZELLA Item Types

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PELL

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Today's Agenda

- Overview of Assessment Item Templates
 - Stage I
 - Stage II
 - Stage III
 - Stages IV / V
- Item Writing Activity

Tips for Good Item Writing

- Target one skill by writing to a specific Standard/Performance Indicator
- Ask a clear question using unambiguous language
- Make sure you have one correct response
- Write good distractors
 - plausible, but not correct
 - parallel format
- Purposeful use of language
 - use clear and concise language that is not unnecessarily complex
 - It ok to purposefully test complex language skills
- Watch for bias and culturally sensitive issues

Stage 1 Listening

Assessment Templates



Standard AZELLA Listening Format

- Read passage
- Provide the question
- Read passage again
- Ask the question
- Provide the answer choices
- Ask students to select the correct answer choice

Listening Comprehension

Look at the pictures.

I will read a story about _____.

Then I will ask you which picture shows _____.

Now listen to the story. [20-30 words]

“

_____”

Which picture shows _____?

[*Fill in the circle*] under the picture that shows
_____?

Picture 1

Picture 2

Picture 3

ELL Stage I: Kindergarten

Listening and Speaking

Comprehension of Oral Communications

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate understanding of oral communications by:

PE-4: sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.

(math, science, social studies)

E-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.

(math, science, social studies)

B-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.

(math, science, social studies)

LI-4: using sentence frames to sequence events from read-alouds, presentations, and conversations.

(math, science, social studies)

HI-4: sequencing events from read-alouds, presentations, and conversations.

(math, science, social studies)

PE-5: following one-word commands for classroom activities that are accompanied by picture cues.

(math, science)

E-5: following one-step directions for classroom activities that are accompanied by picture cues.

(math, science)

B-5: following two-step directions for classroom activities that are accompanied by picture cues.

(math, science)

LI-5: following multiple-step directions which include prepositions.

(math, science)

HI-5: following multiple-step directions which include prepositions.

(math, science)

Stage 1 Reading

Assessment Templates



Phonemic Awareness & Decoding

Look at the pictures.

Point to each picture as I say each word.

[Select 3 words.]

(word A) _____, (word B) _____, (word C) _____

[Choose a word.]

Which picture rhymes with (word X) _____ ?

AC/A

AC/B

AC/C

WORD

WORD

WORD

Stage 1 Reading

ELL Stage I : Kindergarten

Reading

Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of phonemic awareness by:

Phonemic
Awareness

PE-4: repeating rhymes with instructional support.

E-4: distinguishing spoken rhyming words from non-rhyming words.

B-4: identifying rhyming words in response to an oral prompt.

LI-4: producing rhyming words in response to an oral prompt.

HI-4: orally forming words by substituting simple onsets (/o/) with given rimes (/at/).

The student will demonstrate knowledge of decoding by:

Decoding

PE-5: distinguishing letters from numbers and symbols.

E-5: matching upper case and lower case letters.

B-5: matching and naming upper case letters to lower case letters.

LI-5: matching and naming upper case and lower case letters with different fonts.

HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.

(nati)

Phonemic Awareness/Decoding

Reading Comprehension

passage-based

- [Write a five- to seven-sentence literary passage to read to students.]
- [Ask a who/what/which detail from the passage].
- [Tell students to select the picture that shows the who/what/which detail from the passage].

Answer choices are three pictures based on the passage; only one answers the question.

Stage 1 Writing

Assessment Templates



Standard English Conventions

Look at the picture.



Write a **sentence** that tells what the [subject(s) of picture] does/do in the picture. Use as many lines as you need.

Stage 1 Writing

Writing Applications

Look at the picture.



Write a **story** about what you see in the picture.

Write as much as you can. Use as many lines as you need.

