

Guide to Navigating and Using AZELLA Reports

Updated 8/21/2014

Contents

OVERVIEW	2
NAVIGATING AZELLA Reports - PearsonAccess and ADE Reports.....	2
AZELLA USERS.....	3
TRAINING – PART I.....	5
UNDERSTANDING AZELLA REPORTS - PearsonAccess.....	5
Understanding the Individual Student Report	5
Understanding the Proficiency Roster Report.....	14
Alphabetical Roster Report	16
Kindergarten Placement Test Reports.....	17
TRAINING – PART II.....	18
UNDERSTANDING AZELLA REPORTS – ADE Common Logon.....	18
Overview of SDELL Reports	18
How to Gain access to the ADE Common Logon.....	18
SDELL70 – AZELLA Student Test History Report	19
SDELL71 Report	20
SDELL72 – AZELLA Roster Report	22
AZELLA Corrections.....	23
TRAINING – PART III.....	24
Using AZELLA Reports.....	24
How to use the AZELLA report with the English Language Proficiency Standards.....	24
AZELLA Blueprint	26
AZELLA Scoring Rubrics.....	28
The Importance of Good Documentation	28
Conclusion	28

OVERVIEW

NAVIGATING AZELLA Reports

PearsonAccess and Arizona Department of Education (ADE) Reports

The AZELLA is Arizona's English language proficiency assessment. 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* and on the ADE website.

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. AZELLA 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.

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 current-school-year 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 Placement and Reassessment reports and download the Student Data File from the Pearson website are available on the *PearsonAccess* landing page found at <http://www.pearsonaccess.com/cs/Satellite?pagename=Pearson/QuickLink/az>.

The ADE website also provides important AZELLA and other ELL student reports. These reports are available from the ADE home page under the [Common Logon](#) link.

Reports that are available include:

- *SDELL70 - AZELLA Student Test History Report*
- *SDELL71 – ELL Program Participation Report*
- *SDELL72 – AZELLA Roster Report*

All three reports can be found under the *AZELLA Corrections /SDELL Reports* option on the ADE Common Logon menu. The *SDELL70* report provides an individual student’s AZELLA test history and most recent ELL program history. The *SDELL71* report provides information on a student’s ELL program participation. The *SDELL72* report is an AZELLA roster report.

These reports are critical for researching a student’s ELL history whenever a student transfers to a new school or district. Using these reports, you are able to determine if a student is currently eligible for, and/or receiving ELL services. These reports will help you determine if a student requires an AZELLA Placement test.

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 ultimately responsible for AZELLA test administration. LEAs will approach the

responsibilities of AZELLA test administration in various ways, with some District Test Coordinators managing the responsibilities themselves, and others distributing responsibilities and tasks. 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 ADE Common Logon. Designated personnel may access ADE's AZELLA test history 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 College and Career Ready Standards, educators can expect that students scoring Proficient on the AZELLA have acquired the level of English proficiency needed to access mainstream class work. AZELLA provides 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 explanation 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 - *PearsonAccess*

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

Student Report

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

A

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

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, 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.

Student: [REDACTED]

SAIS ID#: [REDACTED] Birth Date: [REDACTED] Grade: K

Test Date: 01/22/2013 Other Information:

Language Program as of Test Date:

Dist-Sch #: [REDACTED]

School Name: [REDACTED]

District Name: [REDACTED]

C

Score Report

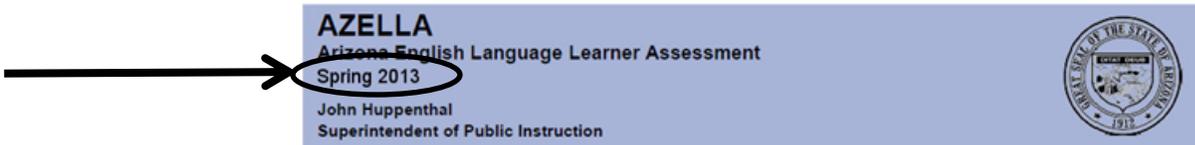
*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2365				
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	280			
	*Writing	259			
	Listening	268			
	Speaking	287			
Additional Scores	Language (Conventions/Vocabulary)	268			
	Oral (Listening/Speaking)	268			
	Comprehension (Reading/Listening)	269			

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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 entity number.
- Student's school name, at time of testing, is reported.
- Student's district name, at time of testing, is reported.

