



# Arizona

## Arizona English Language Learner Assessment

### AZELLA

#### Standard Setting Report: Stages I - V

Submitted to the  
Arizona Department of Education  
August 2013

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## Executive Summary

This document provides information about the procedures that were implemented to establish performance standards for Stages I through V of the Arizona English Language Learner Assessment (AZELLA), developed by the Arizona Department of Education (ADE). The standard setting meeting had two phases which took place on May 6-8, and June 28, 2013, at the Black Canyon Conference Center in Phoenix, Arizona.

The AZELLA is a standards-based assessment that measures a student's level of English proficiency based on Arizona's English Language Proficiency Standards. The AZELLA meets both state and federal requirements for assessing the language proficiency of students identified as second language learners. The AZELLA determines placement for appropriate instruction, is used as entry and exit criteria for English Language Learner (ELL) program services, and measures annual progress toward the attainment of English language proficiency. The AZELLA results are used for various state and federal reporting and accountability measures.

The blueprint for the tests was developed based on the Arizona English Language Proficiency Standards, which are written to grade bands called stages. There are five stages covering kindergarten, grades 1 and 2, grades 3 through 5, grades 6 through 8, and high school. The tests are administered by domain—Listening, Reading Writing, and Speaking—over the course of two days.

The Stage I through V tests classify students into the following English proficiency levels:

- 1) Pre-Emergent/Emergent
- 2) Basic
- 3) Intermediate
- 4) Proficient

During the standard setting meeting, the standard setting panelists engaged in the following activities to set performance standards for each stage. Please refer to the *Detailed Standard Setting Procedures* section for the details of each activity.

1. Opening session
2. Review performance level descriptors
3. Experience the test
4. Develop borderline student descriptors
5. Standard setting methodology training
6. Practice round of ratings
7. Round 1 ratings
8. Round 1 feedback and discussion
9. Round 2 ratings
10. Round 2 feedback and discussion
11. Round 3 ratings
12. A General Session to review the Round 3 ratings
13. Round 4 ratings
14. Ratings on reading and Writing
15. Vertical Articulation
16. Standard setting evaluation
17. Performance level descriptor refinement
18. Review of performance on AIMS

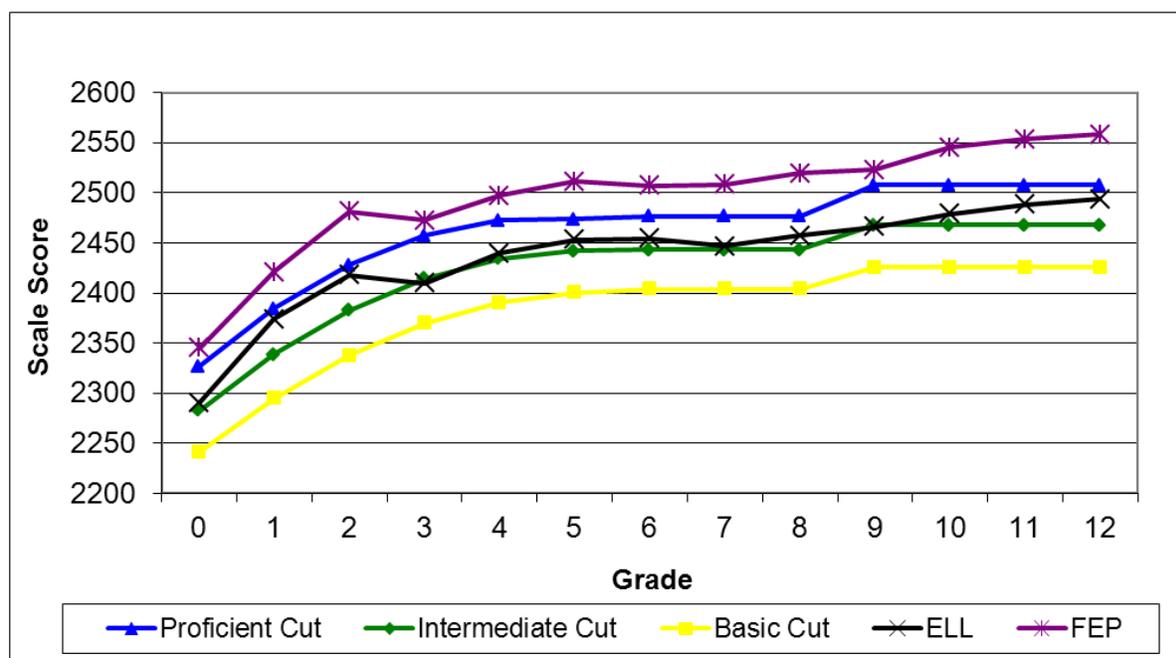
The performance standards for the Stage I through V tests were established using the Item Mapping method (also known as the Bookmark method) (Lewis, et.al., 1998). The tests were scaled using the Rasch model and a vertical scale was developed across the stages. After the May phase of the standard setting meeting, grade level performance standards for grades 1 through 5 were derived based on a method recommended by the Arizona Technical Advisory Committee.

The final scale score ranges for each proficiency level are presented in Table 1. The scale scores range from 2000 to 3000. The Superintendent of Public Instruction approved these score ranges for the proficiency levels for reporting Spring 2013 student results on May 10, 2013.

**Table 1: Final Scale Score Cuts**

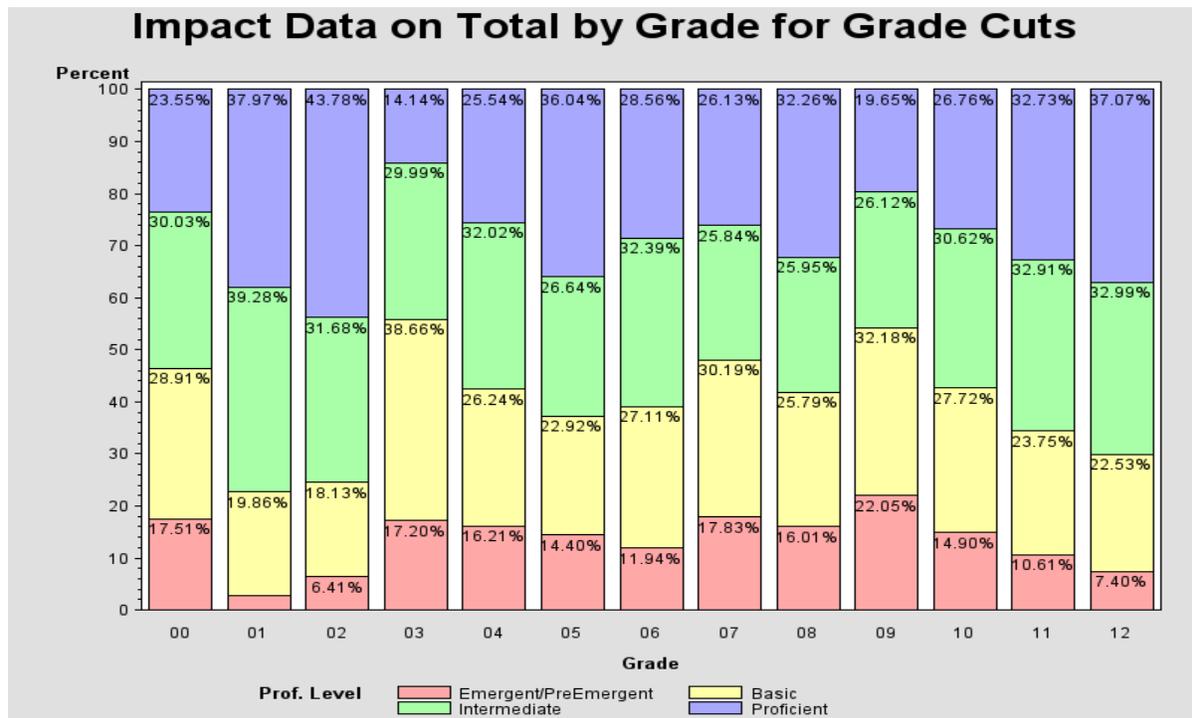
Stage	Grade	Pre-Emergent/ Emergent	Basic	Intermediate	Proficient
I	K	2000-2240	2241-2282	2283-2326	2327-3000
II	1	2000-2294	2295-2338	2339-2384	2385-3000
	2	2000-2337	2338-2382	2383-2427	2428-3000
III	3	2000-2369	2370-2413	2414-2456	2457-3000
	4	2000-2390	2391-2433	2434-2471	2472-3000
	5	2000-2400	2401-2441	2442-2472	2473-3000
IV	6-8	2000-2403	2404-2442	2443-2476	2477-3000
V	9-12	2000-2425	2426-2467	2468-2507	2508-3000

The cut scores for each proficiency level at each grade are shown in Figure 1. The average scale scores of ELL and Fluent English Proficient (FEP) students who took the test in spring 2013 are overlaid on the graph for comparison to the cut scores.



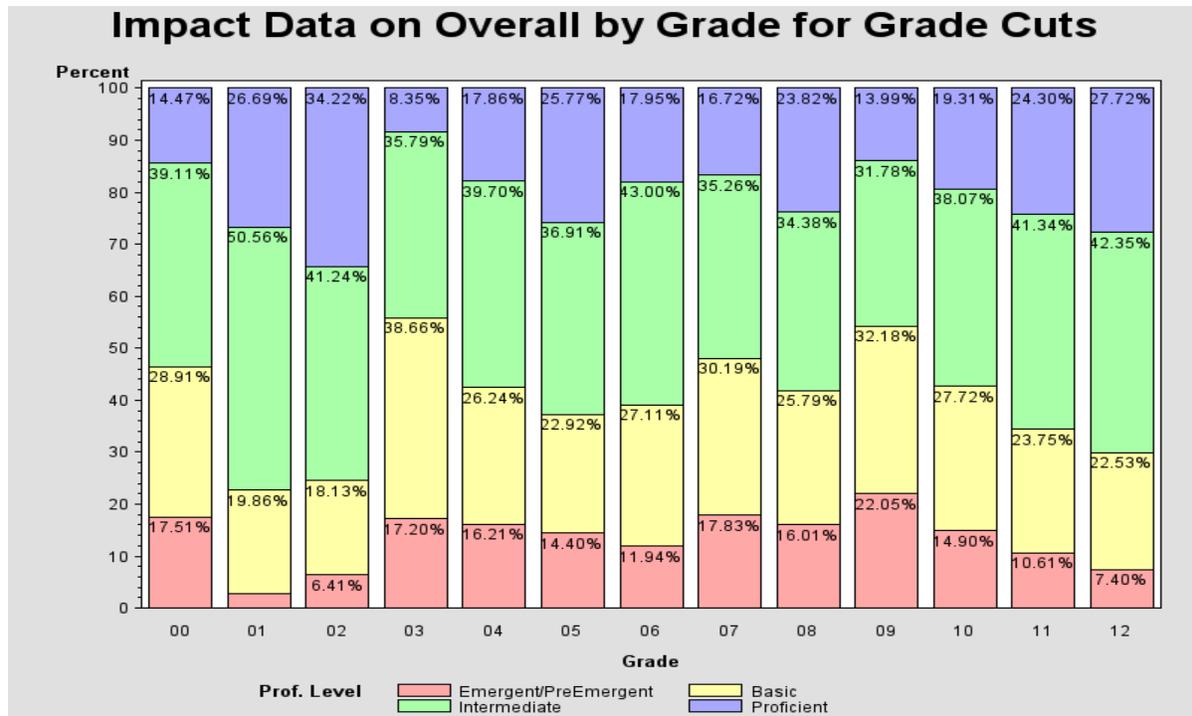
### Figure 1: Smoothed Grade Level Final Cuts with ELL and FEP Means

The ADE implemented a policy whereby a student must reach the Proficient cut score on the total test and also meet the Proficient cut scores on the Reading and Writing domains to be labeled Proficient. The percentage of students at each proficiency level in each grade based only on the total test score is summarized in Figure 2. The percents in the figure are based on students who were classified as ELL during the 2012-2013 academic year.



### Figure 2: Impact Data on Total Combined Score by Grade for the Final Results

Figure 3 shows the percent of students in each proficiency level when the Reading and Writing requirement is included in addition to the total test score requirement. Students who reach the Proficient cut score on the total test but do not meet the proficiency requirement for Reading or Writing are placed into the Intermediate proficiency level.



**Figure 3: Impact Data based on Overall Criteria by Grade for the Final Results**

The panelists from Stages III through V were brought together on June 28, 2013 to review the performance of ELL and FEP students on the Spring 2013 Arizona's Instrument to Measure Standards (AIMS) tests in Reading, Writing, and Mathematics in grades 3 through 8 and high school<sup>1</sup> in relation to their performance on the AZELLA. Panelists were shown tables displaying the passing rate on AIMS for ELL and FEP students who passed or did not pass the AZELLA test. For comparison, they were also informed of the AIMS passing rate for native English speakers. Finally, they were shown how the passing rates on the AIMS tests would change for students who passed the AZELLA tests under different AZELLA cut scores. After the presentation and discussion of this information the panelists agreed that the AZELLA cut scores were appropriate where they were and there was no need for any changes. The Superintendent of Public Instruction provided final approval of these cut scores on July 11, 2013.

<sup>1</sup> The data used for this activity was limited to Cohort 2015. This was the initial attempt for these students. All other students were re-testers.

## General Standard Setting Procedures

### **Panels**

The ADE invited Arizona educators to participate in the standard setting meeting. The Arizona educators, including those with ELL expertise, have had experience with the curriculum, content, and performance standards, as well as with the student groups and grade levels for which standards were set. Participating educators represented the diverse demographics of students educated across the state. The input of these educators ensured that the standard setting reflected what students should know and be able to do.

The ADE recruited panelists based on the following characteristics:

- Subject matter expertise
- Understanding of the examinee population
- Understanding of what contributes to item difficulty
- Knowledge of the instructional environment
- Appreciation for the consequences of the standards
- Representativeness of stakeholder groups

There was one panel for each stage that consisted of 13-15 panelists for the meeting (Please refer to Appendix A for the panelists' background information.). The panelists were divided into three table groups of 4 or 5 panelists each. One panelist from each table was assigned as a table leader. On the morning of the first day of the meeting, prior to the opening session of the standard setting meeting, the table leaders met to go over a table leader information sheet (Appendix B) and table leader training PowerPoint (Appendix C) which described their roles and responsibilities during the standard setting meeting.

### **Performance Level Descriptors**

Preliminary Performance Level Descriptors (PLDs) for the Stage I through Stage V tests were developed prior to the standard setting meeting (Appendix D.1). There are four English language proficiency levels for this assessment:

- 1) *Pre-Emergent/Emergent*
- 2) *Basic*
- 3) *Intermediate*
- 4) *Proficient*

The PLD bullets are highlighted lists of Performance Indicators (PIs) by domain concerning each proficiency level for Stages I through V. The PLDs were reviewed early in the meeting to assist the panelists in developing Borderline Student Descriptors, and then refined by the panelists after the standard setting.

### **Methodology Overview**

There are several well-recognized methods available for establishing performance standards. The item mapping procedure (Lewis, Green, Mitzel, Baum, & Patz, 1998) was used in previous standard settings in Arizona. It has several favorable characteristics, namely: 1) it is a straightforward method based on the difficulty order of the test items; 2)

it connects the judgment task of setting cut scores with the measurement model; and, 3) it connects test content with the performance level descriptors.

The item mapping procedure is based on an Ordered Item Book (OIB) which places the items for each test into a booklet according to the difficulty of the items, which is determined by item response theory (IRT) scaling techniques. In creating the OIB, easy items are placed in the beginning of the booklet, and subsequent items become increasingly more difficult toward the end of the booklet. Each point value for multiple point items is placed separately in the OIB according to the difficulty of achieving that score point. Panelists examine each item and discuss: 1) the knowledge, skills, and abilities that must be applied to correctly respond to the item; and, 2) the characteristics that make each item progressively more difficult than the previous item in the booklet.

The Item Mapping method was used to identify the standard on the theta scale for each English language proficiency level using the following procedures. An OIB was created using all items for the panelists to use in setting standards on the total test, and separate OIBs were created for Reading and Writing for the panelists to identify individual Proficient cuts for those domains. The design of the standard setting called for three rounds of ratings using the total test OIB. Each round for the total test was designed to foster increased consensus among panelists, although reaching consensus was not necessary. After Round 3 for the total test, there was wide discrepancy in the cut scores and passing rates across the stages. So the panelists were brought together for a general session to review the results across the stages. After reviewing the Round 3 results they were instructed to return to their breakout rooms and complete a fourth Round. Following the Round 4 total test ratings there was one round of standard setting for the Reading and Writing domains using the corresponding domain OIB.

