



# **AZELLA**

## **Stage II**

### **Sample**

### **Test**

**Teacher's  
Edition**

Rev. 2-12-18



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# Purpose and Use of the AZELLA Stage II Sample Test

This is the Teacher's Edition of the *AZELLA Stage II Sample Test*. This Sample Test was created to provide educators with a tool to help first and second grade students feel comfortable and confident when taking the Stage II AZELLA Spring Reassessment. The samples included represent various common item types that a student will encounter on the AZELLA Stage II Reassessment Test.

Every year the full range of assessable performance indicators are eligible for testing on the actual Stage II test. Instruction must continue to include all of the English Language Proficiency Standards and Performance Indicators. This Sample Test does not contain a complete representation of all the item types on the actual Stage II AZELLA and is not designed to encompass the full scope of the Performance Indicators included in the Stage II English Language Proficiency Standards (ELPS).

Point values are provided for each of the sample test items only to offer educators a general sense of the relative value of each of the items. The highest point value for any item is four points. The lowest point value is .4, which only occurs with the Speaking "repeat" items. **There is no score interpretation provided for this Sample Test.**

Included in this document are a *Response Summary* and rubrics for Writing, Speaking, and Oral Reading Fluency. The *Response Summary* is a two page form that provides a place for capturing student responses, an answer key for multiple-choice items, and scoring information for open-ended items scored using the identified rubrics. A notes section for Speaking items 5-12 is provided for your convenience. The Writing, Speaking, and Oral Reading Fluency rubrics will be needed to score open-ended response items.

Educators are able to use this Sample Test as it best fits their needs; however, it is recommended that the test be printed, which will allow the students to mark their answers on the pages and also provide them with the format and feel of the actual test. The test was created in color like the actual test, but can also be printed in grayscale. The test is designed to be printed as a booklet with space available for staples along the left side of the document.

To simulate the actual test environment, teachers must insist that students do their own work on this test. Students should be seated so they cannot see each other's work. Although the Sample Test is much shorter than the actual Stage II Reassessment, creating an appropriate test environment for the Sample Test is another way to assist students to feel comfortable when taking the actual Stage II test.

For the Sample Test, the Test Administrator reads the test items to students. There is neither a Listening CD nor telephone component. Scripts are provided in this Teacher's Edition for those purposes. Speak slowly and clearly using a normal tone of voice.

There are items on this Sample Test that are the actual sample items from the Stage II test. The remaining items are similar to actual item types, but do not appear on the actual test. For the purpose of administering this Sample Test, it is not advisable to alter the script or items. However, educators will likely want to create their own practice items modeled after these item types for use in the classroom.

Although all students taking the annual Spring Reassessment will have already taken an AZELLA Placement test, there may be students who continue to struggle with following basic test directions, such as finding a page number, locating item numbers, and learning how to correctly bubble responses. Included in this document, you will find a *Student Practice Sheet* and teacher instructions that you may copy to use for practicing these test-taking skills prior to taking the Sample Test.

AZELLA is a standardized test. The scripted directions are formatted to guide you through the test administration and to help ensure proper testing procedures. The Sample Test is designed to parallel the actual Stage II procedures. Please review the directions in advance to become familiar with the scripted text and testing procedures.

**SAY** Read aloud to students only what is marked with “**SAY**” and printed in bold type.

*Text Printed in Italics*      *Directions and information for Test Administrators are printed in italics. Text printed in italics should not be read aloud to students.*

## Listening Section

The Listening section of this test can be administered in a group setting. The test administrator will need to monitor students' work to ensure they are on the right page, responding to the right question, and following the directions. This section of the Sample Test includes only seven (7) multiple-choice items that are worth 1 point each. The actual Stage II Reassessment addresses many more of the skills that are identified in the Listening section of the English Language Proficiency Standards (ELPS). These broadly-defined ELPS comprehension skills include: understanding the elements (main idea, details, etc.) of a story, sequencing a series of events, summarizing the main idea and details from a presentation, following multi-step directions, and responding to academic discussion using academic vocabulary. Some of the kinds of questions may include: *Which picture shows the main idea? Which is the best summary? Which picture shows what happened first?.....second? .....last?*

## Reading Section

The Reading section of this Sample Test can be group-administered. This section includes twelve (12) multiple-choice items that are worth 1 point each.

There are three items (10, 11, and 12) associated with the passage on page 12, “A Visit to the Desert.” You may need to assist students to understand that the passage is on one page and the questions are on the following page.

The AZELLA Stage II Reassessment is structured into two major Reading areas. The first area includes Print Concepts and Phonemic Awareness/Decoding. The second area is Reading Comprehension.

Just as with Listening Comprehension, there are very few Reading Comprehension items on the Sample Test. However, the actual Stage II Reassessment contains many more items based on the complete set of Comprehension Standards detailed in Reading Standard 4 of the ELPS.

For the Stage II Reassessment, students will be tested using both fiction and non-fiction passages. Some of the questions will ask students to demonstrate skills in prediction; locating facts; asking and answering questions; sequencing events; making connections; summarizing; extracting and interpreting information; identifying author’s purpose; identifying cause and effect; describing characters, setting, and plot; locating information from a graphic organizer; and following multi-step directions. These skills should be taught and tested regularly in the classroom. It is important to prepare students for all of the performance indicators included in the Reading English Language Proficiency Standards.

Once the Reading portion of the Sample Test has been completed, students should be provided with a break before continuing on to the Writing test.

## Writing Section

The Writing section of this Sample Test can be group-administered. This section includes seventeen (17) multiple choice-questions, each worth 1 point. Additionally, there is one extended writing item worth 3 points. The multiple choice items include, but are not limited to, a series of questions that ask: “Which sentence is correct?” The types of sentences that are presented in the items are declarative, negative, and interrogative. There are more of these items included in this Sample Test than are on the actual test. This was done to provide educators with a good selection of sample items.

Many of the items are structured around the word order rules of phrase and sentence construction, often focusing on the use of verb tenses and subject-verb agreement. The

verb tenses specified in Stage II of the Writing domain of the English Language Proficiency Standards (Standard 2; HI-9) include: simple present, past progressive, present, present progressive, simple future.

The Language Strand of the ELPS heavily influences the sample items that are provided to test the Standard English Conventions (Standard 2) included in Stage II Writing. The Writing Standards together with the Language Strand comprise an extensive set of language skills. Just as with Listening and Reading, an instructional plan built on the Writing Domain and the Language Strand of the ELPS will ensure that students are prepared for the Stage II Reassessment.

A break should be provided after students complete the multiple-choice questions (numbers 1 – 17).

A single extended Writing item is included in this test as a sample of the format of this item type. The Sample Test and the actual test call for providing students with blank paper in order to allow for pre-writing activities prior to their written responses. This blank sheet of paper will not be scored. The actual test could include any of the writing application genres included in the ELPS: Narrative, Expository, Functional, or Literary Response (Standard 1).

