Guide to Navigating and Using AZELLA Reports

Updated 5/22/2013

CONTENTS

OVERVIEW
- Navigating AZELLA Reports
  - PearsonAccess Reports
  - AZELLA Users

TRAINING – PART I
- UNDERSTANDING AZELLA REPORTS
  - Understanding the Individual Student Report
    - Header Information
    - Student Demographic Information
    - Student Score Information
      - Domain Scores
      - Additional Scores
      - Total Combined Score
      - Scale Scores
      - Proficiency Levels
    - Overall Proficiency Level
  - Understanding the Proficiency Roster Report
    - How to use AZELLA/report for grouping students
    - Quick Start Help with May 2013 Reports
  - Alphabetical Roster Report
  - Kindergarten Placement Test Reports

TRAINING – PART II
- USING AZELLA REPORTS
  - How to use the AZELLA report with the English Language Proficiency Standards
  - AZELLA Blueprint
  - AZELLA Scoring Rubrics
  - Conclusion

TRAINING – OVERVIEW

NAVIGATING AZELLA Reports
PearsonAccess Reports

The purpose of this guide is to assist educators to understand and use the Arizona English Language Learner Assessment (AZELLA) score reports available in PearsonAccess. The AZELLA is Arizona's English language proficiency assessment.

The AZELLA was developed to test the Arizona English Language Proficiency Standards (ELPS). In alignment with the ELPS, AZELLA is designed to test the domains of Listening, Reading, Writing, and Speaking. Grade span clusters match the ELPS and tests are specifically designed for each of the five Stages, I-V. Test items cover the range of the ELPS proficiency levels: Pre-Emergent, Emergent, Basic, and Intermediate. Students scoring Proficient on the AZELLA are considered to have met the knowledge, skill, and ability requirements of the ELPS, and are able to access regular class work in English. The ELPS are linked to Arizona's Common Core State Standards so that Proficient students have the language proficiency needed for the rigor of mainstream instruction.

AZELLA District Test Coordinators invest their time to ensure that AZELLA is administered in a consistent manner to yield reliable results. Once the test has been administered and the test results are published, it is the responsibility of district educators to use AZELLA score report information to improve the educational outcomes for English Language Learner (ELL) students.

AZELLA testing occurs in two major categories: Placement testing and Annual Reassessment. Placement testing occurs all year for new students who require testing, students without recent AZELLA scores, and for students who meet other requirements for placement testing. The Annual Reassessment is required for all continuing ELL students and students withdrawn by parent request, and occurs in a specific time period each spring. See the *AZELLA Reference Manual* for more information on Placement and Reassessment testing. Student reports are essentially the same for both of these purposes.

The PearsonAccess website provides a variety of reports available for convenient downloading. The *Individual Student Report* and the *Student Roster Report* are two key AZELLA reports that are provided in both electronic and print versions. Also available on the PearsonAccess website is a Student Data File. This file, available only in an electronic format, contains significantly more information than the paper reports. The Student Data File is a very useful tool for district personnel who choose to create their own customized data reports. Directions on how to access the reports and download the Student Data File from the Pearson website are available in the *Spring 2013 AZELLA User's Guide - Reports* at
http://www.pearsonaccess.com/cs/Satellite?pagename=Pearson/QuickLink/azPEMHome&reason=logout

AZELLA USERS

Users of the AZELLA score reports fall into several broad categories: School Administrators, AZELLA District Test Coordinators, ELL and Curriculum Specialists, Classroom Teachers, and Parents.

District and School Administrators

District and school administrators use AZELLA score reports to determine staffing needs based on ability-based grouping of ELL students, to plan for classroom resources including textbooks, to plan for intervention programs and summer school, and to inform budget decisions. Administrators also need to understand how AZELLA score reports are used for federal and state accountability measures. Federal Title III Accountability requires that LEAs meet annual targets for ELL students making progress toward English language proficiency and for those who reclassify from ELL status to English proficient status. On the state level, three bonus points are available to LEAs with significant numbers of ELLs to augment their scores for determining their A-F Letter Grade. AZELLA scores are used as the basis for these accountability measures.

It is the responsibility of the Administrators to be aware of how the effective use of AZELLA score reporting can be utilized to improve the educational outcomes for ELL students. Administrators can use the existing Student Roster reports or they may choose to create their own custom reports based on the AZELLA data provided in the Student Data File.

AZELLA District Test Coordinators

The Superintendent or Charter Holder for each LEA in Arizona is required to identify an AZELLA District Test Coordinator. This person is responsible for AZELLA test administration. Each LEA will approach the responsibilities of AZELLA test administration in various ways, with some District Test Coordinators distributing responsibilities and tasks, and others managing the responsibilities themselves. The AZELLA District Test Coordinator may assign others the ability to administer tests, score Placement tests, enter student responses, and view student reports in PearsonAccess.

It is likely that the AZELLA District Test Coordinator will play a key role in distributing AZELLA test results to those who need them. It is essential that the AZELLA student results are provided to teachers with ELLs in their classrooms and that classroom teachers are trained to read and use AZELLA reports. A copy of the *Individual Student Report* must remain in the student's cumulative folder. Currently, the cumulative folder provides the only complete AZELLA score history. Reports furnished by Pearson only provide information for students tested within the district. The AZELLA District Test Coordinator may need to research the test history of a student who is enrolled in their district, but did not test in their district. ADE provides a series of ELL reports that are available through the Common Logon. Designated personnel may access ADE's AZELLA score information for any student enrolled in their district, regardless of where they tested. The *SDELL70 – AZELLA Student Test History Report* is used for this purpose.

ELL and Curriculum Specialists

Curriculum specialists, ELL coordinators, ELL coaches and other educators who provide support to ELLs should use AZELLA results to assist in planning instruction and intervention programs. Evaluating AZELLA results based on grade, domain, and proficiency levels can provide direction for instructional planning that accelerates English language development. Because the ELPS are linked to Arizona's Common Core State Standards, educators can be confident that students scoring Proficient on the AZELLA have acquired the level of English proficiency needed to access mainstream class work. Although educators are cautioned to not use student results inappropriately, AZELLA provides much useful information for instructional planning purposes. ELL and Curriculum Specialists may use the Student Roster reports or can create custom reports based on AZELLA data provided in the Student Data File.

Classroom Teachers

Classroom teachers use AZELLA reports to improve instruction at the classroom level and at the individual student level. Proficiency levels reported by AZELLA match those of the ELPS. Instruction should be based on the proficiency levels of the students in Reading, Writing, Listening, and Speaking. Classroom teachers will use both the Student Roster reports and the *Individual Student Reports*. AZELLA scores need to be available to classroom teachers who have ELL students.

Parents

Parent notification is required when students are placed into ELL services. ELL Coordinators and/or teachers need to schedule time to meet with parents to discuss AZELLA results. Parents should receive a copy of the *Individual Student Report*, which is available in English or Spanish. The narrative that accompanies the Overall Proficiency Level on the student report is a good place to begin the discussion with parents. This narrative provides a high level summary of the general language ability of a student at that Overall Proficiency Level. Domain scores should be used to discuss strengths and weaknesses in the individual domains of Reading, Writing, Listening, and Speaking.