Finally, the panelists from all stages were brought together again for Vertical Articulation. The methodology is discussed in further detail later in this report. Please refer to *Standard Setting Methodology Training* under *Detailed Standard Setting Procedures* for the training the panelists received.

The panelists from Stages III through V were brought together again on June 28, 2013 after the AIMS test results were available. They reviewed performance on the AIMS tests in grades 3 through 8 and high school in relation to performance on the AZELLA tests.

## **Data**

Data collected from the first operational administration in February, 2013 was used for all analyses. The Rasch model (Rasch, 1960) was used for one point items, including one point oral response items, one point multiple choice and open response items, and the Partial Credit model (Masters, 1982) was used for multiple point open response items to scale the AZELLA test. The items from the four domains were calibrated together putting them all on a common scale, and a vertical scale across the stages was created during the calibration. Two operational forms for each stage were constructed after the field test administration and data review committee meeting. A raw score to theta conversion table was developed for each operational form as a part of the calibration and scaling of the new tests. The raw score frequency distributions for ELL and FEP students as well as subgroups were used to determine what percent of students were expected to fall into each proficiency level. The impact data was presented to the panelists after Round 2 of the standard setting meeting.

Please refer to *Detailed Standard Setting Procedures* for more details about the impact data.

## **Security**

Maintaining the security and confidentiality of test items and student responses is of utmost importance. Pearson has experience providing for and working in secure environments and has established procedures for maintaining the confidentiality of student responses and the security of test forms and materials. These procedures were implemented during each day of the standard setting meeting.

As the panelists arrived, Pearson staff registered them and had them sign a security agreement form. Upon registration, each panelist received a unique identification number. All materials received throughout the standard setting meeting possessed the identification numbers, so strict inventory control could be implemented and maintained. The facilitator had the panelists sign-in all materials at the end of each day to make sure that the secured materials were returned each day.

## **Staff**

The following psychometric and content staff supported the AZELLA Kindergarten Placement Test standard setting meeting:

Dr. Steven Fitzpatrick received his Ph.D. in Educational Psychology with a specialization in Quantitative Methods from the University of Texas at Austin and has been employed at Pearson since 2002. He is a Principal Research Scientist and serves as the lead Research Scientist on the AZELLA program. He has nearly 30 years of experience in the psychometric field and is nationally renowned for his extensive experience and technical skill. Dr. Fitzpatrick oversaw the standard setting and data analysis in support of the standard setting activities during the standard setting meeting. He also served as the facilitator of the General Sessions during the meeting.

Ms. Beverly Nedrow received her M.S. in Curriculum and Instruction with specializations in English as a Second Language and Reading from Texas A & M at Corpus Christi and has been employed with WestEd for 6 years. She has taught English Language Learners from the elementary level through college. She is the Content Lead on the AZELLA program. She has nearly 25 years of experience in the development of English Language Arts and English Language Learner assessments and is nationally recognized for her content expertise. Ms. Nedrow participated as the content expert in support of the standard setting activities during the standard setting meeting.

Dr. Hirotaka Fukuhara received his Ph.D. in Measurement and Statistics from the Florida State University and has been employed at Pearson since 2011. He is a research scientist and serves on the AZELLA program. Dr. Fukuhara served as the data analyst during the standard setting meeting.

Pearson psychometricians with experience in the Item Mapping procedure facilitated the committee activities for each stage. Psychometric and content staff members from the ADE were also available.

## Detailed Standard Setting Procedures

In this section, a more detailed description of activities that took place throughout the May phase of the standard setting meeting is provided. The facilitators led all activities according to the script developed by Pearson and approved by the ADE (Appendix E). Please refer to Appendix F for the presentation slides of the opening session, Appendix G for the presentation slides of the break-out session, and Appendix H for the presentation slides of the standard setting methodology training.

### ***Opening Session***

The standard setting meeting began by welcoming the panelists. The lead facilitator introduced staff members of ADE, Pearson, and WestEd, explained the roles of ADE, Pearson, WestEd, and the panelists, explained the purpose of meeting, and provided a brief overview of the standard setting process. The ADE also gave a presentation about the historical background of the test and the purpose of the test. Logistics and security of the meeting were also addressed.

### ***Introduction***

After a break, the panelists and stage specific facilitators moved to break-out rooms and were asked to introduce themselves by describing their educational and professional backgrounds. The following questions were provided to aid the panelists in introducing themselves:

- Name
- Where are you from?
- How long you have been in your current position/field?
- What educational roles you have fulfilled?
- Have you participated in a standard setting before?
- Tell us something interesting about yourself

When the introductions were completed, the facilitator went over the agenda for the rest of the day for panelists to understand what needed to be accomplished on Day 1. The facilitator mentioned to the panelists that the time allocated for each activity on the agenda might deviate from what might be actually spent, depending on the pace of activities and additional discussion that might be required for some activities.

### ***Review of Performance Level Descriptors***

Next, the panelists had an opportunity to review the Performance Level Descriptors (PLDs) and scoring rubrics. The aim of this exercise was for the panelists to become familiar with the PLDs and rubrics and to have a group discussion about skills described for each proficiency level. The facilitator reminded the panelists that they would have more time for in-depth discussion about the PLDs later on.

### ***Take the Test***

In order for participants to gain an appreciation of the assessment experience and the instrument's degree of difficulty, participants were asked to look through one form of the

operational test. The participants spent approximately 60-75 minutes taking the operational test. The participants were asked to work independently so that the testing experience was as similar to a live administration as possible.

The panelists began the test by taking the Listening portion of the test by listening to the spoken prompts through computer speakers. Once the Listening portion was completed, the panelists worked through the Reading and Writing sections of the test at their own pace. Panelists who finished the Reading and Writing sections early were allowed to leave the room to take a break. When all of the panelists finished, they also were provided with a short break. After the break, all panelists returned to the room and reviewed the Speaking section of the test as a group by listening to the verbal prompts through computer speakers.

After the panelists completed the test, they scored their own responses using the scoring key provided. The scoring key was provided after the participants finished the assessment. As soon as all participants completed the test, a group discussion took place. The following questions were asked to prompt discussion:

- What are your general impressions about the test?
- Did the test generally cover the depth and breadth of the language proficiency standards?
- Does the test generally have a range of item difficulties (e.g., easier items, moderate items, difficult items)?

Although some discussion about individual items occurred, the facilitator made sure that the panelists focused on the discussion around the questions above. The facilitator also encouraged the panelists to record any comments about the items to share with the ADE.

### ***Development of Borderline Student Descriptors***

After lunch, the facilitators led the panelists through a discussion about borderline students, defined as the students just barely at each proficiency level. First, the panelists revisited the PLDs for a more in-depth discussion by identifying three or four key characteristics that distinguish performance at a given proficiency level from that of adjacent proficiency levels for a skill set.

Next, the panelists at each table were asked to develop concrete descriptions of what students at *Proficient* should be able to do. For the *Proficient* level, the table groups were asked:

- What should the students at *Proficient* be able to do?
- What skills should the students at *Proficient* possess?
- What should the students at *Proficient* know?
- What language skills are necessary to access the mainstream curriculum in English?

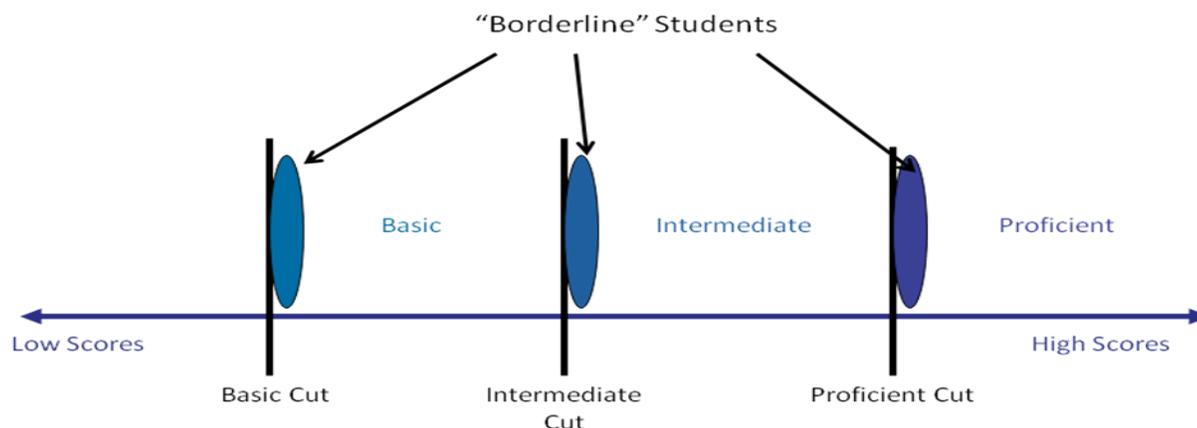
Similarly, for the *Basic* and *Intermediate* levels, the table groups were asked:

- What should the students at each level be able to do?
- What skills should the students at each level possess?
- What should the students at each level know?

- What English language skills demonstrate that the students are at each level?

One panelist from each table group was appointed as a recorder to write the comments from the table discussion on a flip chart. The table group discussion was then shared with the entire group.

After the panelists had a good understanding of the distinguishing characteristics between the adjacent proficiency levels based on the PLDs, the facilitator defined the concept of borderline students and presented graphically who they were (Figure 4). First, the table groups were asked to identify three characteristics or behaviors that most distinguish the students who are just barely at *Proficient* from the students who are at *Intermediate*. Then, the table groups were also asked to identify three characteristics or behaviors that most distinguish the students who are just barely at *Intermediate* from the students who are at *Basic*. Panelists went through the same activity to distinguish between *Basic* and *Pre-Emergent/Emergent*. Again, each group recorded the work on a flip chart. Once all table groups completed the task, they reconvened as a single large group for the committee level discussion. The facilitator captured the discussion on a flip chart, brought it to a data analyst to be typed it into Microsoft Word, and shared the printed copy with the panelists as the final draft of borderline student descriptors. These borderline student descriptors are shown in Appendix D.2.



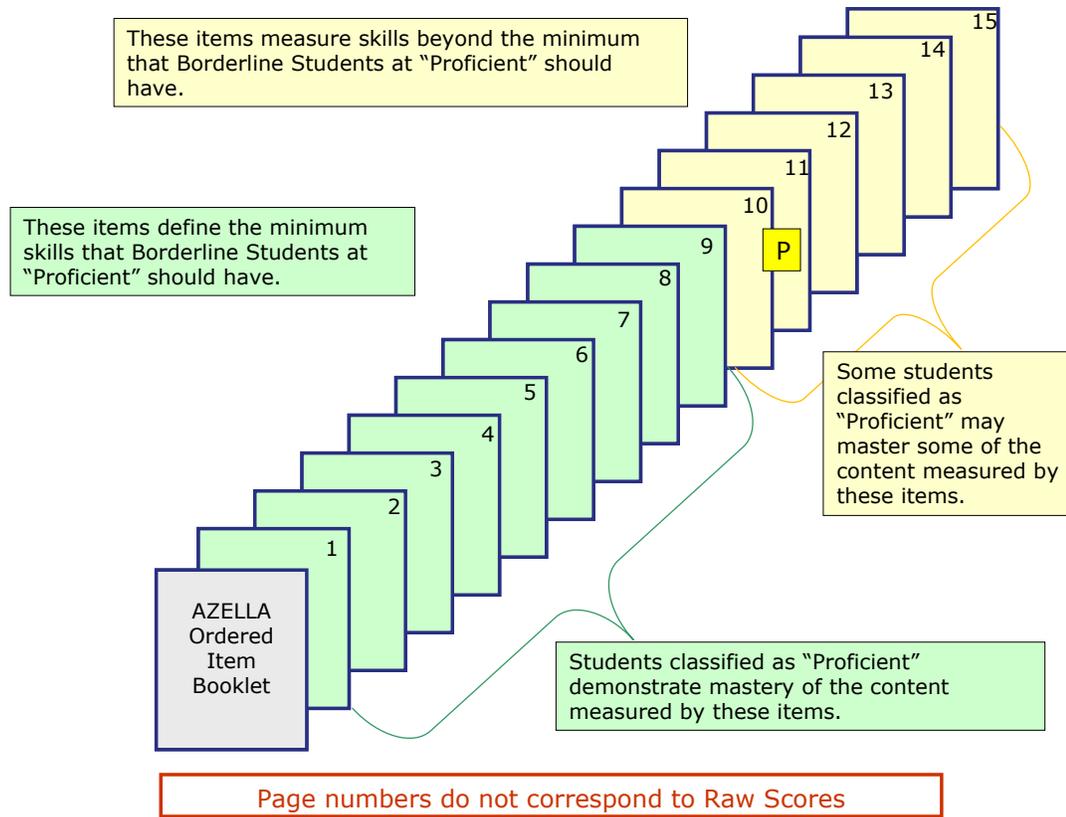
**Figure 4: Graphical Representation of Borderline Students**

### ***Standard Setting Methodology Training***

In the next activity, the panelists from all stages convened for a general session in which the lead Pearson facilitator provided a training session on the item mapping procedure<sup>2</sup>. Under the item mapping procedure, panelists would receive an ordered item booklet (OIB) with test items in the order of empirical item difficulty. For the training, the facilitator showed an actual OIB and explained that items were placed in order of difficulty with only one item per page. The easiest item was first and the most difficult item was last. Therefore, the likelihood of getting an item correct decreases as one moves through the OIB.

<sup>2</sup> Please see Appendix H for a copy of the training handouts.

Figure 5 was presented for illustrative purposes and the facilitator explained that this example assumed a 15-item Writing practice test was used and one cut score was being selected. The facilitator emphasized that page numbers do not correspond to raw scores.



**Figure 5: Locating Borderline Performance in the Ordered Item Booklet**

Next, the facilitator provided a definition of mastery as defined by a standard dictionary and as defined for the AZELLA standard setting. For AZELLA standard setting, a group of students demonstrate mastery of the skills represented by an item if at least 2/3 of the borderline students answer the item correctly. An illustrative example as shown in Figure 6 below was discussed. In this example, the low performing group mastered items 1-7; the middle performing group mastered items 1-11; the high performing group mastered items 1-14.

**Percentage of Students  
Obtaining the Correct Answer**

Page	Group A	Group B	Group C
1	94	96	99
2	92	94	99
3	90	92	96
4	86	90	94
5	81	89	92
6	75	85	90
7	70	82	88
8	66	76	85
9	61	75	84
10	58	72	83
11	53	69	83
12	45	63	81
13	30	56	76
14	26	50	70
15	14	47	65

- Group A (Low Performing)
  - Mastered items 1-7
- Group B (Middle Performing)
  - Mastered Items 1-11
- Group C (High Performing)
  - Mastered Items 1-14

**Figure 6: Sample Performance Characteristics of Various Groups**

The facilitator then provided information on how to move through the OIB. Panelists were asked to consider the following questions:

1. What does this item measure?
2. What makes this item more difficult than the items that precede it?

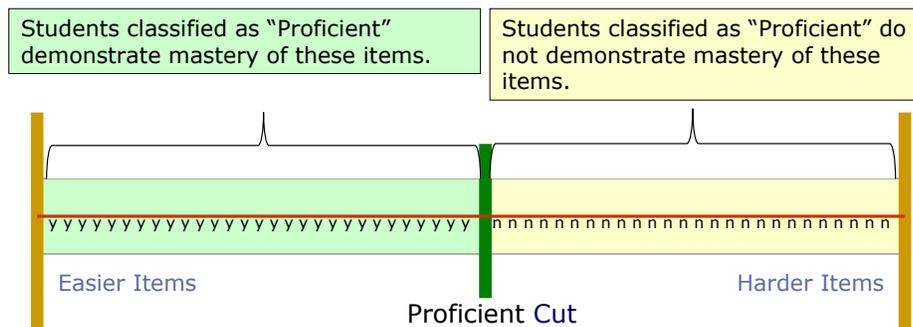
They were asked to read each page and consider the knowledge, skills, and abilities required to successfully answer the item. The page cut for *Proficient* is placed to distinguish the content that borderline students at *Proficient* should answer correctly from the content that they may not answer correctly. Panelists were asked to consider the following question, "Should most (67%) borderline students at *Proficient* be able to answer this item correctly?" If the answer is "yes," then they should read on because they have likely not yet hit the beginning of *Proficient*. If the answer is "no," then they may have entered into the content that borderline students at *Proficient* may not answer correctly. Panelists were instructed to place their bookmark on the page after the last item that they expected the borderline students should be able to master.