Stage 1 Writing



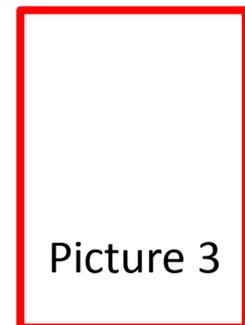
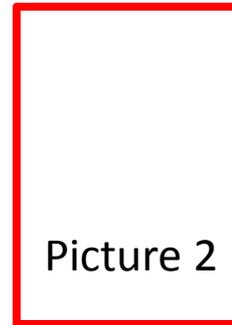
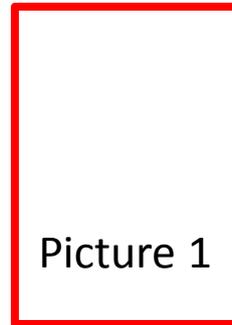
Writing Applications

Look at the three pictures that tell a story about [subject of passage].

You will write a sentence that tells what is happening in each picture.

Look at the picture number one.

It is the first picture of the story.



On the lines under the picture, write a sentence that tells what is happening in the picture.

[Do the same with the remaining two pictures.]

Stage 1 Writing

Stage I & II Writing Rubric - 3 points

Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.

- Ideas and details are present.
- Errors in subject-verb agreement are not evident.
- Beginning capitalization and/or end punctuation have only minor errors or omissions.
- Minor spelling errors do not impede the meaning of words. Phonetic spelling is acceptable.

Stage 1 Speaking

Assessment Templates



Speaking Item Template

two-part questions

Part 1: Use a complete sentence to answer the question.

[Write a question or imperative sentence asking for social information.]

Part 2: Use complete sentences to answer the question.

[Write a question asking student to **justify their response to Part 1.**]

Stage 1 Speaking

Repeats

SAY

(sentence)

Pause for student response.

Stage 1 Speaking



Stage 11

Listening

Assessment Templates



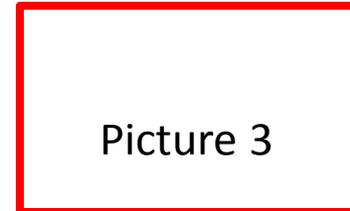
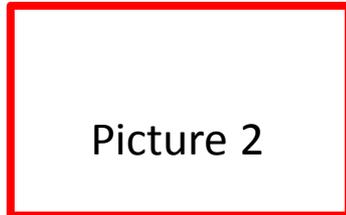
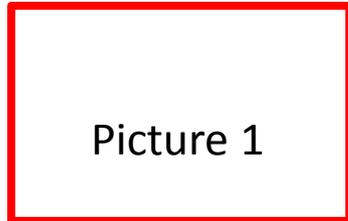
Listening Comprehension

Look at the pictures and listen to the teacher.

[Write a four- to five-sentence passage or set of instructions that contain 2- to 3-step directions.]

Which picture shows [question about correct steps stated in passage (read to students)]?

Mark the correct picture.



Stage II Listening



Stage 11 Reading

Assessment Templates



Print Concepts

Which set of words is in ABC order?

Word 1 _____ Word 2 _____ Word 3 _____

Word 1 _____ Word 2 _____ Word 3 _____

Word 1 _____ Word 2 _____ Word 3 _____



Decoding

What is the base word of (word) _____ ?

A/C A (word) _____

A/C B (word) _____

A/C C (word) _____



Passage based Reading Comprehension

- Which picture shows what the story is about?
- Who/What/Where/When/Why/How [question about a detail in the passage]?
- What will the [character in the passage] do next?
- Which picture shows what they did first?... second?.....last?

Fiction and non-fiction; target Lexile range 220L – 620L

Stage II Reading



Stage 11 Writing

Assessment Templates



Spelling

Which word is spelled correctly?

A/C A (word) _____

A/C B (word) _____

A/C C (word) _____

Stage 11 Writing



Punctuation

Which sentence uses punctuation correctly?

AC/A (sentence) _____

AC/B (sentence) _____

AC/C (sentence) _____

Stage II Writing



Capital Letters

Which sentence uses capital letters correctly?