Student:	LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARACTERS I.				
SAIS ID#:	12345678	Birth Date:	mm/dd/ccyy	Grade:	K
Test Date:	mm/dd/ccyy	Other Information:	9999999999		
Language Program as of Test Date:	STRUCTURED ENGLISH IMMERSION				
Dist-Sch #:	999999999-999999999				
School Name:	SCHOOLNAME35CHARACTERSWWWWWWWWWWWWWWWW				
District Name:	DISTRICTNAME35CHARACTERSWWWWWWWWWWWW				

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 via an audio recording – either from a CD or downloaded from the *PearsonAccess* website. Students listen to a variety of passages and for each passage are asked to mark 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.

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	2365	[Progress bar]		
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	280	[Progress bar]		
	*Writing	259	[Progress bar]		
	Listening	258	[Progress bar]		
	Speaking	287	[Progress bar]		
Additional Scores	Language (Conventions/Vocabulary)	268	[Progress bar]		
	Oral (Listening/Speaking)	268	[Progress bar]		
	Comprehension (Reading/Listening)	269	[Progress bar]		

Domain Scores →

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.

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	2365			
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	280			
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	Speaking	287			
Additional Scores	Language (Conventions/Vocabulary)	268			
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	Comprehension (Reading/Listening)	269			

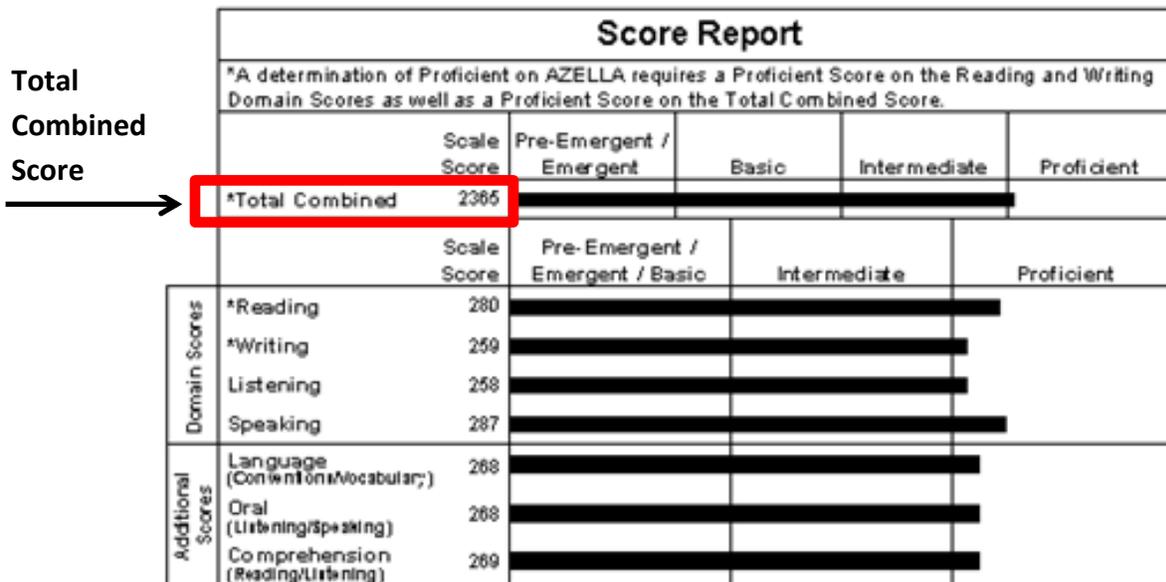
Additional Scores
→

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 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.

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	2365			
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	280			
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Additional Scores	Language (Conventions/Vocabulary)	268			
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← Proficiency Levels ←

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 and use 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?



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?

Student: [redacted]

SAIS ID#: [redacted] Birth Date: [redacted] Grade: K
 Test Date: 01/22/2013 Other Information:
 Language Program as of Test Date:
 Dist Sch #: [redacted]
 School Name: [redacted]
 District Name: [redacted]

OVERALL PROFICIENCY LEVEL

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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.