In order to illustrate this process more concretely, the facilitator used a visual aid (see Figure 7 and Figure 8). Figure 7 shows how one would move through the OIB in theory. This figure attempted to illustrate that there is an absolute stopping point that separates the content that students at the borderline of *Proficient* should master from the content that they will not likely master. The second figure (Figure 8) shows how one would move

through the OIB in practice. In this real world example, the figure illustrates that there are some items that students at the borderline of *Proficient* should not need to master earlier in the OIB than where the cut page is. In addition, it shows that there are some items after the cut page that students who are at the borderline of *Proficient* should be able to master. Panelists were instructed that this is a likely pattern and that they should not stop to place the bookmark because of one item.

## Establishing the Page Cut for “Proficient” (Theoretically)

### Working Through the Ordered Item Booklet (OIB)

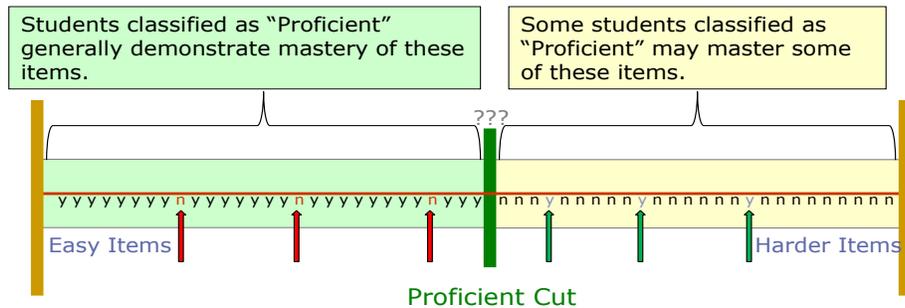


The “Proficient” page cut is placed to separate the items that the borderline students at “Proficient” **should** answer correctly from those that they **may not** answer correctly.

**Figure 7: Establishing the Page Cut for Meets the Standard (Theoretically)**

## Establishing the Page Cut for “Proficient” (In-Practice)

### Working Through the Ordered Item Booklet (OIB)



The “Proficient” page cut is placed to separate the items that the borderline students at “Proficient” should answer correctly from those that they may not answer correctly.

### Figure 8: Establishing the Page Cut for Meets the Standard (In Practice)

After going through the training slides, the facilitator summarized the page cuts for the *Proficient*, *Basic*, and *Intermediate* levels:

- The page cut for *Proficient* is placed to distinguish the content that borderline students at *Proficient* should answer correctly from the content that they may not answer correctly.
- The page cut for *Basic* is placed to distinguish the content that borderline students at *Basic* should answer correctly from the content that they may not answer correctly.
- The page cut for *Intermediate* is placed to distinguish the content that borderline students at *Intermediate* should answer correctly from the content that they may not answer correctly.

The facilitator provided some advice in placing page selections. First, he informed the panelists that items do not differ a great deal in difficulty from one item to the next in the ordered item booklet. But because this empirical ordering may not exactly match the conceptual difficulty perceived by committee members as they proceed through the OIB, items may sometimes seem misplaced. However, in general, as the item difficulty increases, the likelihood of answering the item correctly decreases. He suggested finding the “ballpark” first, and then considering each item in that range to determine where to place the bookmark to indicate the selected page cut. He reminded the panelists to place their bookmark on the page after the last item that they expected the borderline student for that proficiency level should be able to master. He indicated that they should find the cut for *Proficient* first, followed by the cut for *Basic* followed by the cut for *Intermediate*. The facilitator informed the panelists that there is no “right” answer, but reminded them to keep the following information in mind. First, consider what students “should” do, rather than what students “would” do. Second, he reminded them to bear in mind the 67% of the borderline students when deciding on a cut page. Third, panelists should take into account

all students taking the AZELLA assessment and not just students in their classroom or school.

The facilitator informed the panelists that they would have three rounds of ratings and that feedback would be provided before Rounds 2 and 3 to help inform their judgments. The facilitator showed the panelists how to use the item map and page number recording sheet to capture their page cuts.

### ***Practice Round Ratings***

After going through the standard setting training, the panelists worked through a practice set of 10 items that were on the field test forms but not on the operational form for the *Proficient* level. The purpose of this exercise was for the panelists to get comfortable with the rating process without feeling the pressure of reviewing real items.

### ***Round 1 Ratings***

Prior to the Round 1 ratings, the facilitator made sure to address questions regarding the process that the panelists had. The table leaders also confirmed with the panelists in the table groups that they were willing and prepared to begin the Round 1 ratings. The panelists were also asked to fill out the Readiness Form (Appendix K), expressing they were ready to do the Round 1 ratings. After all panelists submitted the Readiness Form, the facilitator reminded them that they would begin the ratings with the *Proficient* cut and move on to the *Basic* and *Intermediate* cuts and that this would be an individual task. As the panelists completed the Round 1 ratings on the rating sheet (Appendix L), the facilitator spot checked their rating sheets to make sure that they filled out the sheet correctly. After the panelists turned in the materials used for activities on Day 1 and signed the material sign-in sheet, they were permitted to leave for the day. After all panelists left the meeting, the ADE, Pearson, and WestEd staff met to discuss the activities of the day and the results from the Round 1 ratings.

### ***Round 2 Ratings***

At the beginning of Day 2, the facilitator started the meeting by sharing the empirical item difficulties and the results of the Round 1 ratings. The empirical item difficulty was an average score based on all ELL students who participated in the Spring test administration. The rating distributions of the page number cuts for the *Proficient*, *Intermediate*, and the *Basic* cuts were presented in bar graphs to the panelists. The median cut scores at the table group level as well as the total group level for the *Proficient* cut and the *Basic* and *Intermediates* cut were also shared with the panelists. The Round 1 rating sheet with the panelist's recommended cuts was also returned to each panelist.

Given the feedback the panelists received, the facilitator opened the discussion around the following questions regarding the ratings of items:

- How similar are your ratings compared to the group (i.e., are there panelists who are more lenient or stringent than the other panelists)?
- Do panelists have different conceptualizations of the 'just-barely' students at the proficiency level?
- How similar are your ratings compared to the empirical item difficulty?

After the panelists reviewed the rating distributions of page cuts and had discussion about them, the facilitator led the panelists in a discussion of their recommended cut scores from Round 1. The panelists were asked:

- How similar are your cut pages compared to the group median cut page?

The facilitator informed the panelists that consensus on their judgments was not a requirement.

Following the discussion, the facilitator reminded the panelists of the process for making their ratings for Round 2. They were told to begin the ratings with the *Proficient* cut and move on to the *Basic* and *Intermediate* cuts. The facilitator instructed the panelists to reflect on the discussion about the Round 1 feedback as they determined whether they wanted to modify their Round 1 ratings. The facilitator checked with the panelists that they were ready to work on the Round 2 ratings and asked them to fill out the Round 2 readiness form. After all panelists had marked their readiness form, the Round 2 ratings took place.

### **Round 3 Ratings**

After the Round 2 ratings the panelists took a break while Pearson staff performed the analyses on the ratings. When the analyses were complete, the Round 2 rating sheet was returned to the panelists with their Round 2 recommended page cuts for each level. The page rating distribution for each cut page, as well as the median cut page at the committee level from Round 2, was shared with the panelists. Then, the panelists engaged in similar discussion regarding the feedback above that they had after Round 1.

Next, impact data was presented to the panelists. The facilitator informed the panelists that the impact data was the percent of students in the Spring 2013 test administration who would be classified into each proficiency level based on the Round 2 recommended cuts at the committee level. The impact data included the results for ELL, FEP, male, female, Hispanic, and non-Hispanic students. Please refer to Appendix O for the impact data for all rounds. The panelists were asked if the impact data aligned with their expectations. The facilitator informed the panelists that the impact data was just a reality check and that they still should make judgment about items based on the knowledge, skills, and abilities required for the items.

As the panelists understood the feedback after Round 2 and had discussion about it, the facilitator led them to the Round 3 ratings. For Round 3, the panelists were asked to determine the recommended cut pages for the Proficient and the Basic and Intermediate levels as they had done in Rounds 1 and 2. The facilitator made sure that the panelists understood the process for Round 3 and had them indicate so on the Round 3 readiness form. After all panelists indicated their readiness on the form, they made their Round 3 ratings.

After a short break, the final recommended cut scores based on the median cut scores from Round 3 and the corresponding impact data were presented to the panelists.

### ***General Session to Discuss Round 3 Ratings***

The Round 3 ratings resulted in cut scores and passing rates that were very discrepant across the stages. The panelists were brought together for a general session in which they reviewed and discussed the Round 3 ratings as a group. They were shown the impact data produced by the Round 3 cut scores. For comparison, they were also shown the percent of students in each proficiency level from the administration of AZELLA Form AZ-2 in 2012. The 2012 data showed much more consistency in the passing rates across stages. Panelists were cautioned that the same passing rates were not expected for AZELLA and AZELLA Form AZ-2, but that there should be more consistency than was present in the AZELLA passing rates across the stages. After a period of discussion the panelists returned to their breakout rooms for a fourth round of ratings.

### ***Round 4 Ratings***

Panelists followed the same procedures in making their Round 4 ratings as they did in the first three rounds. They reviewed the Round 3 results for their group as well as the impact data that they had seen during the General Session. The facilitator made sure that the panelists understood the process for Round 4 and had them indicate so on the Round 4 readiness form. After all panelists indicated their readiness on the form, they made their Round 4 ratings.

### ***Ratings on Reading and Writing***

Because the ADE adopted a policy that students must meet the Proficient score on the Reading and Writing domains as well as the total test, panelists were given an opportunity to provide a Proficient rating in the Reading and Writing OIBs. After reviewing the Round 4 results for the total test the panelists were shown impact data for Reading and Writing separately. The cut scores for Reading and Writing after Round 4 were derived by locating the theta value for the Proficient cut point on the total test in the Reading and Writing OIBs and identifying the corresponding page number. The panelists were told that this was the existing page cut after Round 4 and that during this round of ratings they could move the bookmark in the OIB as they thought appropriate. The panelists first made their ratings for Reading, took a break, and then made their ratings for Writing. Once all panelists had completed their ratings, the analyses were performed and the results were presented to the panelists. The page number distribution, median page number, and impact date were presented for each domain.

### ***Vertical Articulation***

The panelists from all stages convened as a large group in order to review the latest results across all stages and provide recommendations on the preliminary cuts to be used for reporting Spring 2013 student results. Pearson facilitators guided the panelists in discussing and comparing final recommended cut scores and impact data. The facilitators assisted the panelists in evaluating the extent to which the recommended cut scores and impact data demonstrated a smooth, consistent articulation across the stages.

The vertical articulation started with a brief introduction by the Pearson lead facilitator who presented the committee a series of data. The committee viewed a chart that contained the final scale score cuts for each stage and proficiency level. They were also presented

with a graphic that showed the impact data for each stage. The facilitator led the group in a discussion about the results and then provided them time to discuss the results with their original standard setting committee members. After much discussion each of the stage groups indicated that their cut scores were appropriate and no changes were warranted.

### ***Standard Setting Evaluation***

The panelists filled out the standard setting evaluation form upon the completion of the meeting. The questions and responses to the evaluation form are summarized in Appendix M.

### ***Performance Level Descriptors Refinement***

After the standard setting meeting, the panelist participated in a Performance Level Descriptors Refinement meeting. The facilitator distributed the instructions for refining the preliminary PLDs and went over them with the panelists. Please refer to Appendix D.3 for the instructions for modifying the Performance Level Descriptors. The panelists were told that the preliminary PLDs were created by a committee of educators formed by ADE prior to the standard setting. The panelists were informed that the PLD bullets for their Stage listed the primary Performance Indicators (PIs) by domain concerning each proficiency level from the ELP content standards. In refining the PLDs, some bullets could be combined into a single statement, and new bullets could be added if they were found to be appropriate and necessary. The panelists were told that the refined PLDs produced by them would be given as their recommendations to ADE, which would then be reviewed and finalized by ADE.

After the facilitator gave the overview of the PLD document, the panelists were instructed to have discussion within their table groups by following the instruction document. The panelists were asked to take notes on their recommendations as they would be shared with the other table groups for further discussion at committee level.

Following the table group discussion, the panelists started the large group discussion by sharing what they discussed at each table. The facilitator used the track changes facility to apply the recommended edits to the existing PLD document. The refined PLDs can be found in Appendix D.4. After the panelists went over the refinement of PLDs for each proficiency level and finalized their recommendations, they were dismissed from the May phase of the meeting.

At the end of the PLD refinement meeting, the participants were reminded that committee members from Stages III through V would be asked to return on June 28, 2013 to review ELL students' performance on AZELLA in relation to their performance on AIMS Reading, Writing and Mathematics. The details of the procedures for this June section of the meeting follow.

## Standard Setting Results

In this section, the results from each round are summarized. Note that the results after each round were internally reviewed by ADE, Pearson, and WestEd staff before they were shared with the panelists. Some results after each round were not shared with the panelists but were reviewed by ADE, Pearson, and WestEd staff. Please refer to *Detailed Standard Setting Procedures* for the feedback the panelists received after each round. Please see detailed standard setting results such as the page rating distributions and impact data by round in Appendix O.

The median page cuts for the Proficiency levels by round are summarized in Table 2 through Table 6 for Stages I through V, respectively. The minimum, median, and maximum page cuts for the Basic, Intermediate, and Proficient levels are shown. The round page cuts for Reading and Writing are shown in Appendix N.7: Standard Setting Results by round on Reading and Writing Domains.

**Table 2: Round Page Cuts for Stage I**

Round		Basic	Intermediate	Proficient
Page Number Cuts				
1	Minimum	7	22	69
	Median	22	65	96
	Maximum	30	87	104
2	Minimum	21	33	61
	Median	24	75	97
	Maximum	33	86	104
3	Minimum	12	27	40
	Median	20	39	75
	Maximum	28	83	104
4	Minimum	9	22	50
	Median	13	37	75
	Maximum	27	59	91

**Table 3: Round Page Cuts for Stage II**

Round		Basic	Intermediate	Proficient
Page Number Cuts				
1	Minimum	19	42	87
	Median	28	87	126
	Maximum	125	146	140
2	Minimum	22	60	124
	Median	39	101	128
	Maximum	43	116	140
3	Minimum	25	43	99
	Median	29	87	126
	Maximum	53	132	138
4	Minimum	19	60	108
	Median	33	83	118
	Maximum	43	92	126

**Table 4: Round Page Cuts for Stage III**

Round		Basic	Intermediate	Proficient
		Page Number Cuts		
1	Minimum	9	34	101
	Median	39	104	146
	Maximum	73	132	157
2	Minimum	13	53	97
	Median	27	103	157
	Maximum	65	128	157
3	Minimum	17	53	117
	Median	37	102	157
	Maximum	56	136	157
4	Minimum	13	39	117
	Median	32	97.5	146
	Maximum	56	117	147

**Table 5: Round Page Cuts for Stage IV**

Round		Basic	Intermediate	Proficient
		Page Number Cuts		
1	Minimum	14	54	84
	Median	28	69	120
	Maximum	40	126	164
2	Minimum	18	53	94
	Median	32	69	116
	Maximum	43	89	151
3	Minimum	25	55	102
	Median	31	68.5	118.5
	Maximum	41	80	143
4	Minimum	11	26	88
	Median	27	61.5	101
	Maximum	42	80	143

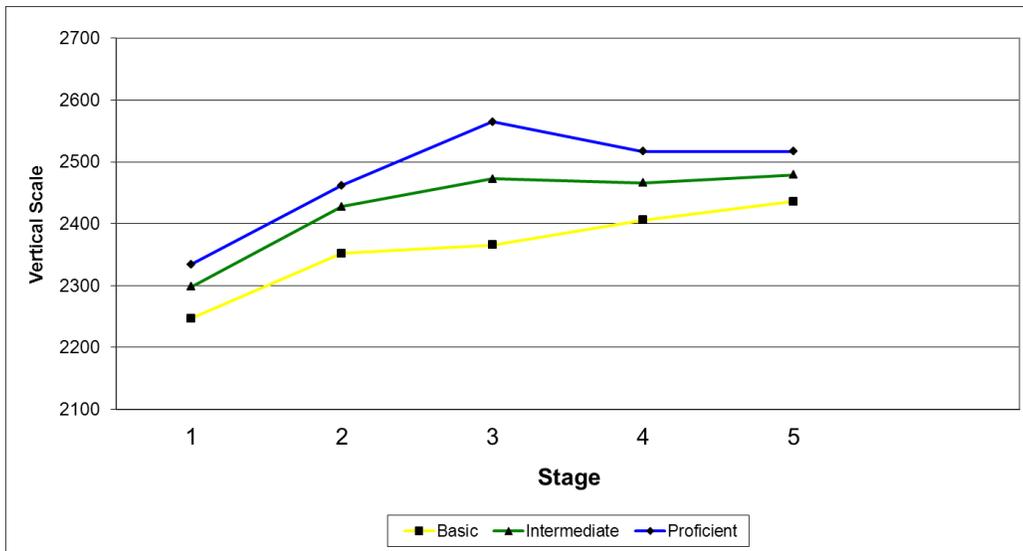
**Table 6: Round Page Cuts for Stage V**

Round		Basic	Intermediate	Proficient
		Page Number Cuts		
1	Minimum	60	91	115
	Median	65	95	119
	Maximum	70	99	126
2	Minimum	13	57	81
	Median	39.5	74	128.5
	Maximum	62	105	145
3	Minimum	20	58	99
	Median	38	69.5	108
	Maximum	51	82	122
4	Minimum	26	51	97
	Median	37	66	99
	Maximum	43	71	103

Scale score cuts based on the median page number cuts from Round 4 are shown in Table 7 and Figure 9. The panelists made no changes to the cut pages during vertical articulation, so these were the recommended stage cuts.