AC/A (sentence) _____

AC/B (sentence) _____

AC/C (sentence) _____

Stage 11 Writing



Writing Conventions

[This item template is used to test many of the Language Strand Performance Indicators, including verb tenses and subject-verb agreement.]

[Create three different versions of the same sentence. Only one version must be correct.]

Which sentence is correct?

1. _____
2. _____
3. _____

Stage II Writing



Writing Applications

Look at the picture.



Write a story about what you see in the picture.

Be sure to include:

- Characters.
- Setting.
- A beginning, a middle, and an end.

Stage II Writing



Stage II Writing Rubric - 3 points

Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.

- Ideas and details are present.
- Errors in subject-verb agreement are not evident.
- Beginning capitalization and/or end punctuation have only minor errors or omissions.
- Minor spelling errors do not impede the meaning of words. Phonetic spelling is acceptable.

Stage 11

Speaking

Assessment Templates



Speaking Template

two- part questions

Part 1: Use a complete sentence to answer the question.

[Write a question or imperative sentence asking for: what is happening in the picture or personal information or opinion or preference.]

Part 2: Use complete sentences to answer the question.

[Write a question asking student to justify their response to Part 1: why, how.]

Stage 11 Speaking



Speaking

Look at the map. Please answer in two or more complete sentences. Use the map to tell me how to get from [point X to point Y].



Stage 11 Speaking



Repeats

SAY

(sentence)

Pause for student response.

Stage II Speaking



Stage III

Listening

Assessment Templates



Listening Comprehension

Look at the pictures and listen to the teacher.

[Write a 30 – 65 word passage/instructions.]

[Write a question about comparison, sequencing, main idea, multi-step directions, procedures, summarizing, relationships between ideas, character's action, etc.].

[Write 4 answer choices.]

- A.

- B.

- C.

- D.

Stage III Reading

Assessment Templates



Oral Reading “Stand Alone” Item

decoding – reading regularly spelled words

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

[Choose three grade-appropriate 2-syllable words.]

Word 1 _____

Word 2 _____

Word 3 _____

Consider accuracy, fluency, pronunciation for evaluation.

Use Speaking rubric.

Stage III Reading

Reading Comprehension

passage-based example

If the passage continues, what will _____ **most** likely do next?

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

Fiction and non-fiction; Lexile range 550L - 980L

Stage III Reading

Reading Comprehension

passage-based example

Which word **best** describes _____ at the beginning of the passage?

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

Stage III Reading

Reading Comprehension

passage-based example

What conclusion can be made at the end of the passage?

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

Stage III Reading

Reading Comprehension

passage-based example

Which word from the passage signals when something will happen? [Create 4 single-word options. All words must appear in the passage]

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

Reading Comprehension

passage-based example

What is the **best** summary of the passage?