READING & WRITING SCORES

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	2365			
Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
*Reading	250			
*Writing	250			
Listening	250			
Speaking	287			
Language (Comprehension/Vocabulary)	260			
Oral (Listening/Speaking)	260			
Comprehension (Reading/Listening)	260			

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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?

Student: [redacted]

SAIS ID#: [redacted] Birth Date: [redacted] Grade: K
 Test Date: 01/22/2013 Other Information:
 Language Program as of Test Date:
 Dist Sch #: [redacted]
 School Name: [redacted]
 District Name: [redacted]

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TOTAL COMBINED SCORE

Score Report

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John Huppenthal Superintendent of Public Instruction

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Student: [redacted]

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 Test Date: 01/22/2013 Other Information:
 Language Program as of Test Date:
 Dist Sch #: [redacted]
 School Name: [redacted]
 District Name: [redacted]

OVERALL PROFICIENCY LEVEL

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OVERALL PROFICIENCY LEVEL

Score Report

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Oral (Listening/Speaking)	260			
Comprehension (Reading/Listening)	260			

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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 abilities. 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.

Spring Reassessment Reports

Annually, AZELLA scores are provided to LEAs electronically through *PearsonAccess*, followed by print reports. Score reports are needed to plan for ELL services for the upcoming 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.

Each student's Overall Proficiency Level is the determining factor when evaluating if a student is eligible for ELL services. An Overall Proficiency Level of Proficient will establish that the student is not eligible for ELL program services. Any Overall 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 be administered a Placement test at the start of the upcoming school year to obtain a current AZELLA score for placement purposes. The unsuccessful Speaking attempt is reflected on the score report by the designation "Non-scorable Speaking."

Proficiency Roster Report

AZELLA
Arizona English Language Learner Assessment
Spring 2013

Dist Sch #: 99999999-99999999
School Name: SCHOOLNAME\$CHARACTERS
District Name: DISTRICTNAME\$CHARACTERS
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 Score = 1000

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 Score	Combined 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	Invalidated									
1 DOB: mm/dd/yyyy SAIS#: 12345678	Invalidated									
Incomplete Test										
2 \$LASTNAME, FIRSTNAME \$M DOB: mm/dd/yyyy SAIS#: 12345678	Incomplete Test	N/A		112 Pre-Em/Em/B	130 Intermediate	100 Proficient	Non-scorable Speaking	N/A	N/A	100 Pre-Em/Em/B
3 \$LASTNAME, FIRSTNAME \$M DOB: mm/dd/yyyy SAIS#: 12345678	Incomplete Test	N/A		112 Pre-Em/Em/B	130 Intermediate	100 Proficient	Non-scorable Speaking	N/A	N/A	100 Pre-Em/Em/B
4 \$LASTNAME, FIRSTNAME \$M DOB: mm/dd/yyyy SAIS#: 12345678	Incomplete Test	N/A		112 Pre-Em/Em/B	130 Intermediate	100 Proficient	Missing Speaking	N/A	N/A	100 Pre-Em/Em/B
5 \$LASTNAME, FIRSTNAME \$M DOB: mm/dd/yyyy SAIS#: 12345678	Incomplete Test	N/A		112 Pre-Em/Em/B	130 Intermediate	100 Proficient	Duplicate Speaking	N/A	N/A	100 Pre-Em/Em/B
Pre-Emergent / Emergent										
7 \$LASTNAME, FIRSTNAME \$M DOB: mm/dd/yyyy SAIS#: 12345678	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 \$LASTNAME, FIRSTNAME \$M DOB: mm/dd/yyyy SAIS#: 12345678	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.

Page 1

mm/dd/yyyy-ZZ000001-00000000-0000001

Overall Proficiency Level →

→ **Non-scorable Speaking**

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).