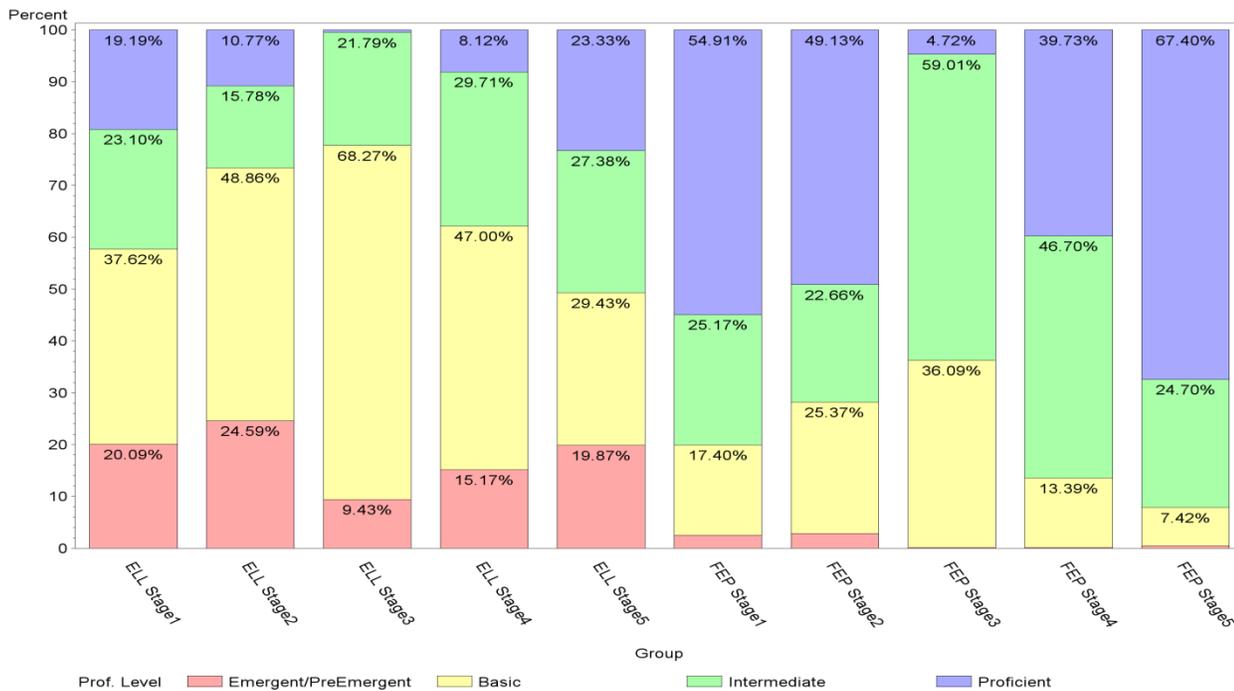
**Table 7: Scale Score Cuts by Stage after Vertical Articulation**

Stage	Basic	Intermediate	Proficient
I	2247	2298	2334
II	2352	2428	2462
III	2366	2473	2565
IV	2406	2466	2517
V	2436	2479	2517

**Figure 9: Scale Score Cuts by Stage after Vertical Articulation**

It can be seen from Table 7 and Figure 9 that the cut scores for Stage III are quite inconsistent with the cut scores from the other stages. The Stage III cut for Proficient is higher than the Proficient cuts for Stages IV and V, and the Intermediate cut for Stage III is higher than the Intermediate cut for Stage IV.

Figure 10 shows the Impact data for ELL and FEP students by stage using these cut scores. Impact charts by demographics for each stage are shown in Appendix O: Round by Round Impact Data.



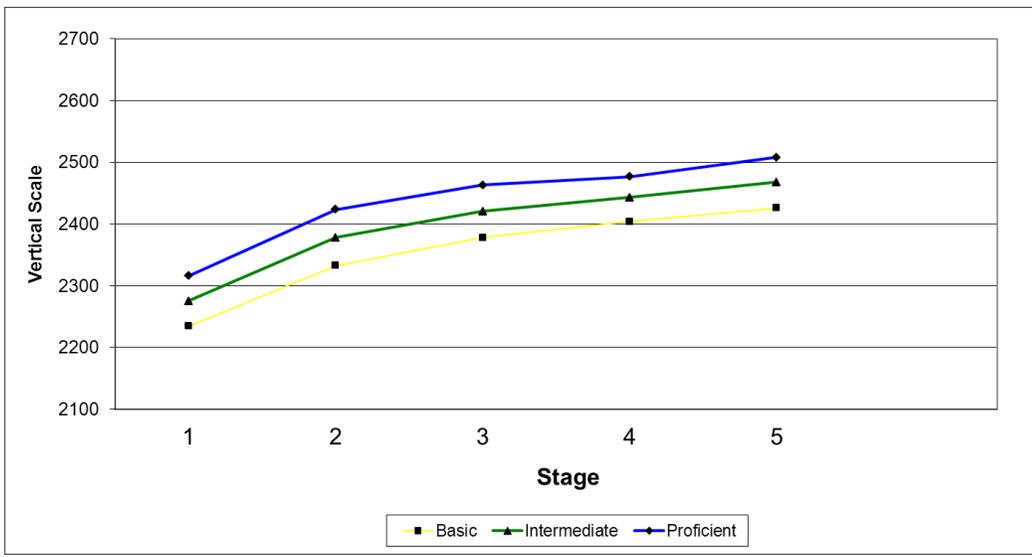
**Figure 10: Impact Date for ELL and FEP Students based on Total Test Score after Vertical Articulation**

Figure 10 shows that the passing rates across the stages are very inconsistent and, for Stage III only one half of one percent of ELL students and 4.7 percent of FEP students are classified as Proficient.

Given these results and standard setting committees' unwillingness to adjust the cut scores during the vertical articulation, the ADE directed Pearson to smooth out the cut scores to be similar to those for Stages I and V with a slightly higher passing rate. New cut scores were identified by searching through the theta distribution for each stage and locating the values that would provide consistent passing rates across the stages. The smoothed stage scale score cuts are shown in Table 8 and Figure 11.

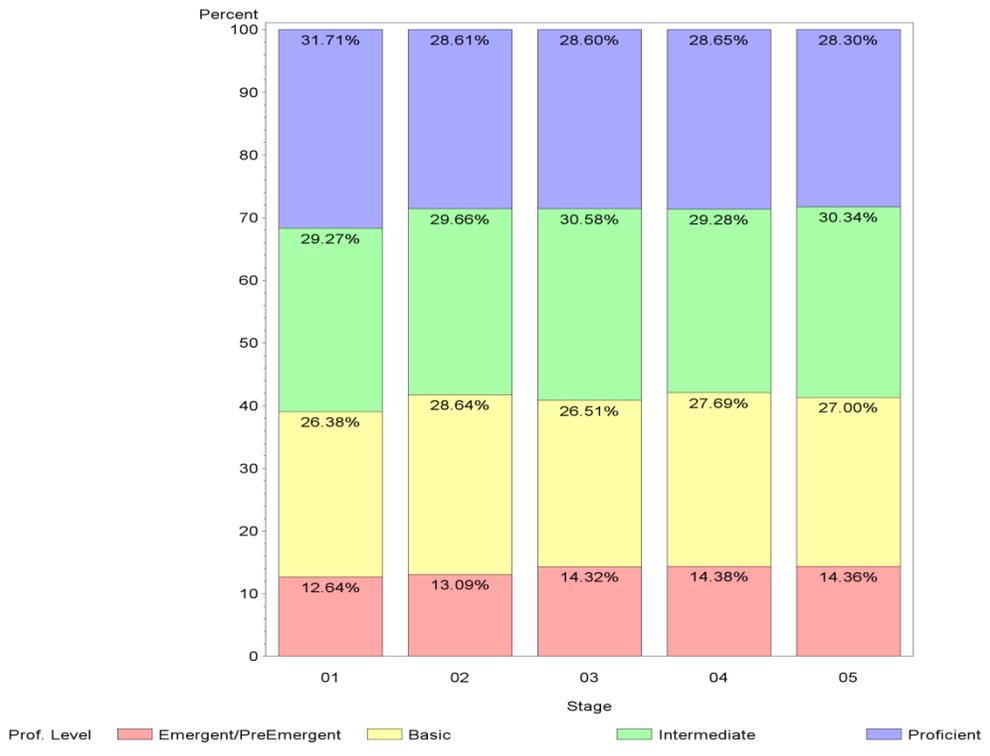
**Table 8: Scale Score Cuts by Stage after Smoothing**

Stage	Basic	Intermediate	Proficient
I	2234	2275	2316
II	2332	2378	2424
III	2378	2421	2463
IV	2404	2443	2477
V	2426	2468	2508



**Figure 11: Scale Score Cuts by Stage after Smoothing**

Figure 12 shows the impact data for ELL students using the smoothed stage cut scores.



**Figure 12: Impact Data by Stage after Smoothing**

## **Obtaining Grade Level Cut Scores**

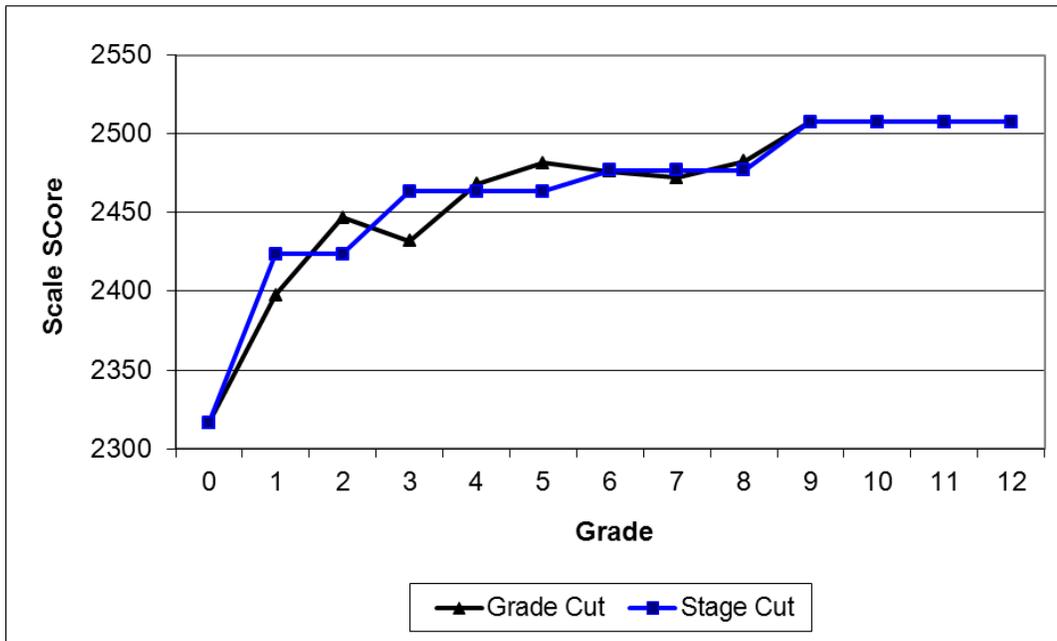
There was a desire in the field, and ADE agreed, that it would be beneficial to have grade level cut scores for students in the lower grades and possibly the middle school grades. These grades are assessed with the Stages II, III, and IV AZELLA tests. However, because the English Language Proficiency Standards are written at the stage level and the PLDs were developed to reflect that stage level focus, there was no basis for the panelists to make grade level distinctions during the standard setting meeting. After the standard setting meeting, grade level performance standards for these grades were derived based on a method recommended by the Arizona Technical Advisory Committee (TAC). The TAC suggested that the cut score for students in a grade be identified as the one that would closest match the passing rate for students in that grade to the passing rate for students in the stage as a whole. There was some evidence to support this approach in that ELL students in successively higher grades within a stage performed better on the test.

Table 9 and Figure 13 show the scale score cuts at the Proficient level that resulted from this approach for grades 1 through 8. The scale score cuts for Stages I (Kindergarten) and V (high school) are included for completeness.

**Table 9: Grade level Proficient scale score cuts using the equal percent approach.**

Grade	Proficient
K	2316
1	2398
2	2447
3	2432
4	2468
5	2482
6	2476
7	2472
8	2483
9-12	2508

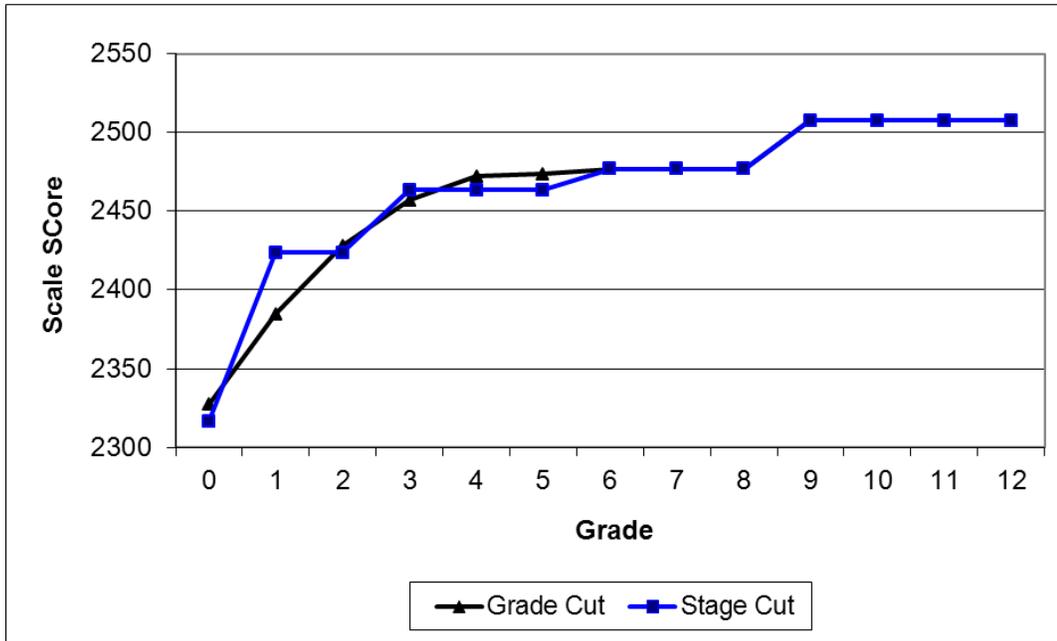
Figure 13 shows the grade level scale score cuts at the Proficient level along with the smoothed stage level scale score cuts.



**Figure 13: Grade Level Scale Score Cut for the Proficient Level using the Equal Percent Approach**

It is apparent from Figure 13 that this approach to obtaining grade level cuts worked well within Stages II and III, but the Proficient cut score for grade 2 is higher than the cut score at grade 3. In addition, the grade 5 and 6 cut scores are slightly higher than the grade 7 cut score and the grade level cuts for grade 6 through 8 are almost identical to the cut score for Stage IV. It was decided on the basis of this information to derive grade level cuts for grades 1 through 5 and use the Stage IV cut scores for grade 6 through 8.

In order to smooth out the decrease in cut scores from grade 2 to grade 3 and grade 5 to Stage IV, a quadratic regression equation was fitted to the theta values at Proficient for the grade level cuts from kindergarten through grade 5, and the Stage IV theta value. This resulted in the smoothed grade level Proficient cut score depicted in Figure 14.