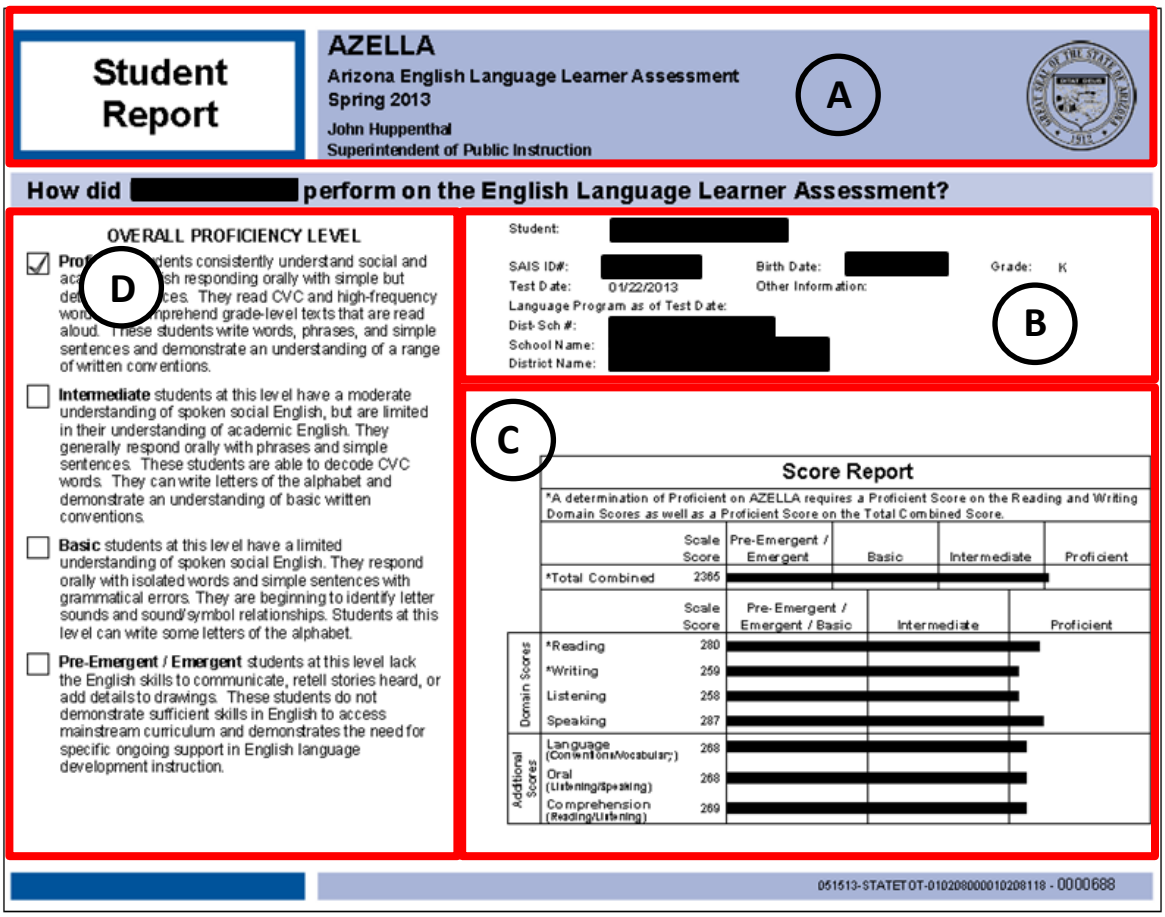
TRAINING – PART I

UNDERSTANDING AZELLA REPORTS

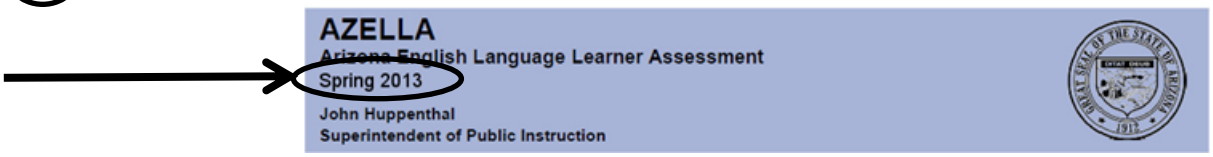
Understanding the *Individual Student Report*

The first step in using the AZELLA reports is to understand what is included in the *Individual Student Report*. This report is produced only for students with a valid, completed, and scored AZELLA. Below is a mock-up of the Stage I – Stage V Individual Student Report. The Kindergarten Placement Test is different and that report will be discussed separately.

A – Header information
B – Student demographic information
C – Student score information
D – Student proficiency level and ELL designation

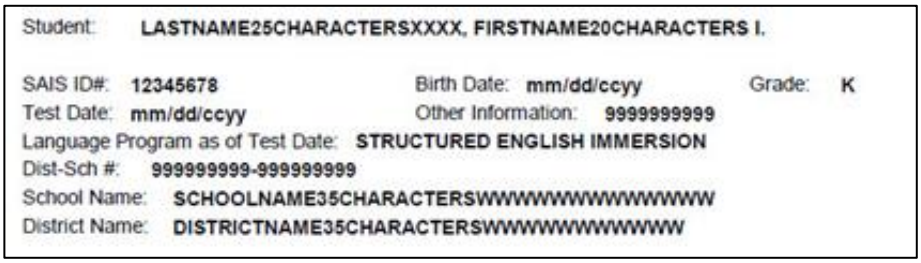


A Header Information



Note that the test administration is reported. For Placement Test reports, this will state "Placement." For annual reassessment in Spring 2014, the header information will state "Spring 2014."

B Student Demographic Information



This area reports the information about the student. If a Pre-ID label is used, this information is obtained from data in the ADE Student Accountability Information System, (SAIS). If this is a new student or a Placement Test, the information is collected from the demographic page of the answer document or test book. If there are errors in this information, corrections may be made using the AZELLA Corrections application on the ADE Common Logon.

- The student name is reported by last name followed by first name.
- The SAIS ID is Arizona's unique state student identification number.
- Student birth date is reported.
- Student grade is reported.
- The student language program as of the test date is reported.
- Dist-Sch # is the District-School CTDS number.
- Student's school name, at time of testing, is reported.
- Student's district name, at time of testing, is reported.

C Student Score Information

Reporting Element: Domain Scores

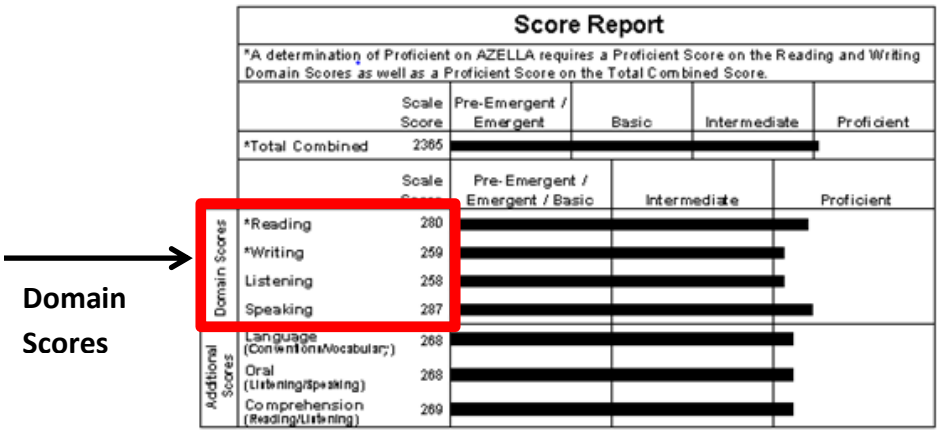
Student scores are reported for each domain (sometimes called sub-test).

- Reading
  Reading items are all multiple choice. Many Reading test items are constructed around a reading passage and have two-to-four test questions associated with that passage. Based on Lexile levels, each Stage includes a range of grade-appropriate passages to cover the multiple grades included in the Stage test.

- Writing
  Writing items include a mixture of multiple choice and open-ended responses. Every Writing sub-test includes two or three opportunities for students to provide extended writing responses. A variety of modes are used for the extended writing responses including Narrative, Expository, Persuasive, and Functional. These items require a well-constructed, on-topic paragraph response. Students are provided with blank scratch paper so that they may organize their thoughts and draft their responses before writing their final responses on their answer pages. Rubrics are used to score the open-ended Writing items. See Part II for more information on the AZELLA rubrics.

- Listening
  The Listening test is delivered on a CD. Students listen to a variety of passages and for each passage are asked tomark their answers to one or two related multiple choice questions on their answer pages.

- Speaking
  The Speaking test is delivered via telephone. Students are asked a series of open-ended questions, followed by 10 repeat items. All items are scored electronically, based on the AZELLA scoring rubrics. See Part II for more information on the AZELLA rubrics.