Proficiency Roster Report

AZELLA
Arizona English Language Learner Assessment
Spring 2013

Dist Sch #: 99999999-99999999
School Name: SCHOOLNAME/SCHARACTERS
District Name: DISTRICT NAME/SCHARACTERS
County Name: COUNTY NAME

Grade: 99 ← Grade

School: SCHOOLNAME

SCORE RESULTS GROUPING CATEGORIES

- Invalidated →
- Incomplete Test →
- Pre-Emergent →
- Basic →
- Intermediate →
- Proficient →

Overall Proficiency Level	Number	Percent	1%	25%	50%	75%	100%
Proficient	99	99%					
Intermediate	99	99%					
Basic	99	99%					
Pre-Emergent / Emergent	99	99%					

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

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.

Page 1 mmshyy-20000001-00000000-0000001

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	0%	25%	50%	75%	100%
Proficient	0	0%					
Intermediate	4	44%	██████████				
Basic	4	44%	██████████				
Pre-Emergent / Emergent	1	11%	██				

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.

Total Number of Students = 9 Median Scale Score = 305

Student	Overall Proficiency Level	*Total Combined Scale Score	*Reading Scale Score	*Writing Scale Score	Listening Scale Score	Speaking Scale Score	Language Scale Score	Oral Scale Score	Comprehension Scale Score
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

Notes: 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.

TRAINING – PART II

UNDERSTANDING AZELLA REPORTS – ADE Common Logon

Overview of SDELL Reports

Several important ELL student reports are available from the ADE home page under the Common Logon link. The *SDELL70* report provides an individual student’s AZELLA test history and most recent ELL program history. The *SDELL71* report provides information on a student’s ELL program participation and the *SDELL72* report is an AZELLA roster report. These reports are critical for researching a student’s ELL history whenever a student transfers to a new school or district. Using these reports, you are able to determine if a student is currently eligible for, and/or receiving ELL services. These reports will help you determine if a student requires an AZELLA Placement test.

The AZELLA Corrections application is a tool designed for LEAs to correct errors due to a mismatch between test record student data and SAIS student data. The application should be monitored regularly for timely correction of student data.

How to Gain access to the ADE Common Logon

If you currently do not have access to the ADE Common Logon, but need access, you need to have a Username and Password assigned to you. Please have the Entity Administrator or Business Manager of your LEA contact the ADE Support Center at 602-542-2222 or, Support@azed.gov, and the ADE Support Center will process the request accordingly. You will request access to the ADE Common Logon for use of the *AZELLA Corrections/SDELL Reports*. Once you have acquired your Username and Password, you will be able to access various ADE reports that will provide you with needed ELL information. This document will discuss the reports found under the *AZELLA Corrections / SDELL Reports*.



SDELL70 – AZELLA Student Test History Report

Once access is provided to the ADE Common Logon application for an appropriately credentialed user, the *AZELLA Corrections / SDELL Reports* option will be available for selection. From the landing page, select *SDELL Reports*. When the page updates, select the *SDELL70 – AZELLA Student Test History Report*. This is an assessment report that provides information on all AZELLA tests taken by a student. The student lookup is by SAIS number. After reading and acknowledging the disclaimer, you can enter a SAIS ID number in the box and click on “View Report”.

Arizona Department of Education

Home AZELLA Corrections SDELL Reports Common Logon

AZELLA Corrections / SDELL Reports Welcome Marlene Johnston

SDELL Reports

SDELL70 - AZELLA Student Test History Report SDELL71 - ELL Program Participation Report SDELL72 - AZELLA Roster Report

Disclaimer: Authorized use of this tool is limited. SDELL70 reports may be generated only for students currently enrolled at the school requesting the reports. Any unauthorized use of this tool is a violation of state and federal law.

Accept

SAIS ID View Report

The *SDELL70* report will assist LEAs to determine the eligibility of a student for ELL program services. The testing history should reflect an initial Placement Test followed by an annual Spring Reassessment. Once a student has an Overall Proficiency Level of Proficient, the student is exited from the ELL program and is monitored for two years. The *SDELL70* report should be accessed for all newly-enrolled students who have any PHLOTE response of a language other than English. In order to provide timely services and to avoid unnecessary testing, an LEA has the ability to check the AZELLA test history of a student as soon as the student is enrolled. It is not necessary for the student to have been tested within that LEA. You will be able to determine if a student is “Eligible for ELL Services” or “Not Eligible for ELL Services”.