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

Reading Comprehension

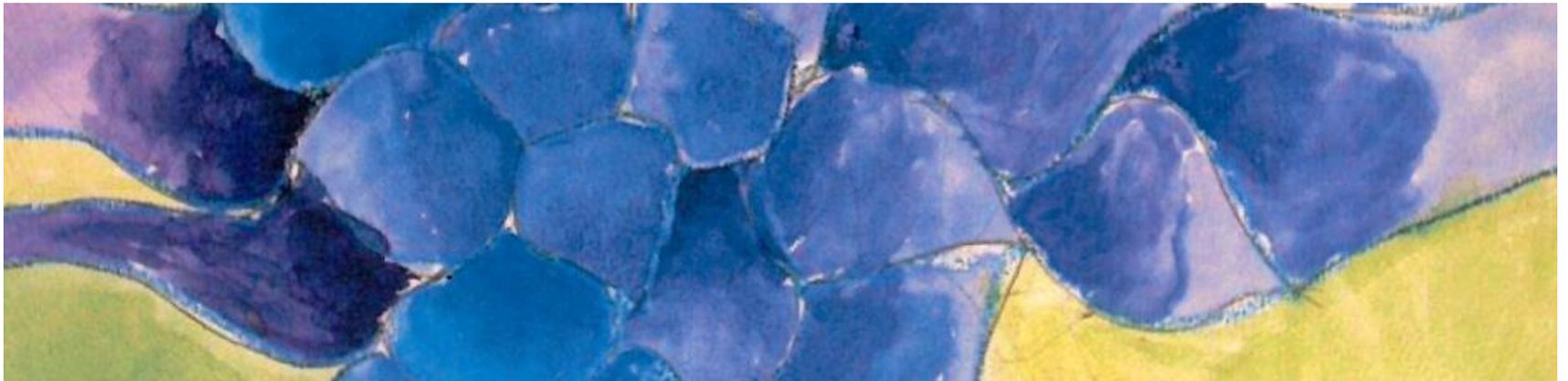
passage-based example

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

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

Stage III Writing

Assessment Templates



Writing Conventions

example

Which sentence uses [capital letters, punctuation] correctly?

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

Writing Conventions

[This item template is used to test many of the Language Strand Performance Indicators, including verb tenses and subject-verb agreement.]

[Create four different versions of the same sentence. One version must be correct.]

Which sentence is correct?

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

Stage III Writing

Writing Conventions

[This item template is used to test many of the Language Strand Performance Indicators, including verb tenses and subject-verb agreement.]

Which word(s) belong in the blank?

Create a sentence with a blank for the [subject or] the verb.

[Create four options using different forms (tenses) of the verb. Only one answer choice is correct.]

1. _____

2. _____

3. _____

4. _____

Stage III Writing



Extended Writing

examples of prompt types

- Write a story about what you see in the picture.
- Write a story about what you see in the picture. Tell what happened first, next, and last.
- Look at the picture. Explain what the picture shows.
- Based on [scenario], write directions explaining how to [do something].

Writing Applications

Practice using the AZELLA 5-point Writing Rubric

Students and teachers need to be familiar with rubric criteria. The rubric is posted on the ADE website.

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~~ 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~~ 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~~ 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~~ 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 Speaking

Assessment Templates



Speaking Template

two-part questions

Part 1: Use a complete sentence to answer the question.

[Write a question or imperative sentence asking for: what is happening in the picture or personal information or opinion or preference or comparison.]

Part 2: Use complete sentences to answer the question.

[Write a question asking student to justify his/her response to Part 1; why, how.]

Stage III Speaking

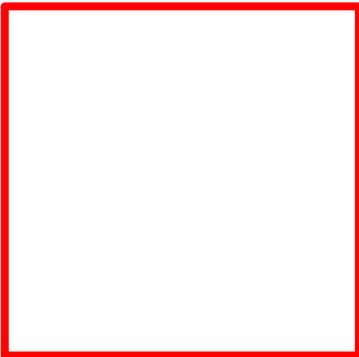
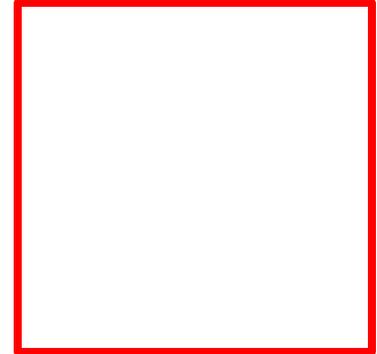
Speaking

2 common types

Look at the picture. Please answer in complete sentences.

What is happening in the picture?

What is another thing you can tell about the picture?



Ask a question about the picture.

Ask another question about the picture.

Stage III Speaking

Stages IV & V

Listening

Assessment Templates



Listening Comprehension

two questions based on a passage

[Look at the picture/s and] listen to the teacher.

[50-80 word fiction/nonfiction [passage/instructions/announcement].]

[Questions about comparison, sequencing, main idea, multi-step directions, procedures, summarizing, relationships between ideas, character's action, etc.].

Listen to the answer choices.

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

Mark your answer.