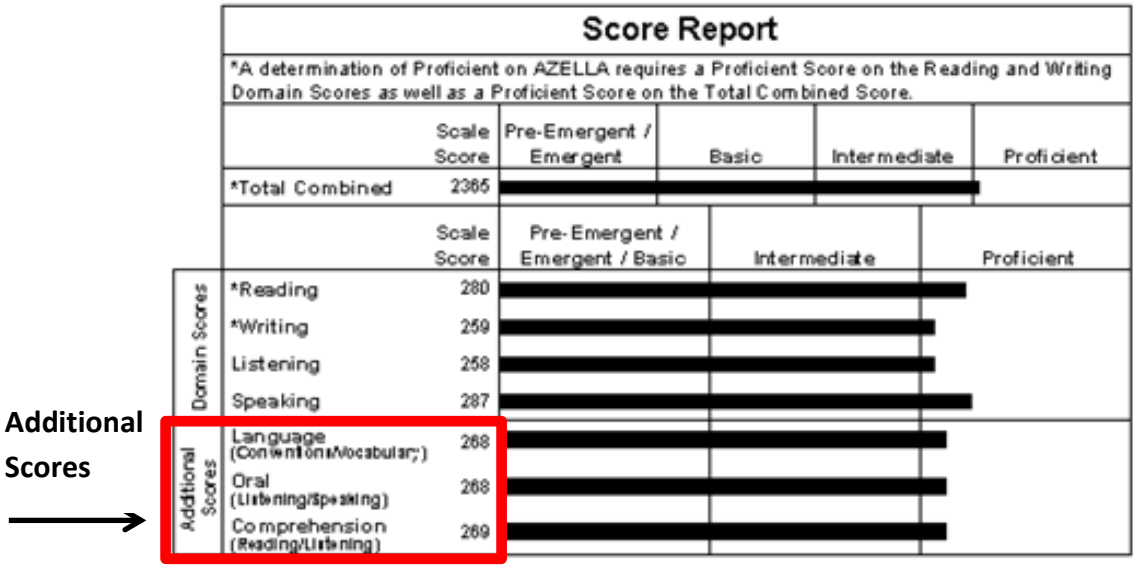
Reporting Element: Additional Scores

Additional student scores are reported. The Oral and Comprehension scores are required for federal reporting purposes and are intended to assist educators in understanding the language needs of an ELL student. The Language Score is a new addition to the AZELLA. The Language Strand is not tested directly, but it is assessed as a secondary element of test items. Not reported on the Individual Student Report or the Student Roster Report is a Literacy Score. This score is a combination of Reading and Writing scores, and is reported on the student data file, only.

- Language
  The Language score provides a secondary indicator for items that are aligned to the Language Strand of the ELPS. All test items are designed to align to a primary ELPS performance indicator from the Domain of Reading, Writing, Listening, or Speaking. Items that align to both the primary performance indicator and also explicitly to an element in the Language Strand are included in the Language score. The Language score is a reflection of three major Language Strand categories from the ELPS: Parts of Speech; Phrase, Sentence, and Question construction; Vocabulary. The Language score is intended as an indicator of proficiency in the Language Strand for instructional purposes.

- Oral
  The Oral Score is a combination of the Listening and Speaking scores.

- Comprehension
  Comprehension is a combination of the Reading and Listening scores.

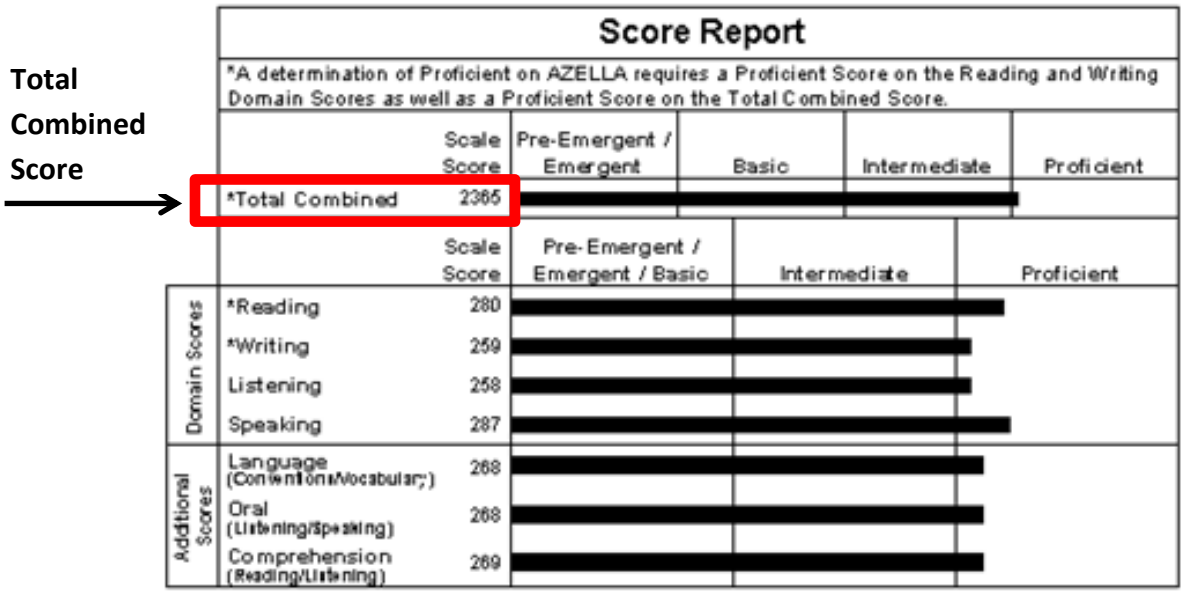


Reporting Element: Total Combined Score

The Total Combined Score is the combined score of all four domains. The contribution to the total point value of the test for each of the Domains to the Total Combined Score varies by Stage.

Domain contribution to Total Combined Score by Stage

	Reading	Writing	Listening	Speaking
Stage I	28%	28%	22%	22%
Stage II	34%	26%	19%	21%
Stage III	32%	32%	17%	19%
Stage IV	33%	33%	16%	18%
Stage V	33%	33%	16%	18%

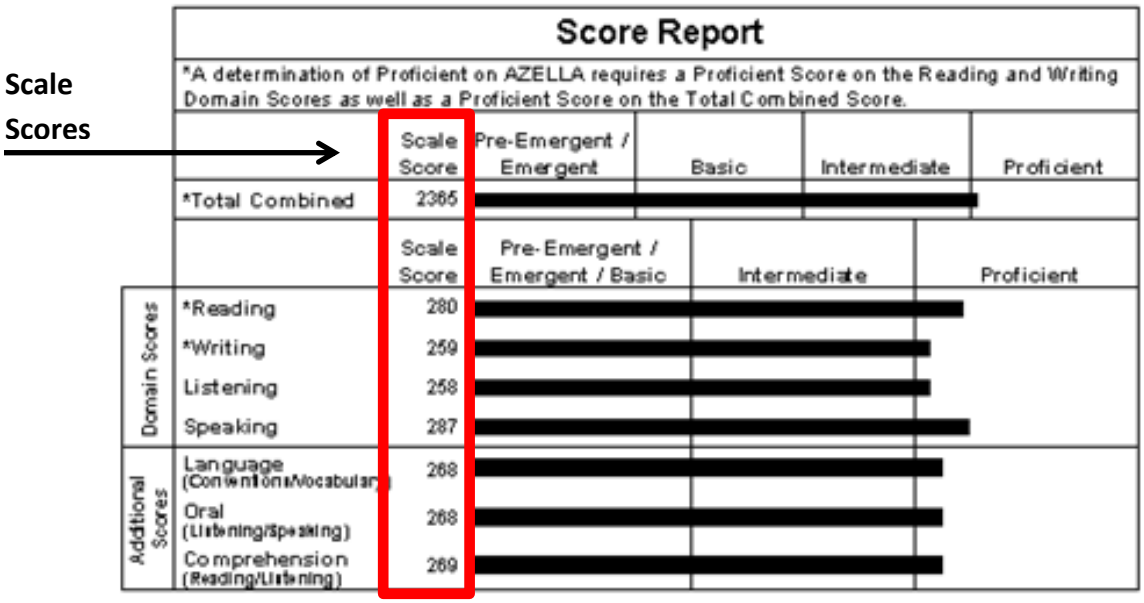


Reporting Element: Scale Scores

In order to report scores in a consistent manner, AZELLA reports use scale scores. Scale scores for all of the Domain Scores and the Additional Scores range from 100 to 400, with higher numbers indicating a higher level of ability. All scale scores are equated across test forms and years. It is the scale score, not a raw score, that is used to determine proficiency.