The “Assessment History” section of the student report includes the Overall Proficiency Level of all scored AZELLA tests. The “Most Recent Assessment Details” reports the AZELLA Oral, Reading, Writing, and Total Combined sub-scores. The Most Recent ELL Program History section reports selected program participation information. Three “Types” could be reported: Most Recent ELL Program; Parent Withdrawal; SPED Withdrawal. The most recent transaction posted in the student information system will be reported in this area along with the effective date. This information will assist educators as they develop each student’s instructional plan. Keeping current in posting ELL program participation information in SAIS helps to ensure that students receive timely and appropriate services.

1 of 1

SDELL70 Arizona Department of Education Page: 1 of 1
 FY 2015 (School Year 2014 - 2015) SDELL70 - AZELLA Student Test History Report Print Date: 07/24/2014 11:47

Requesting District CTDS: Requesting School CTDS:
 Requesting District Entity ID: 79275 Requesting School Entity ID:
 Requesting District Name: Arizona Department of Education Requesting School Name:

Student Demographics

SAIS ID	Last Name	First Name	Middle Name	Birth Date	Last Name Student Goes By	Grade	Home Language	Gender
						04	Spanish	F

Assessment History

Assessment Date	Assessment Name	Total Scale Score	Overall Proficiency Level	Grade	ELL Classification	District Name	School Name	School CTDS	School Entity ID
02/21/2014	AZELLA	2373	Pre-Emergent/Emergent	04	Eligible for ELL Services				
11/19/2013	AZELLA	2333	Pre-Emergent/Emergent	04	Eligible for ELL Services				
02/19/2013	AZELLA			03	ELL Status Undetermined				
10/19/2012	AZELLA	459	Pre-Emergent	03	English Language Learner (ELL)				
08/07/2009	AZELLA	391	Pre-Emergent	KG	English Language Learner (ELL)				

Most Recent Assessment Details

Assessment Date	Assessment Type	Scale Score	Proficiency Level	Grade	Stage	District Name	School Name	School CTDS	School Entity ID
02/21/2014	Oral	216	Pre-Emergent/Emergent /Basic	04	III				
02/21/2014	Reading	168	Pre-Emergent/Emergent /Basic	04	III				
02/21/2014	Writing	188	Pre-Emergent/Emergent /Basic	04	III				
02/21/2014	Total Combined	2373	Pre-Emergent/Emergent	04	III				

Most Recent ELL Program History

Date	Type	Description
2013-08-08	Most Recent ELL Program	If applicable, this is the most recent ELL Program in which this student was placed. This student will need to be tested every spring with the AZELLA Reassessment until an Overall Proficiency Level of "Proficient" is attained.

SDELL70 report

SDELL71 - ELL Program Participation Report

The SDELL71 – ELL Program Participation Report is a report that provides information on the services provided to ELL students at a specific district or charter. The report is available historically for each school year. Included in the annual report are the students who were entered into services for that individual district or charter. If a student has an assessment that determines that he or she is eligible for ELL services, those services must be reported to ADE. The program choices (reported in the Program field) include the following:

- A - Structured or Sheltered English Immersion (SEI).
- B1 - Bilingual/Dual Language with Waiver 1.
- B2 - Bilingual/Dual Language with Waiver 2.
- B3 - Bilingual/Dual Language with Waiver 3.
- I - Individual Language Learner Plan (ILLP).

The *SDELL71* is also used to report withdrawal from ELL services. The withdrawal reasons (reported in the *Withdrawal Reason* field) include the following:

- 1 - Reclassified as FEP by Reassessment.
- 2 - Withdrawn from school.
- 3 - Withdrawn by parent request.
- 5 - Transferred to a different program.
- 7 - Withdrawn due to SPED Criteria.
- 8 - Transferred to Different Track.

One student record is reported on each line of the report. At ADE this report is used by the Office of English Language Acquisition Services, School Finance, and Research and Evaluation. Questions on this report should be directed to those offices.