You will find the picture prompt for item number 18 on page 22. If the test is printed as single-sided only, you will likely need to assist students to understand that the prompt is on one page and the response text box is on the following page (23). The scoring rubric for this item, which requires the writing of a single paragraph based on the picture, is included on page 44 of this Teacher's Edition.

### Speaking Section

The Speaking section is individually administered to each student. A two-page *Response Summary*, useful for recording and scoring student responses, is provided on pages 53 and 54 of this Teacher's Edition. Prior to the Sample Test administration, a copy of the *Response Summary* should be printed for each student.

The Speaking section of this Sample Test includes seventeen (17) items: three unscored practice items, one short answer item worth one point, one short answer item worth three points, six extended responses worth 4 points each, and five repeat items worth .4 points each. Additionally, an Oral Reading Fluency (ORF) item worth 3 points is included in the Speaking test. The scoring rubrics for Speaking items are provided on pages 45 – 47 and 50 of this Teacher's Edition. The ORF rubric can be found on pages 48 and 49.

Speaking items one (1), two (2), and three (3) are actual practice items from the Reassessment Test. These items are the first three questions students will hear when they begin the telephone administration of the Stage II Speaking test. These questions are included in this Sample Test to help students feel comfortable when the actual Speaking test begins. For the Reassessment Test, audible responses to these three questions must be provided for the telephone-administrated Speaking subtest to continue.

Item numbers six (6) and seven (7) represent a common Speaking item type. An initial question is asked, response time is provided, and then following the response, a follow-up question is asked. Examples of this item type are as follows:

- Tell me what is happening in the picture. Tell me one more thing about the picture.
- Look at the picture and ask me a question. Ask me another question.

It is possible that a “why” or “how” question could be the follow-up question (please note Sample Test item number 12). Students need to practice and be comfortable with this type of item format.

A Speaking test item may include the instruction to “Please answer in two or more complete sentences.” Since it is built into the scoring rubric, it is essential that the student provide two or more complete sentences when that requirement is stated.

For the repeat items (items 13 through 17), the student must only repeat what is heard and not answer any of the repeat items that are questions.

#### Estimated Sample Test Administration Times

<b>Domain</b>	<b>Estimated time</b>	<b>Administration</b>
Listening	10 minutes	Small group
Reading	10 - 20 minutes	Small group
Writing	20 - 45 minutes	Small group
Speaking	15 minutes	Individual

# SESSION 1

## Listening

**SAY** Today we are going to do the Stage II Sample Test. This is a test of your English language proficiency. The test has four portions: Listening, Reading, Writing, and Speaking. You are not allowed to talk with your classmates or share answers with one another during this test. Write all your answers in your test book.

Find the Student's Name line on the front cover of your test book. Write your full name on this line.

*Hold up the test and point to the place where the student should write his/her name. Ensure all students write their name, or if they cannot, write their name for them.*

**SAY** Now, we will begin the Listening portion of the test. Open your book to page 2.

*Pause for about 5 seconds. Check that students are on the correct page.*

**SAY** You will respond to each question by filling in the circle under the word or picture that answers the question. For each question, fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### #1

*This item is worth 1 point.*

**SAY** This is the Listening section. Find the directions at the top of the page. Read the directions to yourself as I read them aloud.

**Directions:** Look at the pictures. Listen to the question. Fill in the circle under the word or picture that answers the question.

**SAY** Look at number 1.



Look at the sets of boxes.

Listen to the words: box, fox

Which sound is different – the first, the middle, or the last?

Listen to the words again: box, fox.

Fill in the circle under the set of boxes that shows where the sound is different in the words.

*Pause until students have had a chance to mark their answers.*

1

●		
	●	
		●
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## #2

*This item is worth 1 point.*

**SAY** Look at number 2.

Look at the sets of boxes.

Listen to the words: shape, shake.

Which sound is different – the first, the middle, or the last?

Listen to the words again: shape, shake.

Fill in the circle under the set of boxes that shows where the sound is different in the words.

*Pause until students have had a chance to mark their answers.*

2

●		
	●	
		●
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### #3

*This item is worth 1 point*

**SAY** Look at number 3.

Look at the sets of boxes.

Listen to the words: leg, log

Which sound is different – the first, the middle, or the last?

Listen to the words again: leg, log

Fill in the circle under the set of boxes that shows where the sound is different in the words.

*Pause until students have had a chance to mark their answers.*

**3**

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## #4

*This item is worth 1 point.*

**SAY** Look at page 3.

Look at number 4.

Look at the pictures.




Listen to the words: bee, truck, tape

Which picture has the same last sound as duck?

Listen to the words again: bee, truck, tape

Fill in the circle under the picture for the correct answer.

*Pause until students have had a chance to mark their answers.*

**4**  
  
☐☐☐

## #5

*This item is worth 1 point.*

**SAY** Look at number 5.

Look at the pictures and listen to the story.

“Josh draws a picture for his teacher. First, he draws a house in a field. Then he adds trees and flowers. Last, he adds a sun to his picture.”

Now listen to the story again to answer the question “Which picture shows what Josh draws first?”


“Josh draws a picture for his teacher. First, he draws a house in a field. Then he adds trees and flowers. Last, he adds a sun to his picture.”


Which picture shows what Josh draws first?


Fill in the circle under the correct picture.

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

**5**

☐

☐

☐

## #6

*This item is worth 1 point.*

**SAY** Look at page 4.

Look at number 6.

Look at the pictures and listen to the story.

**“Marcos and Maria had a great idea. They picked lemons from their lemon tree. They asked their mom to help them make lemonade. That afternoon, they set up a lemonade stand and served the neighborhood fresh lemonade.”**

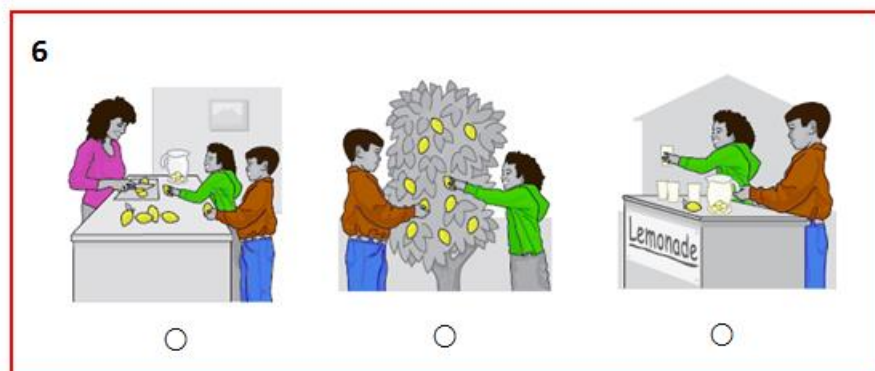
**Now listen to the story again to answer the question, “Which picture shows what Marcos and Maria did last?”**

**“Marcos and Maria had a great idea. They picked lemons from their lemon tree. They asked their mom to help them make lemonade. That afternoon, they set up a lemonade stand and served the neighborhood fresh lemonade.”**

**Which picture shows what Marcos and Maria did last?**

**Fill in the circle under the correct picture.**

*Pause until students have had a chance to mark their answers.*



## #7

*This item is worth 1 point.*

**SAY** Look at number 7.

Look at the pictures and listen to the story.