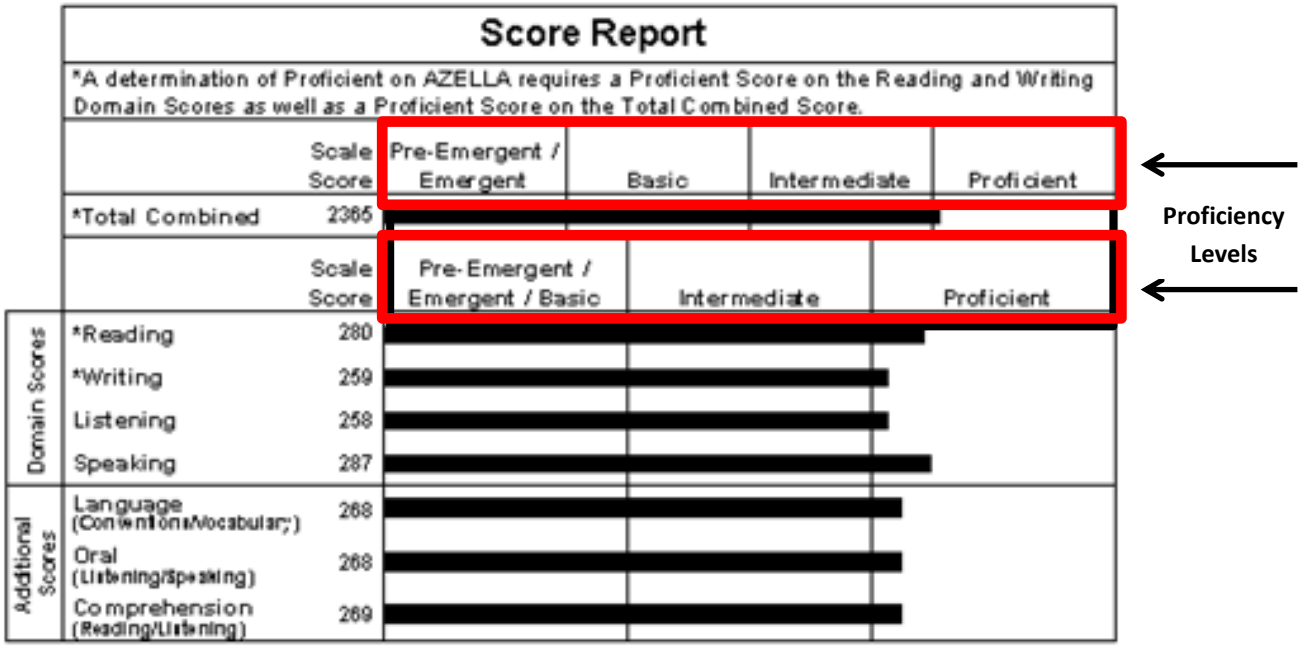
For all Domain and Additional scores, a score of 250 or greater is in the Proficient range. A score of 230 to 249 is in the Intermediate range. A score of less than 230 will fall into the Pre-Emergent/Emergent/Basic range.

The Total Combined Score is a separate scale ranging from 2000 to 3000. For Stages I, IV, and V, there is a single cut score for each proficiency level. For Stages II and III, each grade has a different cut score for each of the reported proficiency levels.



Reporting Elements: Proficiency Levels

Student English proficiency levels are reported based on test scale scores. The Arizona ELPS are constructed around five Proficiency Level Descriptors. Listed from the lowest to the highest designations, these are Pre-Emergent, Emergent, Basic, Low Intermediate, and High Intermediate. The knowledge, skills, and abilities included in the ELPS are detailed at various proficiency levels. A performance task for a specified proficiency level is called a Performance Indicator. The Performance Indicators reflect the knowledge, skills, and abilities that a student should demonstrate as he/she progresses toward Proficient status. The AZELLA is built to test these Performance Indicators. Proficient status is obtained once a student demonstrates competency in the Intermediate Performance Indicators.



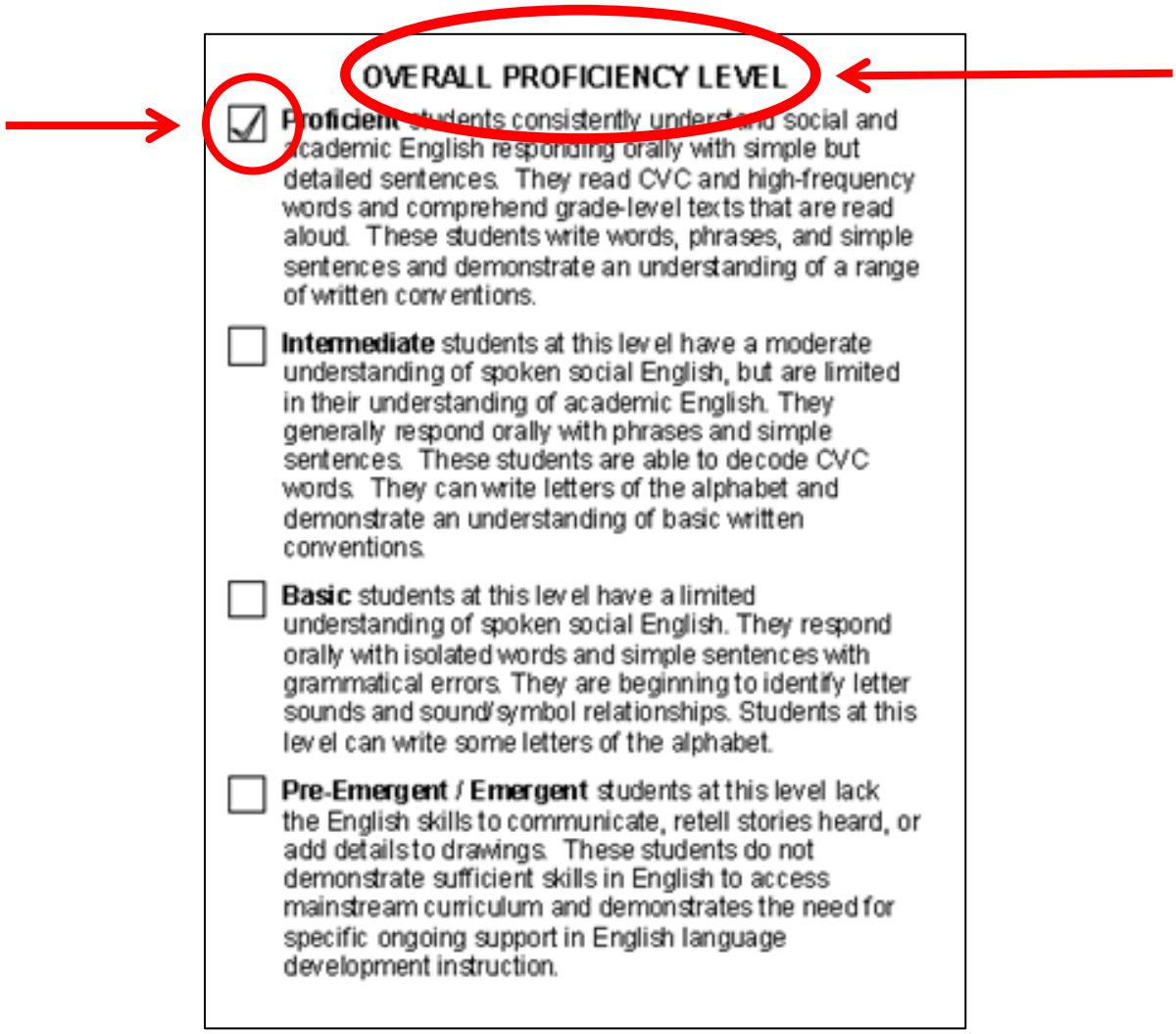
D Overall Proficiency Level

A check box indicates the student's Overall Proficiency Level. For the purpose of the Individual Student Report, a very brief narrative snapshot of the student's English language proficiency is provided.

The determination of a student's eligibility for ELL services is based on the student's Overall Proficiency Level. If a student scores Proficient, he/she is not eligible for ELL program placement. If a student scores at any other Overall Proficiency Level he/she is considered ELL and is eligible for ELL program placement.

Whenever the Total Combined Score is Intermediate, Basic, or Pre-Emergent/Emergent, the Overall Proficiency Level will match the proficiency level reported for the Total Combined Score.

When the Total Combined Score is Proficient, the Overall Proficiency Level is determined based on three scores: ***Total Combined*** score, ***Reading*** score, and ***Writing*** score. In order to obtain an Overall Proficiency Level of Proficient, the student MUST score Proficient in Reading and Writing and Total Combined. If any one of these three scores is below Proficient, the student will not score Proficient.