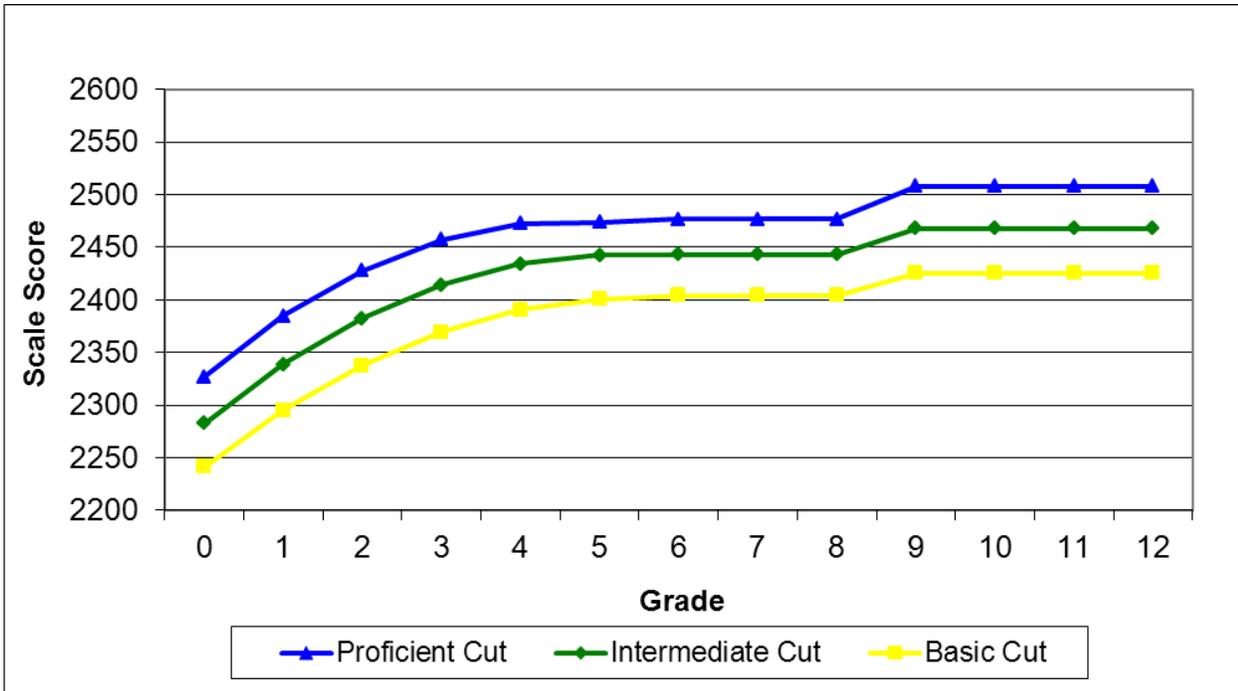


**Figure 14: Smoothed Grade Level Proficient Scale Score Cuts**

In order to obtain grade level Intermediate and Basic cuts, quadratic regression equations were fitted to the stage level cuts for Stage I through Stage IV using grade values of zero and six for Stages I and IV and the midpoint of the grade range within Stages II and III. The resulting regression parameter estimates were then used to obtain predicted cut values for grades 0 through 5. Table 10 and Figure 15 show the final scale score cuts produced by this procedure. The Superintendent of Public Instruction approved these scores for purposes of reporting the preliminary test results from the Spring 2013 administration on May 10, 2013.

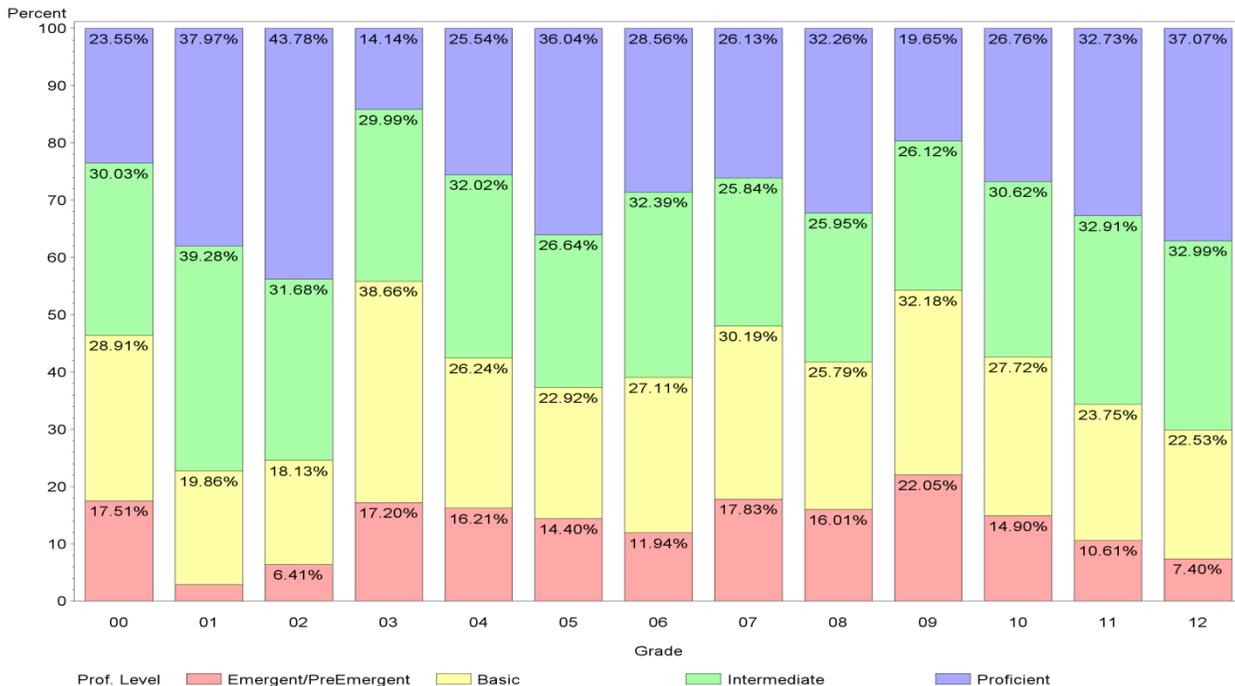
**Table 10: Smoothed grade level scale score cuts.**

Grade	Basic	Intermediate	Proficient
K	2241	2283	2327
1	2295	2339	2385
2	2338	2383	2428
3	2370	2414	2457
4	2391	2434	2472
5	2401	2442	2473
6-8	2404	2443	2477
9-12	2426	2468	2508

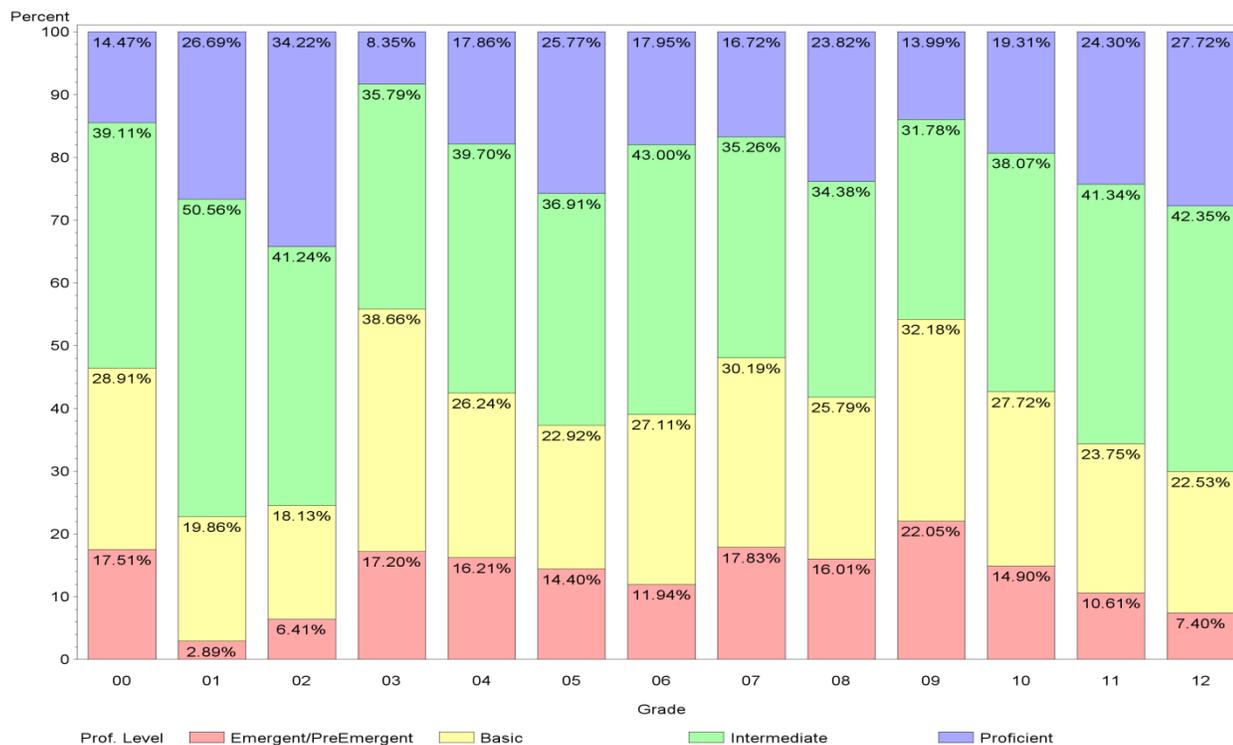


**Figure 15: Smoothed Grade Level Scale Score Cuts**

The Impact data for ELL students resulting from these scale score cuts using total test score only is shown in Figure 16. Figure 17 shows the impact data when the passing criterion includes meeting the Proficient cut score on Reading and Writing in addition to the total score for those same ELL students. The Proficient cut score on Reading and Writing is the value of theta at the Proficient cut on the total test.



**Figure 16: Impact Data by Grade after Smoothing—Total Score**



**Figure 17: Impact Data by Grade after Smoothing—Including the Reading and Writing Criterion**

### ***Relationship between performance on AZELLA and AIMS***

The panelists from Stages III through V were brought together on June 28, 2013, to review the performance of ELL and FEP students on the Spring 2013 AIMS tests in Reading, Writing, and Mathematics in grades 3 through 8 and high school in relation to their performance on the AZELLA. The meeting began by reviewing the Round 4 cut scores and impact data the panelists had seen at the May phase of the meeting. Then they were informed that grade level cut scores had been developed according to the following guidelines:

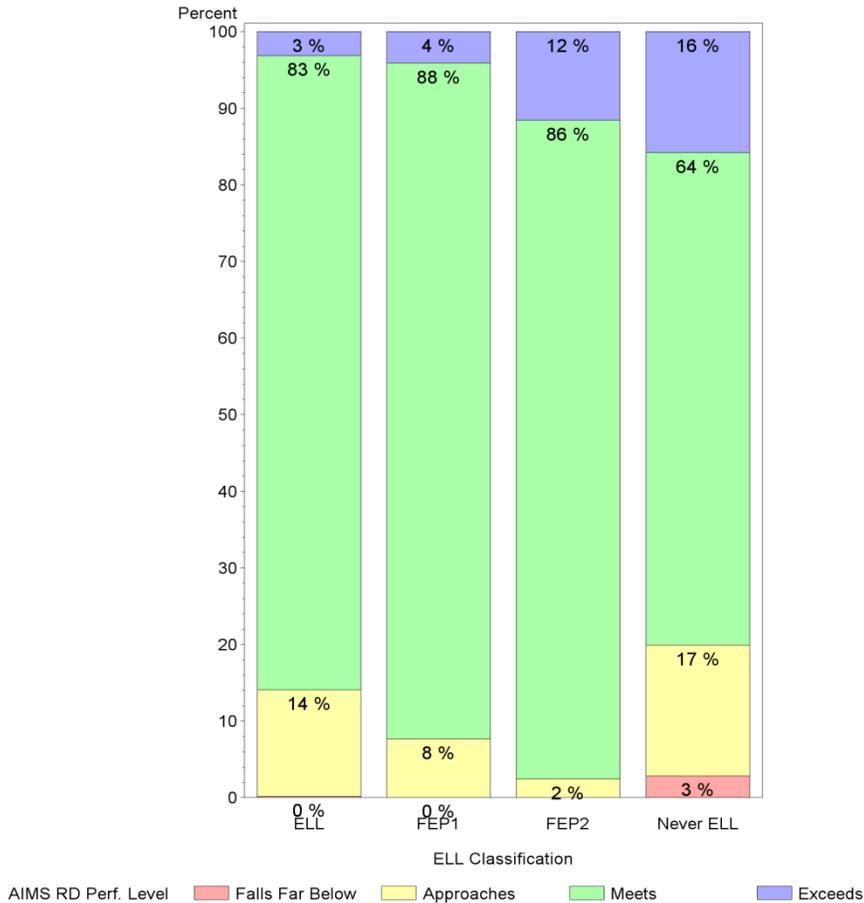
- Grade level cuts for kindergarten through Grade 5 (Stage I through Stage III) were developed.
- Cut scores should increase (or stay the same) across grade levels.
- The percent of ELL students who pass AZELLA should be comparable to some extent across grades.

They reviewed the grade level cut scores and impact data presented in the previous section.

Panelists were shown tables displaying the passing rate on AIMS for ELL and FEP students who passed or did not pass the AZELLA test. For comparison, they were also informed of the AIMS passing rate for native English speakers. Finally, they were shown how the passing rates on the AIMS tests would change for students who passed the AZELLA tests under different AZELLA cut scores. This section provides samples of the data they were

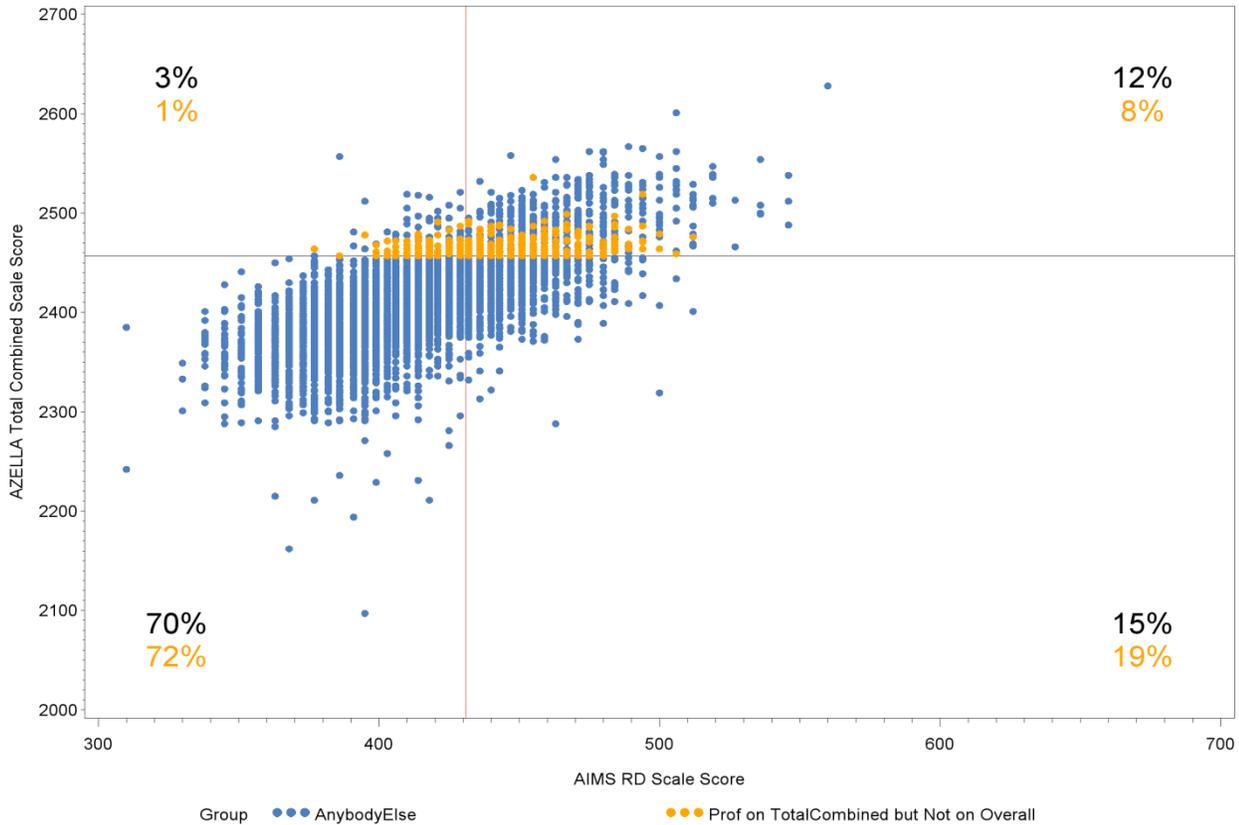
shown during the meeting. The full set of tables and charts presented at the meeting is provided in Appendix R: Impact Data of AIMS Presentation Slides.

Figure 18 shows the percent of ELL, FEP1, and FEP2 students who passed AZELLA who also met the performance standard on the AIMS grade 3 Reading test. The last column shows the percent of native English speakers who passed the grade 3 Reading test.