SDELL70 - AZELLA Student Test History Report
SDELL71 - ELL Program Participation Report
SDELL72 - AZELLA Roster Report

District

School

1 of 2

SDELL71 Page: 1 of 2

Arizona Department of Education

SDELL71 - ELL Program Participation Report Print Date: 08/14/2014 04:48

Fiscal Year 2014 / School Year 2013 - 2014

Requesting District CTDS :
Requesting District Entity ID :
Requesting District Name :

School CTDS	School Entity ID	School Name

Integrity Result
Passed

SAIS ID	Last Name	First Name	Gender	Track	Grade	Program	Service Entry	Service Exit	Withdrawal Reason
			F	1	1	A	08/07/2013	05/23/2014	
			F	1	1	I	10/23/2013	05/23/2014	
			F	1	2	A	08/07/2013	05/23/2014	
Totals:		3							

SDELL71 report

SDELL72 – AZELLA Roster Report

The SDELL72 AZELLA Roster Report, is an annual report based on fiscal year. The current year, plus three previous fiscal years, are available for viewing. Included in this report is every student AZELLA test administered in that district, reported school-by-school, during the report year. This report does not vary based on changes in enrollment. For this report, the student always reports in the district where he/she was tested. This report includes all AZELLA test results administered during the selected year. The report is updated regularly and reflects new information as it is uploaded into SAIS. Student data is reported by district, school, stage and grade. The AZELLA results that are reported include the Overall Proficiency Level, Total Combined, Oral, Reading and Writing scale scores and proficiency levels. Finally, whether the student is Eligible or Not Eligible for ELL services is reported.

SDELL70 - AZELLA Student Test History Report
SDELL71 - ELL Program Participation Report
SDELL72 – AZELLA Roster Report

District:

School:

[ViewReport](#)

1 of 2

SDELL72

FY 2014 (School Year 2013 - 2014)

Requesting District CTDS :
Requesting District Entity ID :
Requesting District Name :

Arizona Department of Education

SDELL72-AZELLA Roster Report

Requesting School CTDS:
Requesting School Entity ID:
Requesting School Name:

Page 1 of 2

07/29/2014 07:30

School CTDS	School Entity ID	School Name

SAIS ID	Last Name	First Name	Gender	Grade	Stage	Total Scale Score Overall Proficiency Level	Oral Scale Score Proficiency Level	Reading Scale Score Proficiency Level	Writing Scale Score Proficiency Level	Assessment Date	ELL Classification
					V	2467 Basic	223 Pre-Emergent/Em ergent/Basic	219 Pre-Emergent/Emergent /Basic	252 Proficient	2/13/2014	Eligible for ELL Services
					V	2428 Basic	207 Pre-Emergent/Em ergent/Basic	219 Pre-Emergent/Emergent /Basic	206 Pre-Emergent/Eme rgent/Basic	8/22/2013	Eligible for ELL Services
			M	08	V	2426 Basic	220 Pre-Emergent/Em ergent/Basic	197 Pre-Emergent/Emergent /Basic	206 Pre-Emergent/Eme rgent/Basic	2/27/2014	Eligible for ELL Services
			M	08	V	2474 Intermediate	240 Intermediate	235 Intermediate	223 Pre-Emergent/Eme rgent/Basic	8/29/2013	Eligible for ELL Services
			F	09	V	2504 Intermediate	254 Proficient	219 Pre-Emergent/Emergent /Basic	282 Proficient	2/19/2014	Eligible for ELL Services
			F	09	V	2574 Proficient	257 Proficient	303 Proficient	289 Proficient	4/2/2014	Not Eligible for ELL Services

SDELL72 report

AZELLA Corrections

The AZELLA Corrections application is used to identify and correct matching errors between test record student data and the SAIS student data. Corrections made in this application will not be reflected in the Pearson reports, which will remain unchanged. The application should be monitored regularly in order to make timely corrections. Instructions for making corrections are included on the application page.

Arizona Department of Education


Home
AZELLA Corrections
SDELL Reports
Common Logon

AZELLA Corrections /
SDELL Reports
Fiscal Year
2015 ▼

AZELLA Corrections

The AZELLA test records listed below have not been imported due to errors in matching test record student data to SAIS student data. The student's SAIS ID, first name, last name, and date of birth on the AZELLA test record must exactly match the student's SAIS record. The students listed below have a mismatch in one or more of these fields. Please compare the information shown below to the information in SAIS to determine the source of the mismatch. Follow instruction below for making corrections.