“Ty likes to paint. First he gets his art supplies. Then he paints a picture for his mom. When he finishes, Ty cleans his paint brushes before he puts them away.”

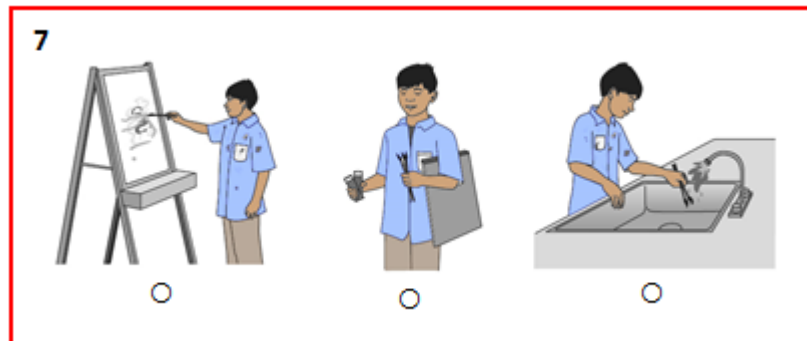
Now listen to the story again to answer the question, “Which picture shows what Ty does after he paints the picture?”

“Ty likes to paint. First he gets his art supplies. Then he paints a picture for his mom. When he finishes, Ty cleans his paint brushes before he puts them away.”

Which picture shows what Ty does after he paints the picture?

Fill in the circle under the correct picture.

*Pause until students have had a chance to mark their answers.*



**SAY** Now we have finished this activity.

## SESSION 2

### Reading

**SAY** Now, we will begin the Reading portion of the test. No talking during the test. Do not share answers. Only answers written in the Student Test Book will be scored.

You will respond to each question by filling in the circle under the word or picture that answers the question. To answer a multiple-choice question, fill in the circle under the right answer.

Turn to page 6 of your test.

*Verify that all students have their Student Test Books open to the first page of the Reading section.*

#### #1

*This item is worth 1 point.*

**SAY** Find the directions at the top of the page. Read the directions to yourself as I read them aloud.

**Directions:** Look at the pictures. Listen to the question. Fill in the circle under the word or picture that answers the question.

Look at number 1. Look at the pictures.

Which picture rhymes with neat?  
cup, feet, shirt

Fill in the circle under the picture for the correct answer.

*Pause until students have had a chance to mark their answers.*

1			
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## #2

*This item is worth 1 point.*

**SAY** Now, look at page 7.

**Find the directions at the top of the page. Read the directions to yourself as I read them aloud.**

**Directions: Read the question and the answers. Fill in the circle next to the correct answer.**

**Look at number 2.**

**Which set of words is in ABC order?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**2** Which set of words is in ABC order?

- ☐ flower, root, leaf
- ☐ leaf, root, flower
- ☐ flower, leaf, root



### #3

*This item is worth 1 point.*

**SAY** Look at number 3.

What is the base word of painted?

Fill in the circle next to the correct answer.

*Pause until students have had a chance to mark their answers.*

**3** What is the base word of painted?

- ☐ ed
- ☐ paint
- ☐ pain

### #4

*This item is worth 1 point.*

**SAY** Look at number 4.

We will blank at recess.

Which word belongs in the blank?

Fill in the circle next to the correct answer.

*Pause until students have had a chance to mark their answers.*

**4** We will \_\_\_\_\_ at recess.

Which word belongs in the blank?

- ☐ fun
- ☐ sleeping
- ☐ play

## #5

*This item is worth 1 point.*

**SAY** Look at page 8.

**Look at number 5.**

**Which word means more than one flower?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**5**  
**Which word means more than one flower?**  
  
☐ flowering  
☐ flowered  
☐ flowers

## #6

*This item is worth 1 point.*

**SAY** Look at number 6.

**Which two words are combined in the contraction I'm?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**6**  
**Which two words are combined in the contraction I'm?**  
  
☐ I am  
☐ I do  
☐ I can

## #7

*This item is worth 1 point.*

**SAY** Look at page 9.

**Look at number 7.**

**Look at the Table of Contents from a book about bicycles.**

**Which page has information about kinds of bicycles?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**7** Look at the table of contents from a book about bicycles.

### **Table of Contents**

1. Bicycle History .....	3
2. Bicycle Kinds .....	8
3. Bicycle Safety .....	17
4. Bicycle Care .....	21

Which page has information about kinds of bicycles?

- ☐ page 3
- ☐ page 8
- ☐ page 17

## #8

*This item is worth 1 point.*

**SAY** Now look at page 10.

**Look at number 8.**

**Look at the Index from a book about Math.**

**Which page has information about addition?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**8** Look at the index from a book about Math.

**Index**

**A**  
addition, 5  
after, 30  
alike, 15  
amount, 27

Which page has information about addition?

☐ page 5

☐ page 15

☐ page 27

## #9

*This item is worth 1 point.*

**SAY** Turn to page 11.

**Find the directions at the top of the page. Read the directions to yourself as I read them aloud.**

**Directions: Read the story. Read the question. Fill in the circle under the picture for the correct answer.**

**Look at number 9.**

**Read the story and the question.**

**Fill in the circle under the correct answer.**

*Pause until students have had a chance to mark their answers.*

### DIRECTIONS

Read the story. Read the question. Fill in the circle under the picture for the correct answer.

9

It is Tim's first day at a new school. He sits next to Sally in class. He plays basketball with his new friend John. At dinner, he tells his mom and dad about his first day at his new school.

Which picture shows Tim telling his mom and dad about his first day at his new school?



☐



☐



☐

## #10-12

*This item is worth 1 point.*

**SAY** Look at page 12.

**Find the directions at the top of the page. Read the directions to yourself as I read them aloud.**

**Directions: Read the story and questions 10 through 12. Then, for each question, fill in the circle next to the correct answer.**

**When you have finished reading the story, the questions are on the next page. When you have finished number 12, stop and put down your pencil. You may begin.**

*Pause until students have had a chance to read the story. You may need to remind students that when they have finished reading the story, they need to answer the questions on the next page.*

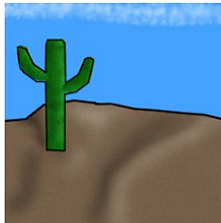
### **DIRECTIONS**

**Read the story and the questions 10 through 12. Then, for each question, fill in the circle next to the correct answer.**

#### **A Visit to the Desert**

Erin likes living near the forest. She likes to walk in the forest. She sees blue jays, squirrels, and a deer with brown fur and a white tail.

One day Erin and her mom drove to the desert. She saw a cactus and a tiny bird. Before they drove home, Erin saw a furry animal with long ears. "That rabbit looks very different," said Erin. "It is a jackrabbit," said Erin's mom. Erin and her mom enjoyed seeing the different animals.