**Figure 18: Percent of Students Passing AIMS Grade 3 Reading by Performance on AZELLA**

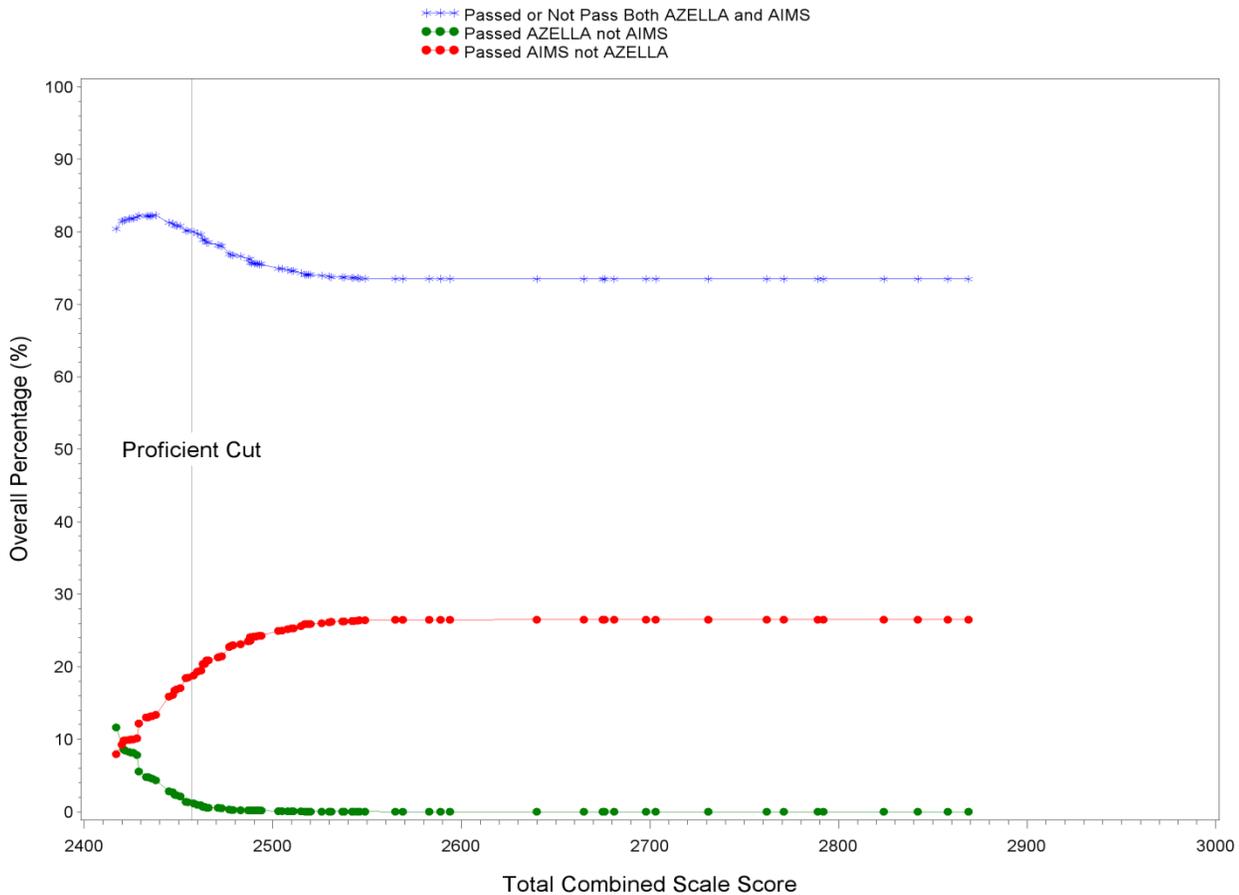
Figure 19 shows a scatterplot of the scores of all ELL students who took both the AZELLA and AIMS test in Spring 2013. The AZELLA scale score is on the vertical axis and the AIMS scale score is on the horizontal axis. The AZELLA and AIMS passing scale score cuts are shown as horizontal and vertical lines on the chart, respectively. The numbers in the quadrants indicate the percent of students combined pass/fail status represented by that quadrant. The black numbers represent the percent of students in each quadrant passing AZELLA based on total score only, and the orange numbers represent the percent of students in each quadrant after applying the Reading and Writing proficiency criteria. The orange dots in the scatterplot indicate students who passed AZELLA based on total score only but were moved to the Intermediate level because they did not pass both Reading and Writing. The box at the bottom of the figure indicates the probability of passing AIMS for students who pass AZELLA.



50% or more chance of passing AIMS for Proficient students: Yes (85%)

**Figure 19: Scatterplot of Performance on AZELLA and AIMS for Grade 3 Reading**

The last type of information presented during the June phase of the meeting showed the effect that changing the Proficient cut score on AZELLA would have on the percent of students in each quadrant of Figure 19. This information is displayed in Figure 20. In the figure the blue curve shows how the percent of students who pass or fail both tests changes as the AZELLA cut score changes. The vertical line represents the current AZELLA grade level Proficient cut score. The red curve shows how the percent of students who fail AZELLA and pass AIMS changes as the AZELLA cut score changes, and the green curve shows how the percent of students who pass AZELLA and do not pass AIMS changes as the AZELLA cut score changes. For example, moving the AZELLA cut score for grade 3 down will increase the percent of students who pass or fail both tests while at the same time decreasing the percent of students who fail AZELLA but still pass AIMS.



**Figure 20: Effect of Changing the AZELLA Cut Score on the Combined Status of AZELLA and AIMS Grade 3 Reading**

After the presentation and discussion of this information the panelists agreed that the AZELLA cut scores were appropriate where they were and there was no need for any changes. The Superintendent of Public Instruction provided final approval of these cut scores on July 11, 2013.

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### Appendix A: Standard Setting Participants

Responsibility	Sex	Race	Locale	Yrs Exp	District	Current Position	Grade Levels
<b>Stage I, Table 1</b>							
<b>Table Leader</b>	<b>F</b>	<b>W</b>	<b>R/U</b>	<b>22+</b>	<b>Retired</b>	<b>Educational consultant</b>	<b>K-5</b>
Member	M	A	S	6	Tempe School District #3	Coordinator of English Language Learning	K-2, 3, 4, 5, 6, 7, 8
Member	F	NA	R	10	Kayenta Unified School District #27	Full Day Kindergarten ELD Teacher	K,1-2
Member	F	W	R	9	Palo Verde Elementary School	Kindergarten teacher	K-2
Member	F	W	U	3	Imagine Charter Schools	ELL Teacher/Coordinator	K-12
<b>Stage I, Table 2</b>							
<b>Table Leader</b>	<b>F</b>	<b>W</b>	<b>R</b>	<b>27</b>	<b>Sedona-Oak Creek Unified</b>	<b>First Grade ESL/SEI; School Coordinator K-8</b>	<b>K-2, 3</b>
Member	F	H	U	30.5	Cartwright School District	English Language Development Content Specialist	3-5,K,1-2
Member	F	H	U	8	Littleton Elementary School District	Director of Federal Programs	K-2, 3,4,5
Member	F	W	R	4	Buckeye Elementary	Kindergarten Teacher	K
Member	F	H/W	U/S	8	Yuma Elementary School District 1	School Effectiveness Mentor ELL	K-2, 3, 4
<b>Stage I, Table 3</b>							
<b>Table Leader</b>	<b>F</b>	<b>W</b>	<b>U</b>	<b>26</b>	<b>Washington Elementary School District</b>	<b>ELL Coordinator/ELL Program Coach</b>	<b>1-2,K,3-5,6-8</b>
Member	F	H	R	17.5	Liberty District	ELD Kindergarten, Bilingual Kindergarten, Dual Language Immersion Kindergarten	K-2
Member	F	W	U	6	Glendale Elementary School District	Achievement Advisor for Language Acquisition	K-2,3,4,5
Member	F	W	U	17	Madison School District, Phoenix, currently adjunct staff for NAU-North Campus	Currently tutoring students in reading part-time; adjunct graduate faculty for NAU-North Campus, Elementary Ed/Early Childhood	K-2,3,4
Member	M	H	U/R	17	Riverside Elementary School District No.2	Pre-School, Kindergarten – 8th Grade, Associate Superintendent of Teaching & Learning, English Acquisition Services, Federal Programs, and Special Education	K-2, 9, 3, 10, 4, 11-12, 5, 6

Responsibility	Sex	Race	Locale	Yrs Exp	District	Current Position	Grade Levels
<b>Stage II, Table 1</b>							
Table Leader	F	W	U	10	Madison School District #38	1st grade ELD	1, 2, K
Member	F	A	R	24	Somerton Elementary District	Teacher (ELL)	2-3, 4, 5
Member	F	W	U	20	Phoenix Elementary School District #1	ELL/Reading Coordinator	K-2,3,4
Member	F	H	S	15	Tucson Unified School District	Language Acquisition Specialist	K-2
Member	F	H	R	15	NAU	BME/ESL Associate Clinical Professor	K-5
<b>Stage II, Table 2</b>							
Table Leader	F	N.A.	R	8	Kayenta Unified School District	Instructional Coach	K-3, 4, 5
Member	F	W	U	7	Glendale Elementary School District	Achievement Advisor, Language Acquisition	K-2, 3, 4
Member	F	W	U	25	Madison School District #38	ELD Coordinator/Instructional Support	1-2,K,3-5,6-8
Member	M	W	U	10	Sunnyside Unified School District	1st Grade Teacher	K-2,3,4,5,6,7,8
Member	F	H	U	16	Saddle Mountain	Reading Specialist K-3	K-2,3,4
<b>Stage II, Table 3</b>							
Table Leader	F	W	U	19	Alhambra School District	ELA Coordinator	4, 3, 1-2
Member	F	W	R	20	Crane School District	ELL Coordinator	K-2,3-5,6
Member	F	A	R	10	Cartwright School District #83	Language Support Specialist	K-2, 3, 4, 5
Member	F	W	S/R	13	J.O. Combs Unified School District	ELD Teacher (K-8)	3,K-2,4,5,6,7,8
Member	F	H	R	10	Douglas Unified School District	Assistant Director—Curriculum and Federal Programs	3, 2, K-1

Responsibility	Sex	Race	Locale	Yrs Exp	District	Current Position	Grade Levels
<b>Stage III, Table 1</b>							
Table Leader	F	W	R	11	Flagstaff Unified District	ELL/SEI trainer, Director of ELL and Bilingual Education	K-3, 4, 5
Member	M	NA	R	17	NELM School	Principal	3, 5, 8
Member	F	W	R	31	Douglas Unified District	Curriculum Coordinator	3-5,6-8,1-2
Member	F	H	R	14	Nogales Unified District	Fifth Grade Teacher	5, 4, 3
Member	F	W	U	25	Chandler Unified District	Instructional Resource Center	3, k-2, 4
<b>Stage III, Table 2</b>							
Table Leader	F	H	S	30	Pendergast Elementary School District	Coordinator for Language Acquisition	1-2, K, 3-5
Member	F	H	R	23	Flagstaff Unified District	SIOP Coach/EL Specialist district-wide	4, 5, 3
Member	F	W	U/S	5	Laveen Elementary School District	English Language Development Instructional Coach	1-2,3-5,K
Member	F	W	U	7	Glendale Elementary	Achievement Advisor	3, K-2, 4
<b>Stage III, Table 3</b>							
Table Leader	F	W	U	23	Yuma District One	NCLB School Effectiveness Mentor ELL	3-5,6-8,1-2
Member	F	A	U	16	Wilson Elementary School District	Instructional Coach	3, K-2, 4
Member	F	W	U	15	Tucson Unified School District	Principal	3, 4, 5
Member	F	H	U	6	Glendale Elementary School District (K-8)	Director of Language Acquisition	4,5,6,7,8

Responsibility	Sex	Race	Locale	Yrs Exp	District	Current Position	Grade Levels
<b>Stage IV, Table 1</b>							
Table Leader	F	W	U	23	Yuma Elementary School District	District Assessment Coordinator	K,1-2,6-8,3-5
Member	F	H/W	U	10	Sunnyside Unified School District	Coordinator, Language Acquisition and Development	3-5,6-8,1-2,K
Member	F	W	U	8	Cartwright School District	Language Acquisition Support Specialist	6,7,8
Member	M	W	R	20	NAU	Professor	HE,8,7,6,5
<b>Stage IV, Table 2</b>							
Table Leader	M	W	U	9 - 10	Tanque Verde Unified District	5th Grade Teacher	5,6,4
Member	F	W	U	40	Retired	Retired...substitute teaching 4-8	7,6, 8, 9
Member	F	W	U	10	Cartwright Elementary School District	Assistant Director for Language Acquisition	6-8 3-5 1-2 K
Member	F	W	U	12	Tucson Unified School District	Ex. Ed. Teacher 6-8	6, 7-8, 4-5
Member	F	H	U	25	Phoenix Elementary School District	ELL/Reading Coordinator	3,5,6
<b>Stage IV, Table 3</b>							
Table Leader	F	W	S	17	Tempe Elementary District	Instructional Coach/Reading Coach/Language Arts Coach	5-6, 7, 8, 9
Member	F	W	U	7	Grand Canyon University	Executive Director of Educational Outreach – College of Education	8, 7, 9
Member	F	H	S	7	Fowler Elementary School District	Middle School Language Arts Teacher	6-8,9-12
Member	F	W	U	21	Tempe Elementary District	6th Grade Teacher	6, 7, 8, 4, 5
Member	F	W	U	5	Cartwright School District	Language Acquisition Specialist	6,7

Responsibility	Sex	Race	Locale	Yrs Exp	District	Current Position	Grade Levels
<b>Stage V, Table 1</b>							
Table Leader	F	W	U	15	Phoenix Union High School District	Reading Specialist Grade 9 and Doctoral Student	9, 11-12, 10
Member	F	W	R	13	J O Combs Unified School District	HS English 11th Grade, 9th Grade Honors, AP American Literature, English Department Chair	11-12,9,8,10
Member	F	W	U	15	Glendale Union High School District	ELL Coordinator	9-12
Member	M	W	S/R	8	Saddle Mountain Unified School District	Assessment and Data Analyst	10,9,11,12
<b>Stage V, Table 2</b>							
Table Leader	F	W	U	28	Tempe Union High School District	ELL Literacy Specialist Coordinator	9-12,6-8,3-5
Member	F	W	U	9	Casa Grande Union High School District	Sophomore/Junior English	11-12, 10, 9
Member	M	W		10	Argosy University	Professor	9-12
Member	F	W	S	13	Marana Unified School District	K-5 ELL Teacher/Coordinator	no grades listed
Member	F	W	S	12	Retired	Certified Teacher, highly qualified in English; (retired; currently substitute teaching at the high school level)	11-12, HE, 10, 9
<b>Stage V, Table 3</b>							
Table Leader	F	B	R	24	Casa Grande Union High School District	English Teacher	9-10, 11-12,7-8
Member	F	W	R	12	Douglas Unified District	District Secondary Curriculum Coordinator	10, 9, 11-12
Member	F	W	U	38	Amphitheater Public Schools	Language Acquisition Instructional Support Assistant	9-12,6-8
Member	F	W	U	15	Agua Fria High School District	Teacher	9-12
Member	F	H	U	7	Phoenix Union High School District	Director of Language Acquisition	9-12

## Appendix B: Table Leader Information Sheet



### ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT (AZELLA) STANDARD SETTING TABLE LEADER INFORMATION SHEET



**MAY 6-8, 2013  
BLACK CANYON CONFERENCE CENTER  
PHOENIX, ARIZONA**

#### Role Description

- Facilitate discussion.
- Keep process on track.
- Vote as one of the table members.
- Monitor group discussion.
- Watch the clock and monitor time.
- Cut off discussion or diplomatically resolve differences between members.