OVERALL PROFICIENCY LEVEL

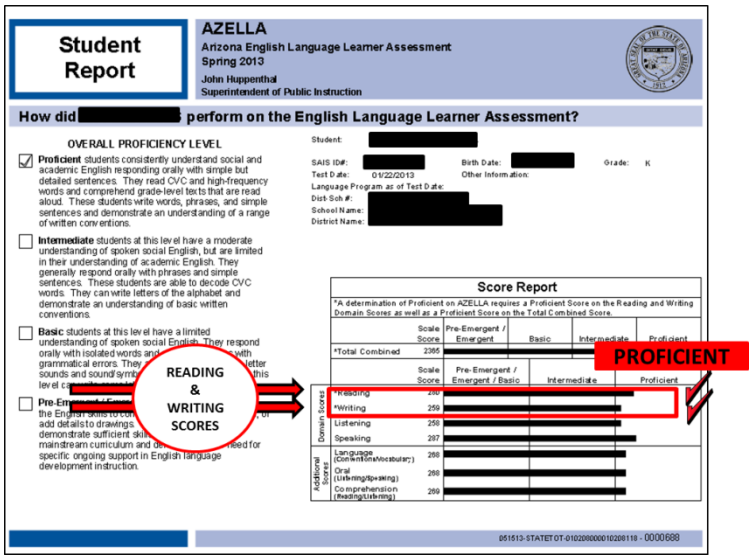
☑ **Proficient** students consistently understand social and academic English responding orally with simple but detailed sentences. They read CVC and high-frequency words and comprehend grade-level texts that are read aloud. These students write words, phrases, and simple sentences and demonstrate an understanding of a range of written conventions.

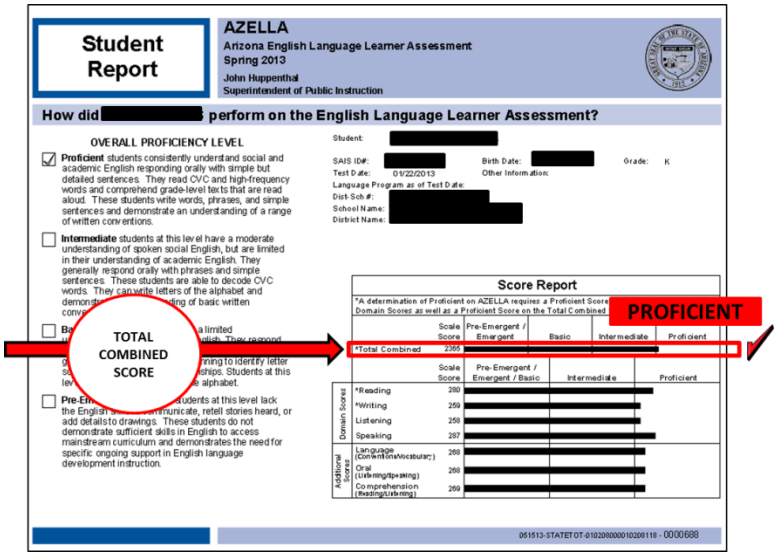
☐ **Intermediate** students at this level have a moderate understanding of spoken social English, but are limited in their understanding of academic English. They generally respond orally with phrases and simple sentences. These students are able to decode CVC words. They can write letters of the alphabet and demonstrate an understanding of basic written conventions.

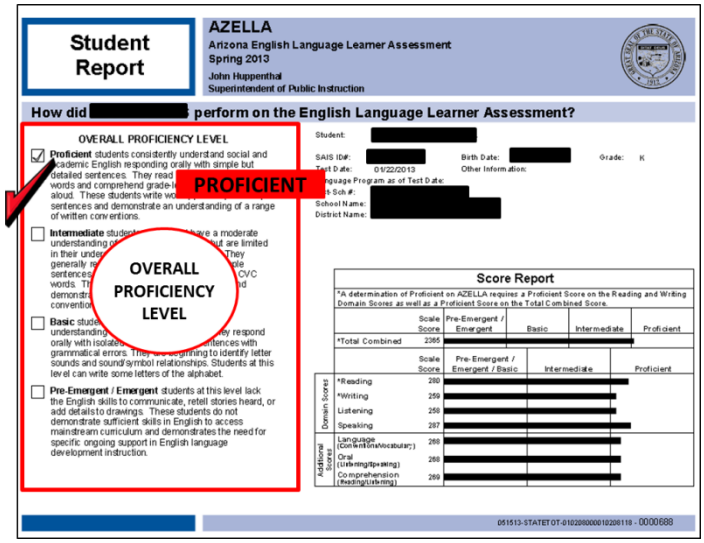
☐ **Basic** students at this level have a limited understanding of spoken social English. They respond orally with isolated words and simple sentences with grammatical errors. They are beginning to identify letter sounds and sound/symbol relationships. Students at this level can write some letters of the alphabet.

☐ **Pre-Emergent / Emergent** students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. These students do not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific ongoing support in English language development instruction.

How does a Proficient student look on the student report?







Understanding the Proficiency Roster Report

How to use the AZELLA report for grouping students

The Models of Structured English Immersion require schools to utilize English language ability-based grouping to place students in SEI classrooms. Proficiency levels are based on student AZELLA scores. Schools with high numbers of ELLs may have multiple SEI classrooms dedicated to specific language ability. When making classroom assignments, generally, the number of students at a given proficiency level will determine classroom placements. AZELLA roster reports are very helpful for this purpose.

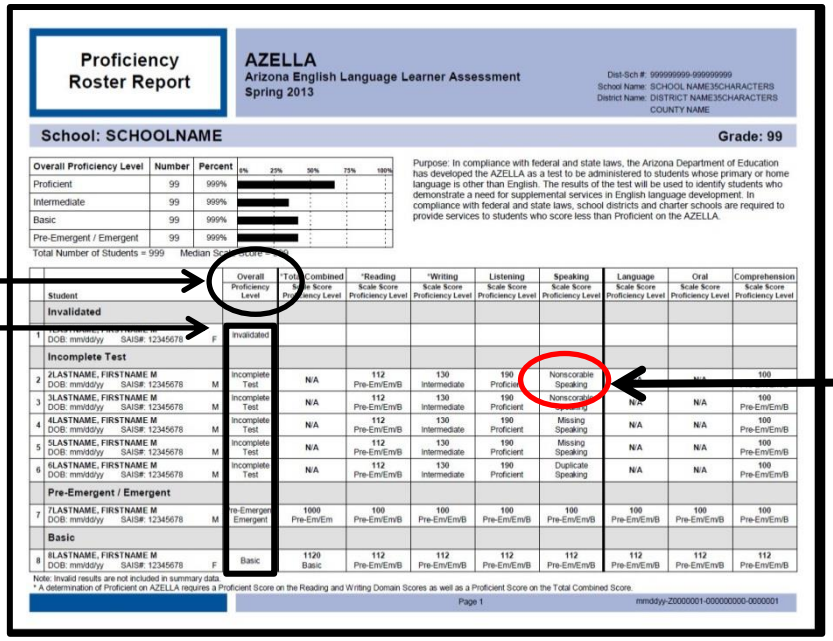
Quick Start Help with Spring 2013 Reports

The May 2013 Standard Setting for the revised AZELLA produced the cut scores needed to assign Proficiency Levels required for reporting. Scores are provided to LEAs electronically through PearsonAccess, followed by print reports. Score reports are needed to plan for ELL services for the 2013-2014 school year. Each individual student's English language proficiency scores need to be evaluated to determine if the student is eligible for ELL services. Students who have attempted the test, but do not have a complete, valid, and scored test result, will not receive an *Individual Student Report*. Partial score information for these students will be found in the roster reports.

The first step is to determine the student's Overall Proficiency Level. A determination of Proficient will establish that the student is not eligible for ELL program services. Any proficiency level other than Proficient establishes that the student is eligible for ELL program services. In those rare cases when the student's Speaking test was not successfully completed, that student may need to re-test at the start of the 2013-2014 school year to obtain a valid AZELLA score for placement purposes. The unsuccessful Speaking attempt is reflected on the score report by the designation "Nonscorable Speaking." Only students who were testing as continuing ELL students are required to retest. FEP students and Kindergarten IFEP students who did not obtain a Speaking score are not required to be retested.

Overall Proficiency Level

Nonscorable Speaking



Proficiency Roster Report

AZELLA
Arizona English Language Learner Assessment
Spring 2013

Dist-Sch #: 999999999-999999999
School Name: SCHOOL NAME35CHARACTERS
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

School: SCHOOLNAME Grade: 99

Overall Proficiency Level	Number	Percent
Proficient	99	999%
Intermediate	99	999%
Basic	99	999%
Pre-Emergent / Emergent	99	999%

Total Number of Students = 999 Median Scale Score = 999

Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less than Proficient on the AZELLA.