**10** What is the **best** summary of the story?

- ☐ Erin likes the tiny bird.
- ☐ Walking in the forest is fun.
- ☐ Erin sees different animals in the forest and the desert.

**11** What was the **first** thing that Erin saw in the desert?

- ☐ Erin saw blue jays and squirrels.
- ☐ Erin saw a furry animal with long ears.
- ☐ Erin saw a cactus and a tiny bird.

**12** How does the story describe the jackrabbit?

- ☐ furry with long ears
- ☐ brown fur and a white tail
- ☐ tiny with blue feathers

**SAY** Now we have finished this activity.

*Provide students with a break before beginning the Writing subtest.*

## SESSION 3

# Writing

*The Writing Domain is administered in two portions. The first portion of the test is a series of multiple-choice questions, and the second portion has one open-ended writing prompt.*

*Please have one sheet of blank or lined scratch paper available for each student. This scratch paper should be distributed before students begin the open-ended writing prompt (18) for the second portion of the Writing test. The student response for this prompt will be written on page 23. The scratch paper will not be scored.*

**SAY** Now, we will begin the Writing portion of the test. No talking during the test. Do not share answers. The Writing Domain is administered in two portions. The first portion of the test is a series of multiple-choice questions, and the second portion has one open-ended writing prompt. Only answers written in the Student Test Book will be scored. You will respond to each multiple-choice question by filling in the circle under the word or picture that answers the question. To answer a multiple-choice question, fill in the circle under the correct answer.

**Turn to page 15 of your test.**

*Verify that all students have their test books open to the first page of the Writing section.*



# #1

*This item is worth 1 point.*

**SAY** Find the directions at the top of the page.

**Read the directions to yourself as I read them aloud.**

**Directions:** Read the question and the answers. Fill in the circle next to the correct answer.

**Look at number 1.**

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**1** Which sentence is correct?

- ☐ The cat small is eating.
- ☐ The cat is small eating.
- ☐ The small cat is eating.

## #2

*This item is worth 1 point.*

**SAY Look at number 2**

**Which word is spelled correctly?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**2** Which word is spelled correctly?

- ☐ plaz
- ☐ plays
- ☐ pleys

## #3

*This item is worth 1 point.*

**SAY Look at page 16.**

**Look at number 3.**

**Which sentence uses punctuation correctly?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**3** Which sentence uses punctuation correctly?

- ☐ Could Sallys dog catch the ball?
- ☐ Could Sallys' dog catch the ball?
- ☐ Could Sally's dog catch the ball?

## #4

*This item is worth 1 point.*

**SAY** Look at number 4.

**Which sentence uses capital letters correctly?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

- 4** Which sentence uses capital letters correctly?
- ☐ Did Tom flip pancakes on Monday?
  - ☐ Did tom flip pancakes on Monday?
  - ☐ Did Tom flip pancakes on monday?

## #5

*This item is worth 1 point.*

**SAY** Look at number 5.

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

- 5** Which sentence is correct?
- ☐ She on the table did not put the dishes.
  - ☐ She did not put the dishes on the table.
  - ☐ She did not on the table put the dishes.

## #6

*This item is worth 1 point.*

**SAY** Look at page 17.

**Look at number 6.**

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**6** Which sentence is correct?

- ☐ The boy will push his friend on the swing.
- ☐ The boy will pushes his friend on the swing.
- ☐ The boy will pushed his friend on the swing.

## #7

*This item is worth 1 point.*

**SAY** Look at number 7.

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**7** Which sentence is correct?

- ☐ The little hat red was in the wagon.
- ☐ The little red hat was in the wagon.
- ☐ The hat little red was in the wagon.

## #8

*This item is worth 1 point.*

**SAY** Look at number 8.

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**8** Which sentence is correct?

- ☐ The girl and her dog are playing at the park.
- ☐ The girl and her dog is playing at the park.
- ☐ The girl and her dog playing at the park.

## #9

*This item is worth 1 point.*

**SAY** Look at page 18.

**Look at number 9.**

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**9** Which sentence is correct?

- ☐ Who will kick the soccer ball at the game?
- ☐ Who will kicks the soccer ball at the game?
- ☐ Who will kicking the soccer ball at the game?

## #10

*This item is worth 1 point.*

**SAY** Look at number 10.

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**10** Which sentence is correct?

- ☐ She always have a marker and a pencil.
- ☐ She always has a marker and a pencil.
- ☐ She always is have a marker and a pencil.

## #11

*This item is worth 1 point.*

**SAY** Look at number 11.

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**11** Which sentence is correct?

- ☐ Should she feed the fish every day.
- ☐ Feed every day should she the fish?
- ☐ Should she feed the fish every day?

## #12

*This item is worth 1 point.*

**SAY** Look at page 19.

**Look at number 12.**

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**12** Which sentence is correct?

- ☐ My mom was not drive that car.
- ☐ My mom were not driving that car.
- ☐ My mom was not driving that car.

## #13

*This item is worth 1 point.*

**SAY** Look at number 13.

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**13** Which sentence is correct?

- ☐ He wants to be a policeman when he grows up.
- ☐ He want to be a policeman when he grows up.
- ☐ He want to being a policeman when he grows up.

## # 14

*This item is worth 1 point.*

**SAY** Look at number 14.

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**14** Which sentence is correct?

- ☐ Her have your book.
- ☐ Her has your book.
- ☐ She has your book.

## # 15

*This item is worth 1 point.*

**SAY** Look at page 20.

**Look at number 15.**

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**15** Which sentence is correct?

- ☐ That pencil is mine.
- ☐ That pencil is mines.
- ☐ That is mine pencil.



## # 16

*This item is worth 1 point.*

**SAY** Look at number 16.

**Which sentence is correct?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

**16** Which sentence is correct?

- ☐ We have before lunch art.
- ☐ We before lunch have art.
- ☐ We have lunch before art.

## # 17

*This item is worth 1 point.*

**SAY** Look at number 17.

**Read the sentence in the box.**

*Pause*

**What is the best way to write the sentence as a question?**

**Fill in the circle next to the correct answer.**

*Pause until students have had a chance to mark their answers.*

*This concludes the first portion of the Writing test. Provide students with a break before beginning number 18.*

## # 18

*This item is worth 3 points. Rubric I-II.W.3*

**SAY** Look at page 21 and find the directions. Read the directions to yourself as I read them aloud.

**Directions:** For question 18, you will write a paragraph. Think about what you want to write. Use the blank paper I gave you to make notes about what to write. There is a checklist in the test book. The checklist helps you know what to write. When you are ready, you will write your paragraph on the next page on the lines in the test book.

Look at page 22. Look at number 18.

Look at the picture.

You will write a story about what you see in the picture.

Be sure to include:

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

Read the checklist for writing a story as I read it aloud.

- Write a story about what you see in the picture.
- Include a main idea, characters, and details.
- Use descriptive words.
- Include a beginning, a middle, and an end.
- Use complete sentences.
- Use correct capitalization and punctuation.