#### Specific Tasks:

1. Before all rounds
  - a. Make sure participants put ID numbers on the forms.
  - b. Check that participants complete the readiness forms.
  - c. If someone puts a NO on the readiness form, see if you can help explain. If participant is still unsure, inform the facilitator.
  - d. Ensure that table members understand activity.
  - e. Notify the facilitator of any problems.
2. After Round 1
  - a. Check that participants recorded page number correctly on Item Position Recording Sheet by comparing recorded page numbers to pages marked in the ordered items booklet.
  - b. Collect all table members' recording sheets and give to the facilitator.
3. Round 1 Feedback and Discussion
  - a. Ensure that all members participate in discussion and encourage all points of view.
  - b. Check that participants understand agreement data.
  - c. Check that participants mark highest and lowest item positions after the table data are shared.
  - d. Lead a discussion on what those items are measuring and whether a student who meets the minimum requirements should be able to answer them.
4. Rounds 2, 3, and 3.5 Feedback and Discussion
  - a. Ensure that all members participate in discussion and encourage all points of view.
  - b. Check that participants understand agreement data AND impact data.
  - c. Check that participants mark highest and lowest item positions after the table data and committee data are shared.
  - d. Lead a discussion on what those items are measuring and whether a student who meets the minimum requirements should be able to answer them.
5. Before breaks and at end of day
  - a. Remind participants to leave all secure materials on the table.
  - b. Remind participants to initial the Secure Materials Sign-in sheet at end of each day.
  - c. Collect all materials and verify that all have been received.
6. After collection at the end of the day
  - a. Turn in all materials to Pearson facilitators

## Appendix C: Table Leader Training Slides

### Standard Setting on Arizona English Language Learner Assessment (AZELLA)

Table Leader Training  
May 6, 2013  
Phoenix, Arizona

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#### Purpose of Standard Setting

- The purpose of this standard setting is to establish recommended cut scores on the Arizona English Language Learner Assessment (AZELLA).
- You were selected to serve on the committee for a variety of reasons:
  - Familiarity with the knowledge and skills required to “master” the English Language Proficiency Standards
  - Representation of various jurisdictions and demographic characteristics
- You were selected to be a table leader because of your experience, ability to lead, and strong communication skills.

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### Standard Setting Roles

- Lead Research Scientist
- Standard Setting Facilitators
- Content Specialists
- Statistical Analysts
- Program Management
- ADE Staff
- Table Leaders
- Participants

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### Table Leader Roles

- Facilitate discussion
- Keep process on track
- Vote as one of the table members
- Monitor group discussion
- Watch the clock and monitor time
- Might need to cut off discussion or diplomatically resolve differences between members

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### Table Leader Tasks

- Provide instructions
  - ID numbers
  - How to fill out rating form
  - How to collect and return materials
- Lead discussion at table and across tables
  - Ensure that all participants engage in discussion
- Verify understanding
  - Process
  - Feedback
- Verify completeness
  - Readiness forms
  - Rating forms
- Materials collection and audit
- Notify facilitator of problems

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## Standard Setting Overview

- Panelists will:
  - Take and discuss the test.
  - Develop a shared understanding of each Performance Level (PLDs).
  - Develop “Borderline Student” Descriptors.
  - Receive Standard Setting Training and Practice.
  - Participate in rounds of ratings:
    - Round 1: Independent
    - Round 2: Independent, but with table discussion
    - Round 3: Independent, but with table & full group discussion
    - Round 3.5: Independent, but with table & full group discussion
  - Review recommended cuts across stages.
  - Finalize the PLDs.

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## Table Leader Role in Gaining an Understanding of the Performance Levels

- Within each table group, ask, “What should students know and be able to do at each level?”
  - “Basic”, “Intermediate”, “Proficient”
- Appoint a recorder to write one the flip chart.
- Suggestions should be:
  - Concrete.
  - Clearly related to the PLDs.
- Note: This concept will be presented by the facilitator, but the table leader will facilitate the conversation at his/her table.

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## Table Leader Role in Gaining and Understanding of the Performance Levels

- Ask table members to describe concretely students who are at “Proficient.”
  - What should they be able to *do*?
  - What *skills* should they possess?
  - What should they *know*?
  - What *academic behaviors* demonstrate that they are at “Proficient”?
- Repeat the process for “Basic” and “Intermediate.”

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### Table Leader Role in Borderline Student Descriptors

- Ask table members to think about the borderline students at "Proficient."
  - Identify three characteristics or behaviors that MOST distinguish a student who is just barely at "Proficient."
  - Record the three responses on your flipchart.
- Repeat the process for "Basic" and "Intermediate."

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### Rounds of Ratings

- Round 1 Ratings
  - Independently
- Round 2 Ratings
  - Independently, but after discussion with your table group
- Round 3 Ratings
  - Independently, but after discussion with your table group and entire committee
- Round 3.5 Ratings – Reading and Writing
  - Independently, but after discussion with your table group and entire committee

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### Standard Setting Item Map and Rating Sheet

- Each panelist will be provided with an item map that provides information about each item.
- Each panelist will record his/her recommended page number on a page number recording sheet.
- The table leader will help panelists with questions about how to use these documents.

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### Table Leader Role Before All Rounds

- Make sure participants put ID numbers on the forms.
- Check that participants complete the readiness forms.
- If someone puts a "NO" on the readiness form, see if you can help explain. If the participant is still unsure, inform the facilitator.
- Ensure that table members understand activity.
- Notify the facilitator of any problems.

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### Table Leader Roles After Round 1

- Check that participants recorded page number correctly on Item Position Recording sheets by comparing recorded page numbers to pages marked in the ordered item booklet.
- Collect all table members' recording sheets and give to the facilitator.

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### Table Leader Roles at Round 1 Feedback and Discussion

- Ensure that all members participate in the discussion and encourage all points of view.
- Check that participants understand agreement data.
- Check that participants mark highest and lowest item positions after the table data are shared.
- Lead discussion on what those items are measuring and whether a student who meets the minimum requirements should be able to answer them.

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### Table Leader Roles at Round 2, 3, and 3.5 Feedback and Discussion

- Ensure that all members participate in the discussion and encourage all points of view.
- Check that participants understand agreement data AND impact data.
- Check that participants mark highest and lowest item positions after the table data and committee data are shared.
- Lead discussion on what those items are measuring and whether a student who meets the minimum requirements should be able to answer them.

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### Table Leader Roles Before Breaks and at End of Day

- Remind participants to leave all secure materials on the table.
- Remind participants to initial the Secure Materials Sign-in sheet.
- Collect all materials and verify that all have been received.

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### Recap of Table Leader Tasks

- Provide instructions
- Lead discussion at table and across tables
- Verify understanding
- Verify completeness of forms
- Materials collection and audit
- Notify facilitator of problems

[Click here for Table Leader Information Sheet](#)

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## Appendix D: Performance Level Descriptors

### Appendix D.1: Preliminary Performance Level Descriptors

#### Arizona English Language Learner Assessment Threshold Performance Level Descriptors Stage I—Kindergarten

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<p>Students scoring <b>Proficient</b> at this grade generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at this grade generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at this grade generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Produces and blends initial, medial, and final sounds in words with accurate pronunciation.</li> <li>○ Produces sentences with correct grammatical structures.</li> <li>○ Initiates conversations and responds to social interactions using complete sentences.</li> <li>○ Communicates by naming objects, people, and events.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding phrases and sentences.</li> <li>○ Follows multiple-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using key words in complete sentences.</li> </ul> </li> <li>• Pre-reading <ul style="list-style-type: none"> <li>○ Identifies key details in text read aloud.</li> <li>○ Identifies facts from text read-aloud.</li> <li>○ Sequences events in text read aloud.</li> <li>○ Reads high-frequency words.</li> <li>○ Identifies and manipulates initial, medial, and final sounds in words.</li> <li>○ Decodes common CVC words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Names ordinal numbers.</li> <li>○ Communicates basic needs using key words and phrases.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding words.</li> <li>○ Follows 2-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using complete sentences.</li> <li>○ Counts the number of words in a spoken sentence.</li> <li>○ Uses pictures to sequence a series of events from read-alouds.</li> </ul> </li> <li>• Pre-reading <ul style="list-style-type: none"> <li>○ Sorts groups of pictures that begin with the same initial sounds.</li> <li>○ Sequences a set of pictures to retell a story or text read aloud.</li> <li>○ Identifies pictures that begin with the same initial sounds.</li> <li>○ Answers comprehension questions to text heard or read.</li> <li>○ Identifies the setting of a story heard or read.</li> </ul> </li> <li>• Pre-writing</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Uses isolated words or strings of two to three words to communicate basic needs.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding phonemes.</li> <li>○ Follows 1-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using key words and phrases.</li> </ul> </li> <li>• Pre-reading <ul style="list-style-type: none"> <li>○ Recognizes and/or repeats high frequency words.</li> <li>○ Recognizes signs, symbols, labels, and captions within the environment.</li> <li>○ Distinguishes letters from numbers and symbols.</li> </ul> </li> <li>• Pre-writing <ul style="list-style-type: none"> <li>○ Writes letters of given sounds.</li> <li>○ Communicates ideas by drawing for a purpose.</li> <li>○ Adds details to drawing.</li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>○ Describes character, setting, key events, or details in text read aloud.</li><li>○ Matches and names upper- and lowercase letters.</li><li>● Pre-writing<ul style="list-style-type: none"><li>○ Writes simple declarative sentences with subject-verb agreement.</li><li>○ Writes narratives using simple sentences, sight words, CVC words, and phonetic spelling.</li><li>○ Writes simple sentences with correct use of conventions (e.g., letter formation, spacing, capitalization, end punctuation).</li><li>○ Uses word order and subject-verb agreement in their writing.</li><li>○ Uses capital letters to write student's own name.</li><li>○ Uses capital letters to begin sentences and proper nouns.</li><li>○ Uses the placing of spaces between words.</li><li>○ Writes lower case and upper case letters legibly and with correct formation.</li><li>○ Applies letter sound relationships to write simple CVC words and attempts more complex words.</li><li>○ Using left to right directionality in writing.</li></ul></li></ul>	<ul style="list-style-type: none"><li>○ Writes own first name correctly.</li><li>○ Applies letter-sound relationships to write beginning sounds of words.</li><li>○ Draws pictures and uses experimental writing to express ideas.</li></ul>	
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**Arizona English Language Learner Assessment Threshold Performance Level Descriptors  
Stage II—Grades 1 and 2**

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<b>Grades 1 and 2</b>	<b>Grades 1 and 2</b>	<b>Grades 1 and 2</b>
<p>Students scoring <b>Proficient</b> at these grade levels generally know the skills required at the “Intermediate” and “Basic” levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally know the skills required at the “Basic” level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Asks and responds to academic or social questions using complete detailed sentences.</li> <li>○ States multiple-step directions/commands that listener can follow.</li> <li>○ Repeats sentences with accurate pronunciation, intonation, and stress.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes between phonemes in the initial, medial, and final positions of words, phrases, and sentences.</li> <li>○ Summarizes main idea and supporting details from read-alouds in complete sentences.</li> <li>○ Sequences a series of events from read-alouds, presentations, and conversations using transition words/phrases in complete sentences.</li> <li>○ Follows multiple-step directions which include prepositions.</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>○ Alphabetizes a series of words to the first letter.</li> <li>○ Segments multi-syllable words into syllables.</li> <li>○ Reads multi-syllable words.</li> <li>○ Identifies base words that have been modified by inflectional endings.</li> <li>○ Reads irregular sight words, high-frequency words, and contractions fluently.</li> <li>○ Uses word order (syntax) and context to confirm decoding in a sentence.</li> <li>○ Locates facts and answers questions about grade-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Expresses personal needs using key words.</li> <li>○ Asks and responds to social and academic questions in grade-level context using complete sentences.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes between phonemes in the initial, medial, and final positions of words and phrases.</li> <li>○ Responds to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences.</li> <li>○ Identifies main ideas and supporting details in complete sentences.</li> <li>○ Responds to academic questions using key words and phrases.</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>○ Locates and identifies title, author, and illustrator, title page, and table of contents.</li> <li>○ Segments one-syllable words with more than three sounds into phonemes.</li> <li>○ Identifies rhyming words in response to an oral prompt.</li> <li>○ Uses context to confirm decoding in a sentence.</li> <li>○ Identifies topic/main idea and key details from text.</li> <li>○ Identifies character, setting, and key events in a literary text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Repeats academic questions and responses (i.e., who, what, where, when).</li> <li>○ Asks and responds to social and academic questions using isolated words and phrases.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes between phonemes in the initial, medial, and final positions of words.</li> <li>○ Sequences a series of events from read-alouds, presentations, and conversations using pictures and key words.</li> <li>○ Follows two- to three-step directions that are accompanied by visual cues.</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>○ Locates and identifies title, author, and illustrator.</li> <li>○ Distinguishes letters from numbers and symbols.</li> <li>○ Makes predictions based on cover, title, and illustrations.</li> <li>○ Identifies topic from text.</li> <li>○ Identifies signs, symbols, labels, and captions.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>○ Copies high frequency words.</li> <li>○ Uses a capital for the pronoun “I” and names.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ level text.</li> <li>○ Predicts what might happen next in a text.</li> <li>○ Summarizes the main idea and details from a grade-level text.</li> <li>○ Identifies the purpose for reading a text.</li> <li>○ Identifies cause and effect in a text.</li> <li>○ Describes character, setting, and plot in a literary text.</li> <li>○ Identifies a variety of sources that may be used to answer specific questions.</li> <li>○ Locates specific information using organizational features.</li> <li>○ Interprets signs, symbols, labels, and captions.</li> </ul> <ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ Writes a narrative including main idea, characters, setting, and sequence of events that is grade-level appropriate.</li> <li>○ Writes a summary of key events or ideas from informational text.</li> <li>○ Creates expository text using simple sentences.</li> <li>○ Creates a variety of functional texts using complete sentences.</li> <li>○ Uses common spelling patterns, regular plurals, simple prefixes, suffixes, and regular inflectional endings to spell words.</li> <li>○ Spells high frequency words.</li> <li>○ Capitalizes proper nouns.</li> <li>○ Uses periods, question marks, exclamation points, commas for items in a series, and apostrophes.</li> <li>○ Uses verb tenses (i.e., simple-present, future; present and past progressive) in a variety of writing applications.</li> <li>○ Uses subject-verb agreement.</li> <li>○ Uses noun, adverbial, and/or prepositional phrases in sentences.</li> <li>○ Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ Uses mechanics of writing to organize writing.</li> <li>○ Uses common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.</li> <li>○ Capitalizes the pronoun “I,” names, and the first letter of the first word of a sentence.</li> <li>○ Uses periods, question marks, and exclamation points.</li> <li>○ Uses verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications.</li> <li>○ Uses noun and/or prepositional phrases in sentences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Uses verb tenses (i.e., simple-present and present progressive) in a variety of writing applications.</li> </ul>
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**Arizona English Language Learner Assessment Threshold Performance Level Descriptors  
Stage III—Grades 3, 4, and 5**

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<b>Grade 3, 4, and 5</b>	<b>Grades 3, 4, and 5</b>	<b>Grades 3, 4, and 5</b>
<p>Students scoring <b>Proficient</b> at these grade levels generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>○ Produces sentences with accurate pronunciation and intonation.</li> <li>○ States multi-step directions using accurate, grade-appropriate academic/content vocabulary, and complete sentences.</li> <li>○ Asks and responds to grade-appropriate questions and statements, including makes comparisons, describes events, and agrees/disagrees with statements, expressing possibilities, using complete sentences.</li> <li>○ Relates personal experiences/stories using descriptive language, supporting details and/or examples in complete sentences.</li> <li>○ Produces grade-appropriate complete sentences with academic/content vocabulary, accurate pronunciation, intonation, and stress.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>○ Paraphrases and summarizes main ideas/concepts and supporting details from read-alouds (fiction and nonfiction).</li> <li>○ Sequences events from grade-level appropriate academic/content-area read-alouds and conversations.</li> <li>○ Responds to comprehension questions by describing relationships among ideas, events, and facts, such as problem/solution, compare/contrast, sequence, and cause and effect using academic</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>○ Relates personal experiences/stories with one or two details in complete sentences.</li> <li>○ Asks and responds to grade-appropriate questions and statements, including literal questions (who, what, where, when, why, how, which, whose).</li> <li>○ States two-step directions using complete sentences.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>○ Distinguishes between phonemes in the initial, medial, and final positions of words.</li> <li>○ Identifies main ideas/concepts and supporting details from text read aloud (fiction and nonfiction).</li> <li>○ Follows multi-step directions/instructions containing prepositions.</li> <li>○ Responds to comprehension questions by comparing concepts and related facts using academic vocabulary</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>○ Reads regularly spelled two-syllable and compound words.</li> <li>○ Identifies specific information by using the organizational features of a book or dictionary.</li> <li>○ Selects rhyming words in response to a prompt.</li> <li>○ Applies spelling rules for adding suffixes to base</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Speaking</b> <ul style="list-style-type: none"> <li>○ States one-step directions using complete sentences.</li> <li>○ Expresses one’s own needs and emotions in complete sentences.</li> </ul> </li> <li>● <b>Listening</b> <ul style="list-style-type: none"> <li>○ Uses pictures and key words to sequences events from text read aloud.</li> <li>○ Follows one or two-step directions/commands.</li> </ul> </li> <li>● <b>Reading</b> <ul style="list-style-type: none"> <li>○ Reads regularly spelled one-syllable words.</li> <li>○ Identifies base words modified by common inflectional endings.</li> <li>○ Reads contractions.</li> <li>○ Alphabetizes a series of words.</li> <li>○ Answers literal questions about text.</li> <li>○ Predicts based on cover, title, illustrations and text.</li> <li>○ Identifies two to three details from text.</li> <li>○ Identifies content vocabulary.</li> <li>○ Locates information in reference materials.</li> <li>○ Distinguishes fact from opinion in persuasive text.</li> </ul> </li> <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>○ Uses capitalization for the pronoun “I,” sentence beginnings, and proper nouns (names, days,</li> </ul> </li> </ul>