	Student		Overall Proficiency Level	*Total Combined Scale Score Proficiency Level	*Reading Scale Score Proficiency Level	*Writing Scale Score Proficiency Level	Listening Scale Score Proficiency Level	Speaking Scale Score Proficiency Level	Language Scale Score Proficiency Level	Oral Scale Score Proficiency Level	Comprehension Scale Score Proficiency Level
	Invalidated										
1	LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	F	Invalidated								
	Incomplete Test										
2	2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	M	Incomplete Test	N/A	112 Pre-Em/Em/B	130 Intermediate	190 Proficient	Nonscorable Speaking	N/A	N/A	100 Pre-Em/Em/B
3	3LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	M	Incomplete Test	N/A	112 Pre-Em/Em/B	130 Intermediate	190 Proficient	Nonscorable Speaking	N/A	N/A	100 Pre-Em/Em/B
4	4LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	M	Incomplete Test	N/A	112 Pre-Em/Em/B	130 Intermediate	190 Proficient	Missing Speaking	N/A	N/A	100 Pre-Em/Em/B
5	5LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	M	Incomplete Test	N/A	112 Pre-Em/Em/B	130 Intermediate	190 Proficient	Missing Speaking	N/A	N/A	100 Pre-Em/Em/B
6	6LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	M	Incomplete Test	N/A	112 Pre-Em/Em/B	130 Intermediate	190 Proficient	Duplicate Speaking	N/A	N/A	100 Pre-Em/Em/B
	Pre-Emergent / Emergent										
7	7LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	M	Pre-Emergent Emergent	1000 Pre-Em/Em	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B
	Basic										
8	8LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	F	Basic	1120 Basic	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B

Note: Invalid results are not included in summary data.
* A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

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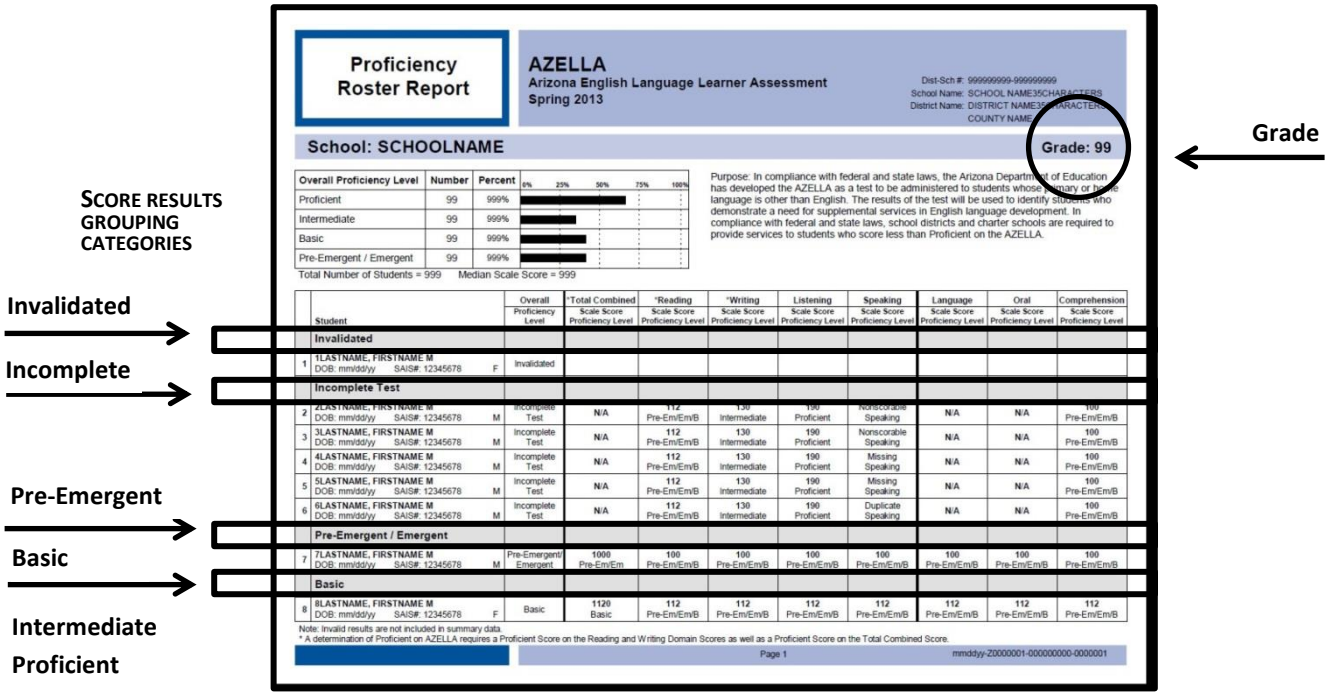
The Proficiency Roster Report is organized to be helpful to district and school administrators as they configure classrooms. Reports are designed to break by grade. Student Overall Proficiency Levels are grouped under grey row headings (i.e., Invalidated, Incomplete Test, Pre-Emergent/Emergent, Basic, Intermediate, Proficient).



Alphabetical Roster Report

The Alphabetical Roster Report assists with student classroom assignments. The report indicates the school, grade levels, and names of the students and provides a convenient report for looking up an individual student's AZELLA results.

Alphabetical Roster Report

AZELLA
Arizona English Language Learner Assessment
Placement

Reporting Date: 99/99/9999 (Cycle 99)

Dist-Sch #: 078812000-078812005
School Name: AV TST SCHL FIVE
District Name: AV TST DSTRCT ONE
Maricopa County

School: AV TST SCHL FIVE **Grade: 10**

Overall Proficiency Level	Number	Percent
Proficient	0	0%
Intermediate	4	44%
Basic	4	44%
Pre-Emergent / Emergent	1	11%

Total Number of Students = 9 Median Scale Score = 305

Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less than Proficient on the AZELLA.