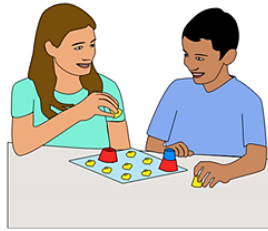
Look at the picture again, and on page 23 write a story about what you see in the picture. When you have finished number 18, stop and put down your pencil.

Write your words inside the box. You may begin to write now.

*Pause until students have had a chance to write their paragraphs. Ensure that students are writing in the text box provided. Once students have completed the writing activity, say the following.*

**SAY** Now we have finished this activity.

**18** Look at the picture.



Write a story about what you see in the picture.

Be sure to include:

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

**Check Your Writing: Writing a Story**

- ☐ Write a story about what you see in the picture.
- ☐ Include a main idea, characters, and details.
- ☐ Use descriptive words.
- ☐ Include a beginning, a middle, and an end.
- ☐ Use complete sentences.
- ☐ Use correct capitalization and punctuation.

A large rectangular area enclosed by a thick pink border, containing ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

**STOP ●**

## SESSION 4

# Speaking

### Sample Test Speaking Session Script

*The Speaking test is administered to students individually. Be certain the student's response to each of the scripted questions is strong and clear. If not, ask the student to answer again in a stronger and clearer voice. Practice as much as needed for the student to feel comfortable answering the questions.*

*The test administrator can score the Speaking responses on the response sheet provided.*

**SAY** Today we're going to do an interesting Speaking activity. All you need to do is to answer some questions in English. Are you ready? Turn to page 24 of your test book.

### #1

*Unscored Practice Item*

**SAY** What is your first and last name?

*Pause for student response.*

### #2

*Unscored Practice Item*

**SAY** What is your teacher's name?

*Pause for student response.*

### #3

*Unscored Practice Item*

**SAY** How old are you?

*Pause for student response.*

## #4

*This item is worth 1 point. Rubric II-III.OR.1*

**SAY** Look at number 4. Look at the picture. Say the three syllables of the word strawberry.

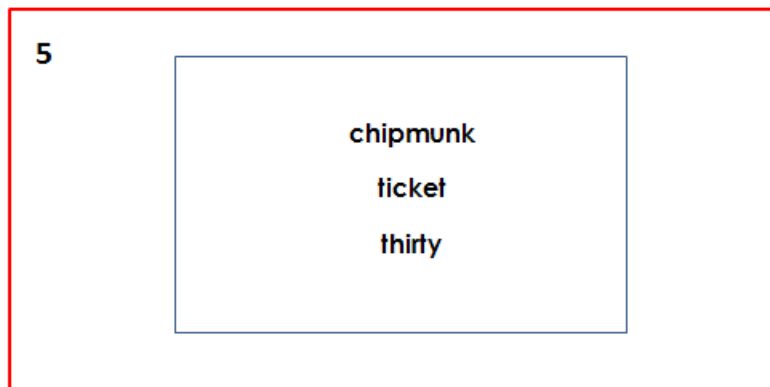


## #5

*This item is worth 3 points. Rubric II.OR.3*

**SAY** Look at number 5. Look at the list of words. Read each word to me.

*Pause for response.*



**#6**

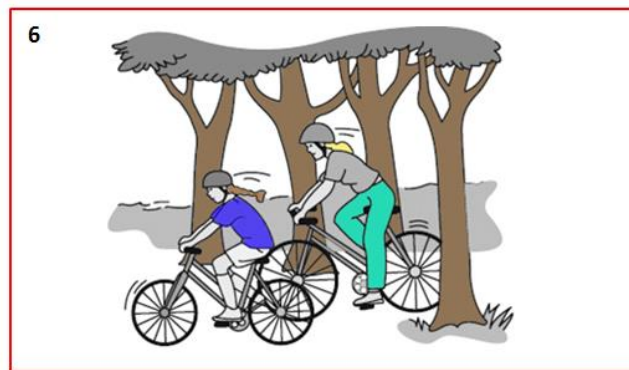
*This item is worth 4 points. Rubric I-V.S.4*