Listening Comprehension

2 questions based on a passage

[Look at the picture and] listen to the teacher.

[50-80 word fiction/nonfiction [passage/instructions/announcement].]

[Write questions 1 and 2: Questions about comparison, sequencing, main idea, multi-step directions, procedures, summarizing, relationships between ideas, character's action, etc.].

Question 1

Listen to the answer choices.

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

Mark your answer.

Question 2

Listen to the answer choices.

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

Mark your answer.

Listening Example

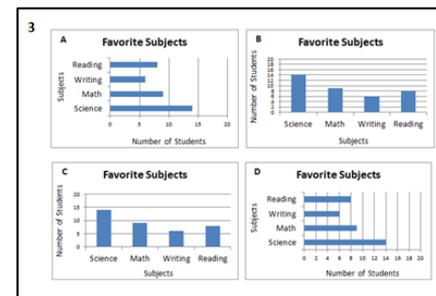
example using a graphic stimulus

“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.’

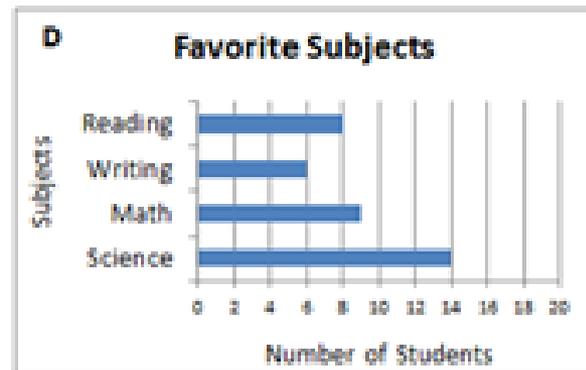
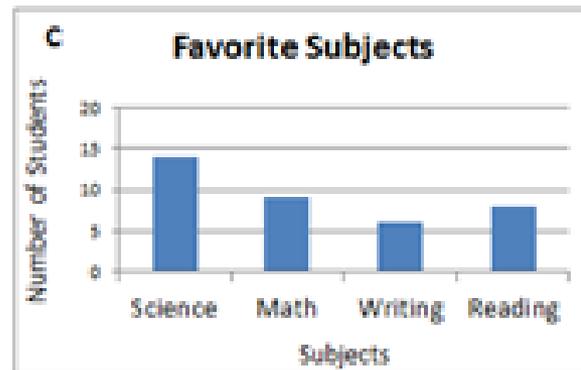
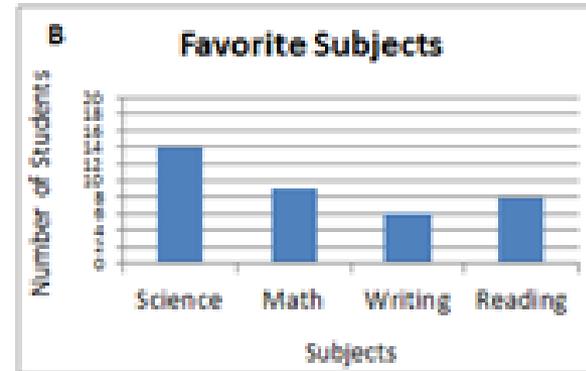
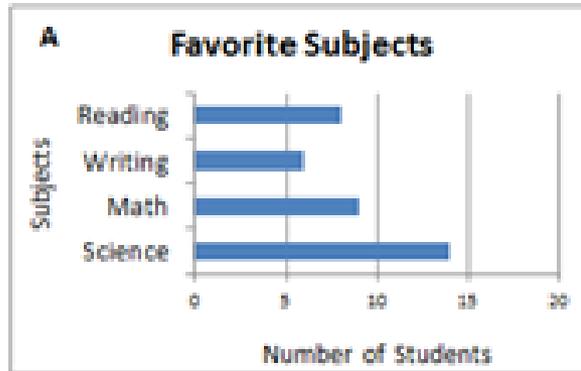
Now, label the axis that runs up and down as ‘Number of Students.’ Number the scale from 1 to 20 counting by 2s. The last step is to enter your data.”