These AZELLA test records are not available for the SDELL reports, or for school accountability purposes, or for school finance purposes until the errors are corrected. Use this application to correct the test record student data. Errors in SAIS student data cannot be corrected here.

Accountability: Please correct AZELLA test records as soon as possible for use in current fiscal year A-F accountability.
School Finance: Modifying prior year data will have no impact on state aid funding unless your district opens a 915 data correction with School Finance. Instructions on how to request a 915 can be found at <http://www.azed.gov/finance/>.

Instructions:

1. Select Fiscal Year
2. Select a school name from the School dropdown filter, if filtering by school is desired
3. Select a cell that requires modification.
4. Enter the updated value for the selected cell in the data entry box below the list of error records. Only one cell per test record may be corrected per day.
5. Select 'Save'.
6. Update as many test records as necessary. All test records will be reprocessed nightly.
7. Return to this page the following day to confirm that updates have been accepted.

District:

School:

AZELLA Error Records
Generate Report

Delete	CTDS	District Entity	District	School Entity	School	Test Date	Scoring Cycle	SAIS ID	Last Name	First Name	Date Of Birth	Overall Proficiency	Total Scale Score
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TRAINING – PART III

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 any single administration of the AZELLA cannot test ALL the proficiency levels of all the Performance Indicators within the Standards. The full set of 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 for the AZELLA is that it is constructed using appropriate assessment tasks that return a valid and reliable score reflecting the test taker's level of English language proficiency based on the ELPS. 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.
- 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	Score				
*Reading	252				
*Writing	195				
Listening	253				
Speaking	267				
Additional Scores					
Language (Content/Vocabulary)	232				
Oral (Listening/Speaking)	257				
Comprehension (Reading/Listening)	252				

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.

Pre-Emergent Emergent Basic Low Intermediate High Intermediate

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

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

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 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	Kindergarten Placement	Stage I	Stage II	Stage III	Stage IV	Stage V
Reading	17%	28%	34%	32%	33%	33%
Print Concepts/ Phonemic Awareness/ Decoding	43%	50%	44%	35%	25%	21%
Comprehension	57%	50%	56%	65%	75%	79%
Writing	5%	28%	26%	32%	33%	33%
Applications	0%	33%	32%	39%	36%	36%
Conventions	0%	67%	68%	62%	50%	39%
Process/Elements/Research	100%	0%	0%	0%	14%	26%
Listening	26%	22%	19%	17%	16%	16%
Comprehension	100%	100%	100%	100%	100%	100%
Speaking	48%	22%	21%	19%	18%	18%
Delivery	50%	71%	88%	88%	88%	88%
Repeats	50%	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 criteria. These items are included in both the Writing and the Speaking tests. For example, the AZELLA requires all students to write a paragraph. The writing prompts found on the tests are designed specifically for each stage. 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 at the "Resources" tab on the ADE-AZELLA website at <http://www.azed.gov/standards-development-assessment/arizona-english-language-learner-assessment-azella/>

The Importance of Good Documentation

Student information is protected information. The current reporting channels through ADE and Pearson are limited by privacy requirements. As discussed throughout this report, you are likely to be limited in your access to complete records of ELL students who have transferred to your schools. With the high rate of student mobility, this is a widespread issue. Timely transfer of complete student records will greatly assist in providing continuity of students' services. Always keep a copy of the Individual Student Report in the cumulative file. Be sure to document program placement information as the information in the *SDELL71* report will not be available to the new school. When a student leaves your school, be sure to complete the ELL Program Information section of the Official Notice of Pupil Withdrawal Form. This form is located on the ADE website under Finance/IT/Business Services; SAIS; Official Notice of Pupil Withdrawal Form.

Arizona Revised Statute 15-828 (G) states: Within five school days after enrolling a transfer pupil from a private school or another school district, a school shall request directly from the pupil's previous school a certified copy of the pupil's record. The requesting school shall exercise due diligence in obtaining the copy of the record requested. Notwithstanding any financial debt owed by the pupil, any school requested to forward a copy of a transferring pupil's record to the new school shall comply and forward the record within ten school days after receipt of the request unless the record has been flagged pursuant to [A.R.S.] section 15-829.

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.