**SAY** Look at page 26.

**Look at number 6. Look at the picture. Please answer in complete sentences.**

**Tell me what is happening in the picture.**

**Tell me one more thing about the picture.**



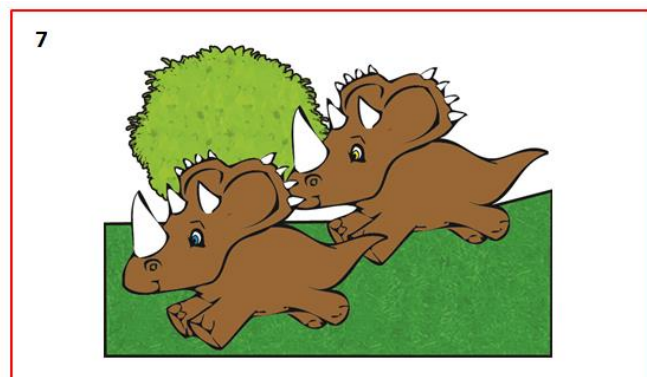
**#7**

*This item is worth 4 points. Rubric I-V.S.4*

**SAY**

**Look at number 7. Look at the picture. Please answer in complete sentences.  
Ask me a question about the picture.**

**Ask me another question about the picture.**

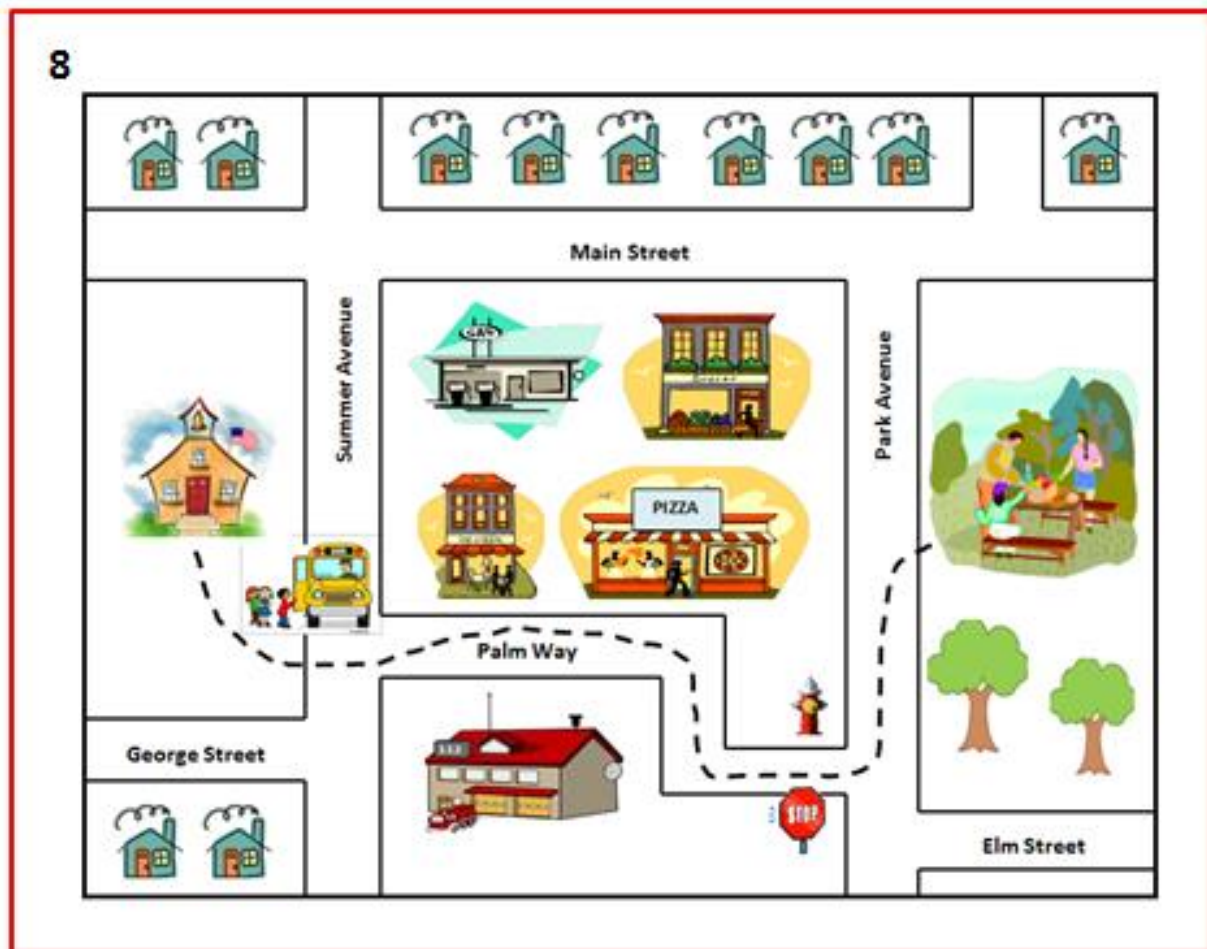


## #8

*This item is worth 4 points. Rubric I-V.S.4*

**SAY** Look at page 27.

**Look at number 8. Look at the map. Please answer in two or more complete sentences. Use the path marked on the map to tell how to get from the school to the park.**



*Although the box below is in the Sample Test, please do not read it to the students. What you will say to the students is on the next page.*

Now listen to your teacher to hear the rest of the questions for the Speaking test.



## #9

*This item is worth 4 points. Rubric I-V.S.4*

**SAY** Look at page 28.

*Rotate the Student Test Book, so that the number 9 is on the upper-left corner.*  
**Look at number 9.**

**Look at each of the three pictures as you listen to a story about a boy planting seeds.**

**You will listen to the story two times. Then, you will tell me as much of the story as you can. Please use complete sentences to tell the story.**

*Point to the first picture.*

**SAY**

**Jim has some flower seeds and a flower pot. He has some dirt.**

*Point to the second picture.*

**SAY**

**He plants the seeds in his flower pot. Jim gives the seeds some water.**

*Point to the third picture.*

**SAY**

**Jim takes care of his seeds and they grow into beautiful flowers. Jim is happy.**

**Now, listen to the story again.**

*Point to the first picture.*

**SAY**

**Jim has some flower seeds and a flower pot.  
He has some dirt.**

*Point to the second picture.*

**SAY**

**He plants the seeds in his flower pot. Jim  
gives the seeds some water.**

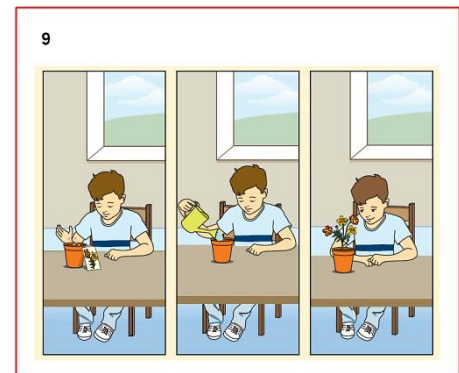
*Point to the third picture.*

**SAY**

**Jim takes care of his seeds and they grow into beautiful flowers. Jim is happy.**

**Now, tell me the story in your own words.**

*Allow sufficient time for the student to retell the story.*



## #10

*This item is worth 3 points. Rubric II-V.OR.3*

**SAY**

**Next, look at the top of the next page. Look at number 10.**

**Now, you are going to read a story out loud. The story is about a girl named Pat. If you get stuck on a word, please try it and move on. Or, just skip it. Begin reading from the first word when I tell you to start.**

**Do you have any questions?**

*Pause and answer any questions the student may have.*

**SAY**

**Start reading now.**

## #11

*This item is worth 4 points. Rubric I-V.S.4*

**SAY You can now close your book. I will read the rest of the questions to you. Next, please answer in two or more complete sentences. How do you brush your teeth? Include at least two steps.**

## #12

*This item is worth 4 points. Rubric I-V.S.4*

**SAY Use a complete sentence to answer the question.**

**What would you rather do, go to the movies or to the park?**

*Pause for student response.*

*Although the following question does not take into account the student's response, this is the way it will be asked on the Spring Reassessment.*

**SAY Tell me why you would rather go to the movies or to the park.**

*Pause for student response.*

**SAY** For the next five items, repeat what you hear. For example, if you hear  
“My jacket is too big,” you should say “My jacket is too big.” Let’s begin.

### **#13-17 repeats**

*Individual repeat items are worth .4 points – repeat total is worth 2 points.*

### **#13**

**SAY** It’s raining outside.

*Pause for student response.*

### **#14**

**SAY** I like to play basketball.

*Pause for student response.*

### **#15**

**SAY** You will have "Fun Friday" if your homework is completed.

*Pause for student response.*

### **#16**

**SAY** Did your brother see five rattlesnakes at the zoo?

*Pause for student response.*

### **#17**

**SAY** If you draw a three sided shape, you have a triangle.

*Pause for student response.*

**SAY** Now we have finished this activity.

# Writing Rubrics

Writing AZELLA Holistic Rubric

Stage I and II: 0-3 points

Rubric ID: I-II.W.3

Use for item numbered: #18

Rubric interpretation: This holistic rubric measures student skill in creating multiple English sentences about a topic that is depicted in one or more pictures. In holistic scoring, the best fit score is awarded. Evidence of correct subject-verb is considered, as well as capitalization, punctuation, and spelling. Evidence of consistent spacing between letters and words is also considered. Response will include reference(s) to the prompt/picture(s). If spelling of more complex words is phonetic and words are recognizable, it can be accepted. A score point of zero is applied in any of the following conditions: blank page; language other than English; off-topic response; restatement or copying of the prompt; Illegible or unintelligible response; evidence of teacher interference.