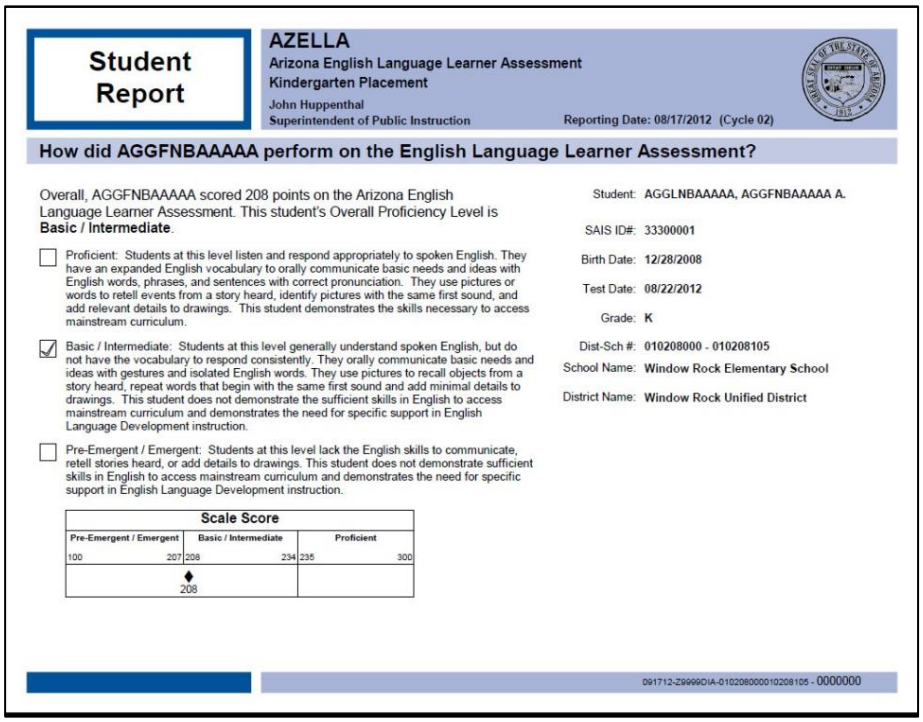
	Student	Overall Proficiency Level	*Total Combined Scale Score Proficiency Level	*Reading Scale Score Proficiency Level	*Writing Scale Score Proficiency Level	Listening Scale Score Proficiency Level	Speaking Scale Score Proficiency Level	Language Scale Score Proficiency Level	Oral Scale Score Proficiency Level	Comprehension Scale Score Proficiency Level
1	AVEASTXAEV, AVFRSTXAEV DOB: 06/12/2003 SAIS#: 99936126 M	Pre-Emergent/ Emergent	2869 Pre-Em/Em	180 Pre-Em/Em/B	180 Pre-Em/Em/B	180 Pre-Em/Em/B	240 Pre-Em/Em/B	215 Pre-Em/Em/B	221 Pre-Em/Em/B	180 Pre-Em/Em/B
2	AVEASTXAEU, AVFRSTXAEU DOB: 05/11/2002 SAIS#: 99936125 F	Basic	2957	229 Pre-Em/Em/B	257 Pre-Em/Em/B	246 Pre-Em/Em/B	240 Pre-Em/Em/B	253 Pre-Em/Em/B	243 Pre-Em/Em/B	234 Pre-Em/Em/B
3	AVEASTXAET, AVFRSTXAET DOB: 04/10/2000 SAIS#: 99936124 M	Basic	3031	269 Pre-Em/Em/B	297 Pre-Em/Em/B	269 Pre-Em/Em/B	240 Pre-Em/Em/B	284 Pre-Em/Em/B	253 Pre-Em/Em/B	269 Pre-Em/Em/B
4	AVEASTXAEY, AVFRSTXAEY DOB: 03/09/1999 SAIS#: 99936129 F	Basic	3053	287 Pre-Em/Em/B	287 Pre-Em/Em/B	304 Intermediate	241 Pre-Em/Em/B	279 Pre-Em/Em/B	270 Pre-Em/Em/B	292 Pre-Em/Em/B
5	AVEASTXAES, AVFRSTXAES DOB: 03/09/1999 SAIS#: 99936123 F	Basic	3055	286 Pre-Em/Em/B	291 Pre-Em/Em/B	303 Intermediate	240 Pre-Em/Em/B	280 Pre-Em/Em/B	269 Pre-Em/Em/B	291 Pre-Em/Em/B
6	AVEASTXAER, AVFRSTXAER DOB: 02/08/1997 SAIS#: 99936122 F	Intermediate	3115 Intermediate	320 Intermediate	314 Intermediate	337 Intermediate	240 Pre-Em/Em/B	291 Pre-Em/Em/B	285 Pre-Em/Em/B	326 Intermediate
7	AVEASTXAEX, AVFRSTXAEX DOB: 02/08/1997 SAIS#: 99936128 F	Intermediate	3122 Intermediate	327 Intermediate	315 Intermediate	338 Intermediate	241 Pre-Em/Em/B	283 Pre-Em/Em/B	286 Pre-Em/Em/B	331 Intermediate
8	AVEASTXAEQ, AVFRSTXAEQ DOB: 01/07/1995 SAIS#: 99936121 M	Intermediate	3164 Intermediate	380 Proficient	320 Intermediate	380 Proficient	245 Pre-Em/Em/B	290 Pre-Em/Em/B	299 Pre-Em/Em/B	380 Proficient
9	AVEASTXAEW, AVFRSTXAEW DOB: 01/07/1995 SAIS#: 99936127 M	Intermediate	3173 Intermediate	380 Proficient	332 Intermediate	380 Proficient	241 Pre-Em/Em/B	287 Pre-Em/Em/B	297 Pre-Em/Em/B	380 Proficient

Note:Results for private school students and invalid results are not included in summary data.
* A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

Page 2 032913-Z9999DIA-078812000078812005 - 0000000

Kindergarten Placement Test Reports

Kindergarten Placement Test reports are different from other reports and are much simpler. Only a single scale score and proficiency level are delivered. The Proficiency Roster Report Detail is an effective tool for ability-based grouping.



Student Report

AZELLA
Arizona English Language Learner Assessment
Kindergarten Placement
John Huppenthal
Superintendent of Public Instruction

Reporting Date: 08/17/2012 (Cycle 02)

How did AGGFNBAAAAA perform on the English Language Learner Assessment?

Overall, AGGFNBAAAAA scored 208 points on the Arizona English Language Learner Assessment. This student's Overall Proficiency Level is **Basic / Intermediate**.

☐ Proficient: Students at this level listen and respond appropriately to spoken English. They have an expanded English vocabulary to orally communicate basic needs and ideas with English words, phrases, and sentences with correct pronunciation. They use pictures or words to retell events from a story heard, identify pictures with the same first sound, and add relevant details to drawings. This student demonstrates the skills necessary to access mainstream curriculum.

☑ Basic / Intermediate: Students at this level generally understand spoken English, but do not have the vocabulary to respond consistently. They orally communicate basic needs and ideas with gestures and isolated English words. They use pictures to recall objects from a story heard, repeat words that begin with the same first sound and add minimal details to drawings. This student does not demonstrate the sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction.

☐ Pre-Emergent / Emergent: Students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. This student does not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction.

Scale Score		
Pre-Emergent / Emergent	Basic / Intermediate	Proficient
100 207	208 234	235 300
	♦ 208	

Student: AGGLNBAAAAA, AGGFNBAAAAA A.
SAIS ID#: 33300001
Birth Date: 12/28/2008
Test Date: 08/22/2012
Grade: K
Dist-Sch #: 010208000 - 010208105
School Name: Window Rock Elementary School
District Name: Window Rock Unified District

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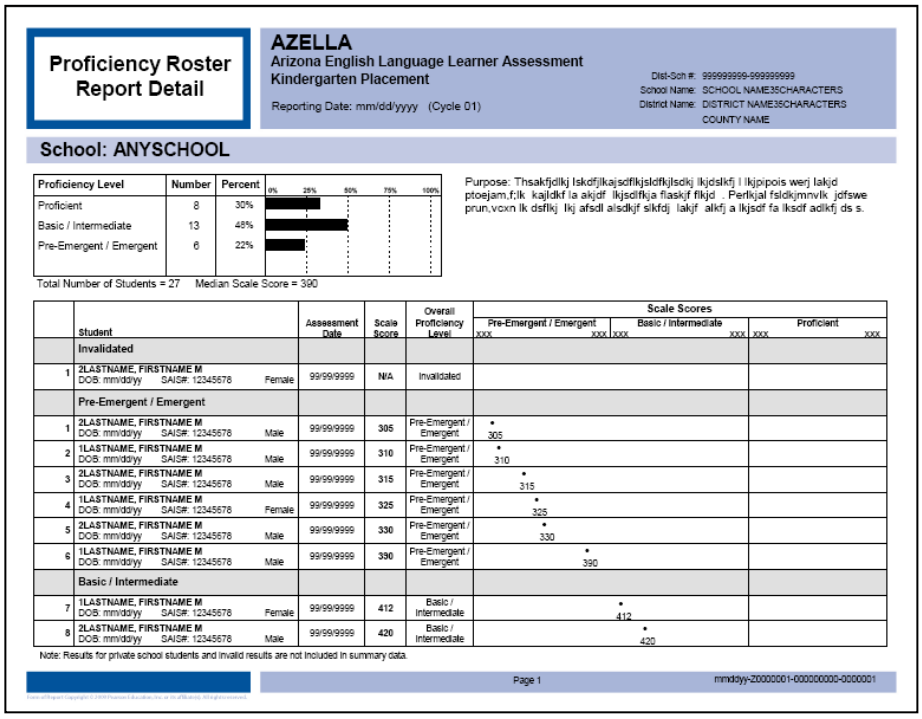

Proficiency Roster Report Detail

AZELLA
Arizona English Language Learner Assessment
Kindergarten Placement

Reporting Date: mm/dd/yyyy (Cycle 01)

Dist-Sch #: 999999999-999999999
School Name: SCHOOL NAME35CHARACTERS
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

School: ANYSCHOOL

Proficiency Level	Number	Percent
Proficient	8	30%
Basic / Intermediate	13	48%
Pre-Emergent / Emergent	6	22%

Total Number of Students = 27 Median Scale Score = 390

Purpose: Thsakfjdlkj lskdfjlkajsdflkjsldfkjlsdkj lkjdslkfj l lkjpipois werj lakjd ptoejam,f;lk kajldkf la akjdf lkjsdlfkja flaskjf flkjd . Perlkjal fsldkjmnvlk jdfswe prun,vcxn lk dsflkj lkj afsdl alsdlkjf slkfdj lakjf alkfj a lkjsdf fa lksdf adlkfj ds s.