Which picture shows the correct format?



Listening Example

3



Stages IV & V

Reading

Assessment Templates



Decoding

applying knowledge of affixes to base words in context

[Write a sentence containing a word with an affix without contextual clues to the meaning of the word.]

Read the sentence.

When you add the prefix/suffix [prefix/suffix] to [root word], what is the meaning of the new word?

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

Reading Comprehension

passage-based example

Based on the passage, what will happen next?

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

Stage IV/V Reading

Reading Comprehension

passage-based example

What is the main problem in the passage?

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

Stage IV/V Reading

Reading Comprehension

passage-based example

Which words from the passage indicate [cause and effect; chronological order; compare/contrast]?

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

Stage IV/V Reading

Reading Comprehension

additional example questions

- Based on the passage, what will happen at the end of the passage?
- Based on the passage, what will happen next?
- Why does [character] do [something in the text]?
- What is the [character's] main problem/plot in the passage?
- Which part of the passage does the illustration help the reader understand?
- What is the best summary of the passage?
- What does [word from the passage] mean in the passage?

Fiction and non-fiction; Lexile range 950L to 1160L

Fiction and non-fiction; Lexile range 1080L to 1310L

Stages IV & V

Writing

Assessment Templates



Writing Conventions

[This item template is used to test many of the Language Strand Performance Indicators, including verb tenses and subject-verb agreement.]

[Create four different versions of the same sentence. Only one version must be correct.]

Which sentence is correct?

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

Stage IV/V Writing

Writing Conventions

[This item template is used to test many of the Language Strand Performance Indicators, including verb tenses and subject-verb agreement.]

Which word(s) belong in the blank?

[Create a sentence with a blank for [the subject or] the verb.]

[Create four options using different forms [tenses] of the verb. Only one answer choice is correct.]

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



Writing

paragraph structure (Standard 4 PI 2)

[Create a 4-5 sentence paragraph with a blank line to represent the second/third/fourth sentence.]

Read the paragraph from a student essay.

Which sentence belongs in the blank space?

[One-sentence answer choices related to the paragraph; only one is topic sentence, a detail supporting the main idea/topic sentence, a conclusion that provides a sense of resolution, or fits the sequence of the information.]

1.

2.

3.

4.



Writing Example

paragraph structure example

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

using resources to clarify meaning

Read the sentence.

[Provide one sentence with the selected word underlined.]

Look at the thesaurus/dictionary entry for [underlined word].

[Graphic of thesaurus/dictionary entry for the selected word.]

Which word **best** replaces [underlined word] in the sentence?

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

Stage IV/V Writing

Writing Prompts

- Narrative
- Expository
- Functional
- Persuasive

Stage IV/V Writing

Writing Applications

Practice using the AZELLA 5-point Writing Rubric

Students and teachers need to be familiar with rubric criteria. The rubric is posted on the ADE website.

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.

Stages IV & V Speaking

Assessment Templates



Speaking

Think of a time when [a personal experience/interest/story happened]. Tell [one detail from the experience/interest/story, e.g., who/what/when/where/how] and [another detail from the experience/interest/story, e.g., who/what/when/where/how].

Answer in two or more complete sentences.

Stage IV/V Speaking

Speaking

responding to a chart or graphic

Please answer in complete sentences.

Tell me one thing you learn from the information in the [chart/graphic]. Tell me another thing you learn from the information in the [chart/graphic].

Stage IV/V Speaking

Speaking

Please answer in two or more complete sentences. Tell how to [do something students would be familiar with].
Include at least four steps.

Stage IV/V Speaking

Item Writing Activity

1. Choose a Stage for your Item writing activities and move to one of those tables.
2. Choose one of the templates on the table.
3. Write an item.
4. Share the items at your table.
5. Time permitting, we will share thoughts with the group.

Thank you!