Points	Descriptors
3	<p>Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.</p> <ul style="list-style-type: none"><li>• Ideas and details are present.</li><li>• Errors in subject-verb agreement are not evident.</li><li>• Beginning capitalization and/or end punctuation have only minor errors or omissions.</li><li>• Minor spelling errors do not impede the meaning of words.</li><li>• Phonetic spelling is acceptable.</li></ul>
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"><li>• Ideas and details may be vague but are present.</li><li>• Minimal errors in subject-verb agreement are noted.</li><li>• Beginning capitalization and/or end punctuation have only minor errors or omissions.</li><li>• Word order impedes clarity.</li><li>• Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable.</li></ul>
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none"><li>• Ideas and details are vague and/or non-existent.</li><li>• Errors in subject-verb agreement confuse the reader.</li><li>• No consistent evidence of capitalization and/or punctuation is noted.</li><li>• Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.</li></ul>

# Speaking Rubrics

**Speaking/Oral Reading**  
AZELLA Segmenting Syllables Rubric  
Stage II: 0-1 points  
Rubric ID: II-III.OR.1  
Use for item #4

Rubric interpretation: Although these items are included in the Speaking section of the test, these items test Oral Reading skills found in the Reading domain of the ELPS. Segmenting syllables rubric measures the student's ability to segment words into two or three syllables. It is a scoring tool that measures correct segmenting and pronunciation of syllables. The items in Stages II and III assess students' ability to segment English words.

The rubric is defined by score points 0-1. Students who correctly segment a two- or three-syllable word earn a score point 1. Syllables may be constructed as C-V or C-V-C clusters. An incorrect response or no response earns a score point 0. Students who earn a score point 1 demonstrate English speaking skills required for a mainstream classroom.

Points	Descriptors
1	Student segments English words into correct number of syllables. <ul style="list-style-type: none"><li>All syllables are clear and correct.</li></ul>
0	Student does not segment English words into syllables. <ul style="list-style-type: none"><li>Partial response.</li><li>No response.</li></ul>

**Speaking/Oral Reading**  
AZELLA Decoding Rubric  
Stage II: 0-3 points  
Rubric ID: II.OR.3  
Use for item #5

Rubric interpretation: Although these items are included in the Speaking section of the test, these items test Oral Reading skills found in the Reading domain of the ELPS. The decoding rubric is a scoring tool to measure correct decoding of multi-syllable words. The items in Stage II assess students' ability to correctly decode words. The student is presented with three words and they must use their knowledge of sound-letter relationships to decode the words aloud with clear pronunciation. The rubric is defined by score points 0-3. The student must decode all three words correctly to earn a score point 3. Students who decode two words correctly earn a score point 2. Students who decode one word correctly earn a score point 1. Responses that earn a score point 0 indicate that students cannot fluently decode any of the three words.

These items help identify whether students are aware of the sounds represented by letters. Decoding words is a fundamental skill of fluent readers. Word-recognition skills must be developed to the point of fluency if comprehension benefits are to be maximized. Students must demonstrate competency in this skill so that they will have access to information presented in the mainstream classroom.

Points	Descriptors
3	Student correctly decodes all three words using intelligible English.
2	Student correctly decodes two of the three words using intelligible English.
1	Student correctly decodes one of the three words using intelligible English.
0	Student incorrectly decodes all three words. <ul style="list-style-type: none"><li>• No response.</li></ul>

## Speaking

### AZELLA Extended Response Rubric

Stage II: 0-4 points

Rubric ID: I-V.S.4

Use for items numbered: #6, #7, #8, #9, #11, #12

Rubric interpretation: The AZELLA 4 Point Speaking Rubric is a scoring tool that measures correct oral English responses to given stimuli in two or more sentences. The items in Stages I -V assess students' ability to orally respond to stimuli using correct grammar (including syntax) and understandable English. The rubric is defined by score points 0-4. Students who correctly respond to two separate questions using correct English grammar (including syntax) and intelligible English earn a score point 4. Some items will ask a student to respond in two or more interrogative sentences.

Points	Descriptors
4	<p>Student formulates a response in correct understandable English using two or more sentences based on given stimuli.</p> <ul style="list-style-type: none"><li>• Student responds in complete declarative or interrogative sentences.</li><li>• Grammar (including syntax) errors are not evident and do not impede communication.</li><li>• Student responds with clear and correct pronunciation.</li><li>• Student responds using correct syntax.</li></ul>
3	<p>Student formulates a response in understandable English using two or more sentences based on a given stimuli.</p> <ul style="list-style-type: none"><li>• Student responds in complete declarative or interrogative sentences.</li><li>• Sentences have minor grammatical (including syntax) errors.</li><li>• Student responds with clear and correct pronunciation.</li></ul>
2	<p>Student formulates an intelligible English response based on given stimuli.</p> <ul style="list-style-type: none"><li>• Student does not respond in two complete declarative or interrogative sentences.</li><li>• Student responds with errors in grammar (including syntax).</li><li>• Student attempts to respond with clear and correct pronunciation.</li></ul>
1	<p>Student formulates erroneous responses based on given stimuli.</p> <ul style="list-style-type: none"><li>• Student does not respond in complete declarative or interrogative sentences.</li><li>• Student responds with significant errors in grammar (including syntax).</li><li>• Student does not respond with clear and correct pronunciation.</li></ul>
0	<ul style="list-style-type: none"><li>• Student formulates responses in non-English.</li><li>• Student does not respond.</li></ul>

# Oral Reading Rubric -Oral Reading Fluency

Rubric ID: II-V.OR.3 (Oral Reading Fluency)

Stages II-V: 3 points

Use for item #10

Rubric interpretation: Oral Reading Fluency (ORF) is made up of two components – Expressiveness and Words Correct Per Minute (WCPM). Each of these components has a separate rubric and contributes 50% to the student score.

## **Oral Reading Fluency - Expressiveness:**

Expressiveness in Oral Reading Fluency is characterized by smooth, rapid reading evidenced by ease of decoding and appropriate use of phrasing, pausing, and expression to convey meaning.

Students who demonstrate competency in this skill have the ability to access information in the mainstream classroom. An incorrect response or no response earns a score point 0. Students who struggle with this skill require more instruction to access information presented in the mainstream classroom.

**Score 3:** Response meets one or more of the following conditions:

- Reads primarily in larger, meaningful phrase groups fluently.
- Most, or all, of the story is appropriately-paced.
- Consistently uses organizational features and contextual clues to read with expressive interpretation. (Rating equates to “Proficient.”)

**Score 2:** Response meets one or more of the following conditions:

- Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present.
- The phrasing is mostly appropriate. Some pausing and staccato rhythm may be apparent.
- Use of organizational features or contextual clues to create expressive interpretation is inconsistent. (Rating equates to “Intermediate.”)

**Score 1:** Response meets one or more of the following conditions:

- Reads primarily word-by-word or in two-word phrases. Some larger word groupings may be present.
- Word groupings seem awkward and unrelated to the larger context of the sentence or passage.
- Reading is laborious and little or no expressive interpretation is present. The student’s fluency may impede the listener’s comprehension. (Rating equates to “Pre-Emergent/Emergent/Basic.”)

**Score 0:** Response meets one or more of the following conditions:

- Unintelligible speech or foreign language
- Response is 5 words or less (silent)
- Response is off-topic (Student is speaking in English, but not reading the passage.)