	Student	Assessment Date	Scale Score	Overall Proficiency Level	Scale Scores: Pre-Emergent / Emergent (xxx–xxx)	Basic / Intermediate (xxx–xxx)	Proficient (xxx–xxx)
	Invalidated						
1	2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Female	99/99/9999	N/A	Invalidated			
	Pre-Emergent / Emergent						
1	2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	305	Pre-Emergent / Emergent	• 305		
2	1LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	310	Pre-Emergent / Emergent	• 310		
3	2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	315	Pre-Emergent / Emergent	• 315		
4	1LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Female	99/99/9999	325	Pre-Emergent / Emergent	• 325		
5	2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	330	Pre-Emergent / Emergent	• 330		
6	1LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	390	Pre-Emergent / Emergent	• 390		
	Basic / Intermediate						
7	1LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Female	99/99/9999	412	Basic / Intermediate		• 412	
8	2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	420	Basic / Intermediate		• 420	

Note: Results for private school students and invalid results are not included in summary data.

Page 1 mmddyy-Z0000001-000000000-0000001

TRAINING – PART II

USING AZELLA REPORTS

How to use the AZELLA report with the English Language Proficiency Standards

The AZELLA is a criterion-referenced test that assesses the English Language Proficiency Standards (ELPS). Proficiency levels on the score reports reflect the attainment of the skills detailed in the ELPS. It is important to recognize that AZELLA cannot test ALL the Performance Indicators within the Standards. Those Performance Indicators that are tested are represented by a limited number of items. Educators should use the AZELLA results to find a tentative starting point for each domain in the ELPS for each of their ELL students. Using classroom assessments, educators can more precisely determine which of the Performance Indicators in the ELPS the student has achieved. The goal is to accelerate English language acquisition by progressing systematically through the ELPS from the student's starting point to achievement of the High Intermediate skills.

The claim of the AZELLA is that using appropriate assessment tasks, the test will return a score that reflects the test taker's level of English language proficiency. A score of Proficient is designed to represent a good working knowledge of English, which means that the student will have the ability to access regular classroom instruction in English. As a consequence of the test results, students scoring less than Proficient are identified as ELL and are to be provided with targeted instruction to support English language development.

An example of how to use the AZELLA score report to begin instructional planning is provided below.

Student Report

AZELLA
Arizona English Language Learner Assessment
Spring 2013
John Huppenthal
Superintendent of Public Instruction

How did [redacted] perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

- [ ] **Proficient** students consistently understand and produce social and academic English. They independently read and comprehend key information in grade-appropriate texts. These students write paragraphs in various writing applications using grade-level vocabulary and simple, compound, and complex sentences with a variety of verb tenses.
- [x] **Intermediate** students have a moderate ability to understand and produce academic English. They have moderate ability to independently read and comprehend grade-appropriate text. These students write sentences demonstrating some control of conventions, grammatical structures, and academic vocabulary.
- [ ] **Basic** students have a limited understanding of academic and social English and produce short phrases and simple sentences with common construction patterns. They have limited ability to decode and comprehend text read independently. These students write simple sentences with limited control of conventions, grammar, and vocabulary.
- [ ] **Pre-Emergent / Emergent** students have an extremely limited and inconsistent understanding of social and academic English. With instructional/environmental support, these students can formulate simple phrases and sentences orally and in writing.

Student: [redacted]
SAIS ID#: [redacted] Birth Date: [redacted] Grade: 04
Test Date: 02/12/2013 Other Information:
Language Program as of Test Date: [redacted]
Dist-Sch #: [redacted]
School Name: [redacted]
District Name: [redacted]

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2441				

		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
Domain Scores	*Reading	252			
	*Writing	195			
	Listening	263			
	Speaking	267			
Additional Scores	Language (Conventions/Vocabulary)	232			
	Oral (Listening/Speaking)	257			
	Comprehension (Reading/Listening)	252			

051513-STATETOT-010208000010208118 - 0000745

This Individual Student Report states that the Grade 4 student scored at Pre-Emergent/Emergent/Basic proficiency level in Writing.

ELL Stage III: Grades 3-5

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

Writing Applications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Expository	PE-5: N/A Pre-Req: PE-1	E-5: writing the topic and/or main idea of familiar text (*e.g., sentence frame: This paragraph is about* _____.). (math, science, social studies)	B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support. (math, science, social studies)	LI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support. (*e.g., word bank, outline, etc.*). (math, science, social studies)	HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (*e.g., science text chapter, article, book, oral presentations, etc.*). (math, science, social studies)
Functional	PE-6: writing a variety of functional text with instructional support: • Friendly letters (with a frame) • Address an envelope • Thank you notes. (social studies)	E-6: writing a variety of functional text with instructional support: •Thank-you notes •Friendly letters •Messages •Invitations. (social studies)	B-6: writing a variety of functional text that address audience, stated purpose and context: • Letters • Thank-you notes • Messages • Invitations. (social studies)	LI-6: writing a variety of functional text that address audience, stated purpose, and context: • Letters • Directions • Graphs/Tables • Brochures. (math, science, social studies)	HI-6: writing a variety of functional text that address audience, stated purpose and context: • Letters • Directions • Procedures • Graphs/Tables • Brochures. (math, science, social studies)

Page 6 of 22

Instruction should begin with the Pre-Emergent, Emergent, and Basic Performance Indicators from Stage III of the ELPS. The goal is to progress to High Intermediate.

AZELLA Blueprint

Background

Knowledge of the structure of AZELLA is helpful in understanding the use of test results. During the development process, decisions were made that would balance the length of the test with levels of specificity that could be validly reported as score results. Used as a Placement Test or an annual Reassessment, the AZELLA provides summary information on a student's overall English proficiency and on the student's proficiency in the domains of Reading, Writing, Listening, and Speaking. It is expected that during the course of the year, interim assessments will be used within the classroom to monitor progress in English language acquisition.

The AZELLA Blueprint below summarizes the contribution of each of the language domains - Reading, Writing, Listening, and Speaking - to the Total Combined Score. Arizona's ELPS were designed to be comprehensive in scope and sequence, detailing the knowledge, skills, and abilities in the progression toward English language proficiency. The AZELLA is a criterion-referenced test that is designed to measure English proficiency based on Arizona's ELPS. A test blueprint was constructed using a thorough analysis of the ELPS to determine which of the performance indicators could be measured on a standardized test and which performance indicators should be used primarily for evaluating performance in the classroom. In general, a performance indicator would be considered primarily designed for classroom evaluation if it required instructional support, group discussion or other interactive activities, or could not be assessed on a large scale assessment. This analysis was done over a period of several months, utilizing the expertise of Arizona educators, ADE, and WestEd.

The test development team determined that Reading and Writing skills were essential, especially at the higher Stages. The AZELLA Test Blueprint reflects this by dedicating a greater proportion of the test to Reading and Writing, particularly in Stages III-V.

The AZELLA Blueprint reflects the overall representation of assessable standards toward the Total Combined Score. This may be accomplished by weighing certain elements of the test. For example, at all Stages, the Speaking test includes 10 repeat items. These items are scored based on a 6-point rubric. During the scoring process, these 60 points are reduced to just 4 points which are calculated into the final score. The Blueprint reflects the contribution of the repeat items to the Total Combined Score.

AZELLA Blueprint

Domain/Standard	Stage I	Stage II	Stage III	Stage IV	Stage V
Reading	**28%**	**34%**	**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%**	**21%**	**19%**	**18%**	**18%**
Delivery	71%	88%	88%	88%	88%
Repeats	29%	13%	13%	13%	13%

AZELLA Scoring Rubrics

The AZELLA includes open-ended responses that are worth multiple points and are scored based on a range of performance levels. These items are included in both the Writing and the Speaking tests. For example, all students are asked to write a paragraph based on a variety of prompts at the different stages. In order to provide a valid and reliable score, criteria have been established for assigning a score to a student's response. The criteria are specified in the scoring rubrics. The AZELLA scoring rubrics can be found on the ADE website at http://www.azed.gov/standards-development-assessment/arizona-english-language-learner-assessment-azella/

Conclusion

The AZELLA score reports are essential tools for designing instructional programs for ELLs. Student achievement is maximized when all stakeholders including district administrators, ELL coordinators, AZELLA coordinators and administrators, teachers, and parents all work together to provide a structured and evidence-based plan for each ELL student. In addition to the reports discussed in this guide, many other resources are provided on the ADE website that can assist in this planning at http://www.azed.gov/. AZELLA questions may be sent to AZELLA@azed.gov.