**Oral Reading Fluency Words Correct Per Minute:**

The number of words correctly read per minute. WCPM is calculated using a pro-rating formula by which the number of words read correctly is divided by the duration of the reading (in seconds) and multiplied by 60. In cases where the student reads for the entire minute, the words read correctly is the WCPM; in cases where the student reads for less than the entire minute, a WCPM score is extrapolated.

For each score point, 0-3, each AZELLA item has a specific performance range of WCPM which is based on the difficulty of the item. The ranges shown below reflect the AVERAGE range for all items at a Stage. See APS score charts for cut scores for each AZID.

Students who demonstrate competency in this skill have the ability to access information in the mainstream classroom. An incorrect response or no response earns a score point 0. Students who struggle with this skill require more instruction to access information presented in the mainstream classroom.

**Score 3:**

- Stage II Average WCPM >79

**Score 2:**

- Stage III Average WCPM > 29 < 79

**Score 1:**

- Stage III Average WCPM <29

**Score 0:**

Response meets one or more of the following conditions:

- Unintelligible speech or foreign language
- Response is 5 words or less (silent)
- Response is off-topic (Student is speaking in English, but not reading the passage.)

# Scoring Repeat Items

Use for items numbered: #13, #14, #15, #16, #17

At every Stage the AZELLA includes 10 repeat items. Educators are encouraged to practice repeat item types with students so that they are familiar with this format and can respond comfortably when encountering these items on the actual test.

The ten repeat items as a whole count for 4 points of the actual Speaking test. Although each individual item is only worth .4 point, the electronic scoring engine used for the AZELLA Spring Reassessment is trained to measure multiple characteristics of the student's oral response.

There are three general characteristics that the Speaking "Repeat" items are scored on: accuracy, fluency, and pronunciation. For the purpose of scoring AZELLA Sample Test "Repeat" items, the following definitions for *Fluency* and *Pronunciation* are provided.

**Fluency:** Smooth, rapid speaking evidenced by appropriate rhythm, phrasing, pausing, and word emphasis in continuous speech.

**Pronunciation:** Accurate pronunciation as evidenced by the ability to produce consonants and vowels, applying stress clearly and accurately in sentence context, and utilizing accurate phonological forms (phonemes and lexical stress) in everyday words.

# Student Practice Sheet

## Teacher Instructions

### **SAY**

**This is page 1. Point to the page number.**

*Ensure that students are pointing to the page number (1).*

**Now, point to question number 1.**

**Listen carefully to the directions.**

**Fill in the circle under the number eight.**

**Only fill in the circle under the number eight.**

*Pause until students have had a chance to mark their answers.*

*Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.*

### **SAY**

**Look at number 2.**

**Listen to the directions.**

**Fill in the circle under the picture of the triangle.**

*Pause until students have had a chance to mark their answers.*

*Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.*

### **SAY**

**Look at number 3.**

**Listen to the directions.**

**Fill in the circle under the letter “O.”**

*Pause until students have had a chance to mark their answers.*

*Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.*

# Student Practice Sheet

**1**

2



5



8



**2**



**3**



E



X



**1**

Student Name \_\_\_\_\_

Grade \_\_\_\_\_ Test Date \_\_\_\_\_

## Response Summary

Listening			Reading		
	KEY			KEY	
1	A	correct <input type="radio"/> not correct <input type="radio"/>	1	B	correct <input type="radio"/> not correct <input type="radio"/>
2	C	correct <input type="radio"/> not correct <input type="radio"/>	2	C	correct <input type="radio"/> not correct <input type="radio"/>
3	B	correct <input type="radio"/> not correct <input type="radio"/>	3	B	correct <input type="radio"/> not correct <input type="radio"/>
4	B	correct <input type="radio"/> not correct <input type="radio"/>	4	C	correct <input type="radio"/> not correct <input type="radio"/>
5	C	correct <input type="radio"/> not correct <input type="radio"/>	5	C	correct <input type="radio"/> not correct <input type="radio"/>
6	C	correct <input type="radio"/> not correct <input type="radio"/>	6	A	correct <input type="radio"/> not correct <input type="radio"/>
7	C	correct <input type="radio"/> not correct <input type="radio"/>	7	B	correct <input type="radio"/> not correct <input type="radio"/>
			8	A	correct <input type="radio"/> not correct <input type="radio"/>
			9	C	correct <input type="radio"/> not correct <input type="radio"/>
			10	C	correct <input type="radio"/> not correct <input type="radio"/>
			11	C	correct <input type="radio"/> not correct <input type="radio"/>
			12	A	correct <input type="radio"/> not correct <input type="radio"/>
Writing					
	KEY			KEY	
1	C	correct <input type="radio"/> not correct <input type="radio"/>	10	B	correct <input type="radio"/> not correct <input type="radio"/>
2	B	correct <input type="radio"/> not correct <input type="radio"/>	11	C	correct <input type="radio"/> not correct <input type="radio"/>
3	C	correct <input type="radio"/> not correct <input type="radio"/>	12	C	correct <input type="radio"/> not correct <input type="radio"/>
4	A	correct <input type="radio"/> not correct <input type="radio"/>	13	A	correct <input type="radio"/> not correct <input type="radio"/>
5	B	correct <input type="radio"/> not correct <input type="radio"/>	14	C	correct <input type="radio"/> not correct <input type="radio"/>
6	A	correct <input type="radio"/> not correct <input type="radio"/>	15	A	correct <input type="radio"/> not correct <input type="radio"/>
7	B	correct <input type="radio"/> not correct <input type="radio"/>	16	C	correct <input type="radio"/> not correct <input type="radio"/>
8	A	correct <input type="radio"/> not correct <input type="radio"/>	17	B	correct <input type="radio"/> not correct <input type="radio"/>
9	A	correct <input type="radio"/> not correct <input type="radio"/>	18	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/>	
					<b>RUBRIC ID I-II.W.3</b>

Speaking		
1	correct <input type="radio"/> not correct <input type="radio"/>	Unscored Practice Item
2	correct <input type="radio"/> not correct <input type="radio"/>	Unscored Practice Item
3	correct <input type="radio"/> not correct <input type="radio"/>	Unscored Practice Item
4	1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - II-III.OR.1	
5	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - II.OR.3	
	Notes	
6	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - I-V.S.4	
	Notes	
7	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - I-V.S.4	
	Notes	
8	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - I-V.S.4	
	Notes	
9	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - I-V.S.4	
	Notes	
10	3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - II-V.OR.3	
	Notes	
11	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - I-V.S.4	
	Notes	
12	4 pts. <input type="radio"/> 3 pt. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pt. <input type="radio"/> RUBRIC ID - I-V.S.4	
	Notes	
Repeats (.4 points each; 2 points total)		
13	correct <input type="radio"/> not correct <input type="radio"/>	
14	correct <input type="radio"/> not correct <input type="radio"/>	
15	correct <input type="radio"/> not correct <input type="radio"/>	
16	correct <input type="radio"/> not correct <input type="radio"/>	
17	correct <input type="radio"/> not correct <input type="radio"/>	