<p>vocabulary.</p> <ul style="list-style-type: none"> <li>○ Follows grade-appropriate academic/content area multi-step procedures containing “frequency” adverbs.</li> </ul> <ul style="list-style-type: none"> <li>● Reading <ul style="list-style-type: none"> <li>○ Applies knowledge of affixes to words in context for decoding.</li> <li>○ Uses word order (syntax) to confirm decoding.</li> <li>○ Segments and decodes regularly spelled multi-syllabic and compound words.</li> <li>○ Applies knowledge of spelling pattern exceptions.</li> <li>○ Evaluates the usefulness of various print sources based on the organizational features for a given task.</li> <li>○ Summarizes the main idea and supporting details from grade-appropriate text that uses academic/content-area vocabulary.</li> <li>○ Describes, compares, and contrasts characters’ traits, their motivations, the setting, and the plot of a fictional text.</li> <li>○ Describes the setting using key words from a fictional text.</li> <li>○ Compares and contrasts two settings within fictional text.</li> <li>○ Applies understanding of content vocabulary.</li> <li>○ Follows multi-step directions.</li> <li>○ Interprets information from functional documents and external text in nonfiction text for a specific purpose.</li> <li>○ Compares and contrasts two items within an expository text.</li> </ul> </li> <li>● Writing <ul style="list-style-type: none"> <li>○ Writes narratives based on imagined or real events and includes characters, setting, sensory details, appropriate word choice, and logical sequencing to develop the plot using transitional words and varied sentence structures.</li> <li>○ Writes expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise</li> </ul> </li> </ul>	<p>words.</p> <ul style="list-style-type: none"> <li>○ Recognizes and uses word order (syntax).</li> <li>○ Predicts what might happen next in a reading selection.</li> <li>○ Identifies the main idea and two to three details from text.</li> <li>○ Identifies the setting and the characters’ traits within a fictional text.</li> <li>○ Identifies compare/contrast, sequential, and cause and effect signal words.</li> <li>○ Identifies the author’s purpose for writing.</li> <li>○ Identifies the cause and effect relationship of two related events in a literary selection.</li> <li>○ Identifies the plot from a fictional text.</li> <li>○ Follows two-to-three step written directions to complete a task.</li> <li>○ Locates specific information from external text in nonfiction text for a specific purpose.</li> </ul> <ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ Writes a paragraph containing only key ideas and content vocabulary to summarize a text that may include graphics.</li> <li>○ Uses end punctuation for sentences, commas in a series, and apostrophes in contractions and singular possessives.</li> <li>○ Uses capitalization for titles, including book titles.</li> <li>○ Uses simple (present, past, future) and progressive (present, past) verb tenses.</li> <li>○ Spells simple grade-appropriate high frequency, common words.</li> </ul> </li> </ul>	<p>months).</p> <ul style="list-style-type: none"> <li>○ Uses various subjects (singular/plural, common nouns, singular possessive nouns and pronouns</li> <li>○ Prints legibly numerals and upper and lower case letters of the alphabet.</li> </ul> <p><b>[Note: the majority of PIs for Pre/Em, Em., and Basic require instructional support.]</b></p>
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<p>academic vocabulary.</p> <ul style="list-style-type: none"><li>○ Writes one or more persuasive paragraphs that state a clear position with supporting details using persuasive vocabulary/strategies.</li><li>○ Spells multi-syllable, grade-appropriate academic words.</li><li>○ Uses semi-colons in a series, introductory clauses, dialogue, and direct address.</li><li>○ Uses subject-verb agreement in grade-appropriate sentences.</li><li>○ Uses capitalization for proper nouns (place names, dates, holidays, languages), book and poem titles, and abbreviations.</li><li>○ Uses quotation marks for dialogue and titles, colons in business letter salutations, and apostrophes in plural possessives.</li><li>○ Uses declarative, positive, negative, and interrogative construction forms in a variety of writing applications.</li><li>○ Uses future progressive verb tense.</li></ul>		
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**Arizona English Language Learner Assessment Threshold Performance Level Descriptors  
Stage IV—Grades 6, 7, and 8**

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<b>Grades 6, 7, and 8</b>	<b>Grades 6, 7, and 8</b>	<b>Grades 6, 7, and 8</b>
<p>Students scoring <b>Proficient</b> at these grade levels generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Produces grade-appropriate sentences using accurate pronunciation, intonation, and stress.</li> <li>○ Produces multi-syllabic words including those with common affixes using accurate pronunciation and stress.</li> <li>○ Participates in formal and informal conversation tasks using complete sentences.</li> <li>○ Shares an experience using descriptive language supported by details and examples using complete sentences.</li> <li>○ Makes predictions and inferences about grade-appropriate academic content using complete sentences.</li> <li>○ Issues a sequence of steps using grade-appropriate academic vocabulary.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes between individual phonemes in minimal sentences.</li> <li>○ Makes inferences and draws conclusions from grade-appropriate read-alouds and presentations.</li> <li>○ Sequences events from information presented in grade-appropriate read-alouds, presentations, and conversations.</li> <li>○ Follows multi-step instructions/directions, procedures, and processes which contain specific academic content vocabulary.</li> </ul> </li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Participates in social conversations sharing personal information using complete sentences.</li> <li>○ Shares an experience using details and examples in complete sentences.</li> <li>○ Makes predictions about academic content using complete sentences.</li> <li>○ Gives multiple-step directions and instructions.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes between individual phonemes in minimal pairs and minimal phrases.</li> <li>○ Identifies main ideas and details from read-alouds and presentations.</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>○ Locates specific information using organizational features.</li> <li>○ Alphabetizes a series of words.</li> <li>○ Applies knowledge of affixes to base words in context.</li> <li>○ Reads contractions.</li> <li>○ Summarizes main idea and supporting details from text.</li> <li>○ Locates signal words that indicate sequential/chronological order, comparison/contrast, and cause/effect.</li> <li>○ Makes inferences and draws conclusions from information implied or inferred in literary text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Produces beginning, middle, and final sounds in a word.</li> <li>○ Introduces others and expresses basic social conventions (i.e., greetings, farewells, courtesies) using complete sentences.</li> <li>○ Shares an experience using complete sentences.</li> <li>○ Gives two-step directions and instructions.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Distinguishes phonemes in the initial, medial, and final positions of words.</li> <li>○ Follows multi-step instructions/directions which include prepositional phrases.</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>○ Alphabetizes a series of words to the third letter.</li> <li>○ Reads high frequency words.</li> <li>○ Makes predictions based on cover, title, illustrations, and text.</li> <li>○ Identifies author’s main purpose.</li> <li>○ Identifies major characters, settings, and plot within a fictional text.</li> <li>○ Relates illustrations to fictional text.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>○ Writes phrases and/or sentences about real or imagined events, observations, or</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Applies knowledge of word order (syntax) to confirm decoding of text.</li> <li>○ Answers literal, inferential, and personal response questions about text.</li> <li>○ Summarizes main idea and supporting details from text using academic vocabulary.</li> <li>○ Determines author's stated and/or implied purpose using grade-appropriate text.</li> <li>○ Analyzes the literary elements (e.g., compare, contrast, and describe connections between two characters; analyze motivations of major and minor characters; analyze, compare, and contrast settings; and describe plot and its components) within a grade-appropriate fictional text.</li> <li>○ Applies understanding of content area vocabulary within math, science, and social studies text.</li> <li>○ Follows a set of written multi-step instructions to perform unfamiliar procedures and answer questions or solve problems in math, science, and social studies.</li> <li>○ Interprets information from external text within non-fiction text for a specific purpose.</li> <li>○ Compares and contrasts two items within an expository text.</li> <li>○ Distinguishes fact from opinion and bias in persuasive text by providing supporting evidence.</li> </ul> <ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ Writes one or more grade-appropriate narrative paragraphs that include an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate.</li> <li>○ Writes a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses the audience, stated purpose and context.</li> <li>○ Writes a formal letter that presents information purposefully and follows a conventional format.</li> <li>○ Writes one or more grade-appropriate persuasive paragraphs that state a clear position, convincing arguments, and relevant evidence.</li> <li>○ Uses common spelling patterns/generalizations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Describes the literary elements (e.g., distinguish between major and minor characters; compare and contrast characters and settings; and identify plot and its components) within a fictional text.</li> <li>○ Locates information in reference sources for a specific purpose.</li> <li>○ Locates information from external text within non-fiction text for a specific purpose.</li> <li>○ Identifies fact from opinion in persuasive text.</li> <li>○ Identifies words used in persuasive texts to affect the reader.</li> </ul> <ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ Writes a narrative paragraph about real or imagined events, using a sequence of sentences including characters or setting.</li> <li>○ Writes a variety of functional text (e.g., instructions, directions) that addresses the audience, stated purpose and context.</li> <li>○ Writes friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context.</li> <li>○ Writes a persuasive paragraph using facts, ideas, and concepts to influence the reader.</li> <li>○ Uses common spellings of CVC, CCVC, CVCC words, r-controlled words, diphthongs, digraphs, and irregular plurals.</li> <li>○ Uses verb tenses (i.e., simple, progressive) in a variety of writing applications.</li> <li>○ Writes words and sentences using appropriate capitalization and punctuation.</li> <li>○ Uses subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.</li> <li>○ Uses noun, adverbial, and/or prepositional phrases in sentences.</li> <li>○ Writes a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ memories.</li> <li>○ Uses verb tenses (i.e. simple present, simple past, simple future, present progressive) in a variety of writing applications.</li> <li>○ Uses subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.</li> <li>○ Uses noun phrases in sentences.</li> <li>○ Writes simple sentences to support a main idea.</li> </ul>
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<p>and common spelling of homonyms, inflectional endings, prefixes, and suffixes.</p> <ul style="list-style-type: none"><li>○ Writes paragraphs using appropriate capitalization and punctuation.</li><li>○ Uses verb tenses (simple, progressive, perfect) in a variety of writing applications.</li><li>○ Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications.</li><li>○ Applies appropriate tools to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.</li><li>○ Identifies and corrects errors in conventions.</li><li>○ Integrates elements of effective writing including grade-appropriate sentence structure, word choice, smooth and effective transitions, and a conclusion that provides a sense of resolution.</li></ul>		
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**Arizona English Language Learner Assessment Threshold Performance Level Descriptors  
Stage V—Grades 9, 10, 11, and 12**

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<b>Grades 9-12</b>	<b>Grades 9-12</b>	<b>Grades 9-12</b>
<p>Students scoring <b>Proficient</b> at these grade levels generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Produces sentences with accurate pronunciation, intonation, and stress.</li> <li>○ Communicates using complete sentences in both formal and informal socio-functional settings.</li> <li>○ Asks and responds to academic questions (e.g. making comparisons, describing events, agreeing/disagreeing with others, etc.)</li> <li>○ Shares a personal experience/story with description language supported by details.</li> <li>○ Provides multi-step directions with specific details.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Makes inferences and draws conclusions using evidence from fiction and non-fiction read-alouds.</li> <li>○ Follows multiple step directions and procedures which include prepositional phrases.</li> <li>○ Offers and justifies opinions and ideas in response to questions and statements in academic discourse.</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>○ Demonstrates ability to comprehend by answering literal, inferential, prediction, and evaluation questions about text.</li> <li>○ Demonstrates ability to comprehend by summarizing the main idea and supporting details.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Shares a personal experience/story supported by details.</li> <li>○ Provides multi-step directions using sentences and phrases.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Sequences events from read-alouds, presentations, and conversations.</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>○ Demonstrates ability to decode using: <ul style="list-style-type: none"> <li>▪ knowledge of parts of speech.</li> <li>▪ functions of inflectional endings.</li> <li>▪ affixes.</li> <li>▪ identifying the conflict, climax, and resolution of a fictional text.</li> </ul> </li> <li>○ Demonstrates ability to comprehend by: <ul style="list-style-type: none"> <li>▪ locating signal words that indicate comparison/contrast.</li> <li>▪ identifying author’s point or view.</li> <li>▪ drawing conclusions from information implied or inferred in a literary text.</li> </ul> </li> <li>○ Identifies fact and opinion in persuasive text.</li> <li>○ Identifies words used in persuasive text to affect the reader.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>○ Writes a narrative paragraph based on real or imagined events that includes characters, plot,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>○ Expresses one’s needs and emotions in complete sentences.</li> <li>○ Asks and responds to academic questions.</li> <li>○ Shares a personal story in complete sentences.</li> <li>○ Provides two-step directions/instructions using simple sentences, key words, and phrases.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>○ Responds to fiction and non-fiction read-alouds by identifying main ideas/concepts and supporting details.</li> <li>○ Follows multi-step directions/instructions which include prepositional phrases.</li> <li>○ Asks questions to clarify ideas.</li> <li>○ Responds in complete sentences to questions and statements in academic discussions by sharing one’s views on facts, ideas, and/or events.</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>○ Locates and applies specific information by using organizational features.</li> <li>○ Reads high-frequency words.</li> <li>○ Applies knowledge of word order (i.e. syntax) to confirm decoding of text.</li> <li>○ Alphabetizes a series of words.</li> <li>○ Demonstrates ability to comprehend by:</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Determines the author's point of view and/or stated or implied purpose.</li> <li>○ Applies the understanding of content-area vocabulary.</li> <li>○ Describes the plot and its components (conflict, climax and resolution).</li> <li>○ Analyzes the motivations of the major and minor characters in a fictional text.</li> <li>○ Distinguishes fact from opinion and bias in persuasive text.</li> <li>○ Explains and/or interprets figurative language in a literary selection.</li> <li>● Writing       <ul style="list-style-type: none"> <li>○ Writes one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting as appropriate.</li> <li>○ Writes an expository essay that includes an introduction with thesis, body paragraphs with supporting details, and a conclusion.</li> <li>○ Writes a process document that includes multiple step instructions with heading and sub-headings.</li> <li>○ Writes a persuasive text that states a position and supports/refutes opposing arguments.</li> <li>○ Uses commas in greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences and appositives.</li> <li>○ Identifies and applies conventions of standard written English by correctly using:           <ul style="list-style-type: none"> <li>▪ quotation marks.</li> <li>▪ colons.</li> <li>▪ apostrophes to punctuate plural possessives.</li> <li>▪ verb tenses (perfect).</li> </ul> </li> <li>○ Develops engaging and focused text by including:           <ul style="list-style-type: none"> <li>▪ an identifiable main idea/topic sentence and/or thesis statement.</li> <li>▪ figurative language to evoke clear images.</li> <li>▪ a variety of sentence structures (i.e. simple, compound, complex) for sentence fluency.</li> </ul> </li> <li>○ Locates and evaluates informational reference materials regarding research topics to complete a</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>and setting.</li> <li>○ Writes an expository paragraph that includes a topic sentence, supporting details, and a conclusion.</li> <li>○ Writes a process document that includes multiple step instructions.</li> <li>○ Writes a persuasive paragraph, stating a position and supporting arguments with evidence.</li> <li>○ Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications.</li> <li>○ Identifies and applies conventions of standard English in written communications using noun, adverbial, and/or prepositional phrases.</li> <li>○ Develops engaging and focused text by including:       <ul style="list-style-type: none"> <li>▪ an identifiable main idea/topic sentence.</li> <li>▪ transitions among sentences, paragraphs, and ideas.</li> <li>▪ an ending that provides a sense of resolution or closure.</li> <li>▪ an introduction to draw in the reader.</li> <li>▪ precise vocabulary and descriptive phrases that convey the intended message.</li> </ul> </li> <li>○ Locates informational reference materials regarding research topics to complete a variety of writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ answering literal questions.</li> <li>▪ identifying the main idea and supporting details.</li> <li>▪ locating sequential/chronological signal words.</li> <li>▪ identifying author's main purpose.</li> <li>▪ identifying cause and effect on relationships.</li> <li>▪ relating illustrations to fictional texts.</li> <li>▪ describing characters, setting, and identifying plot of a fictional text.</li> <li>▪ Identifying content-area vocabulary.</li> <li>○ Follows multi-step directions.</li> <li>○ Compares and contrasts two items within an expository text.</li> <li>○ Identifies words the author uses to create a visual image.</li> <li>● Writing       <ul style="list-style-type: none"> <li>○ Writes sentences based on real and imagined events.</li> <li>○ Writes sentences based on facts or opinions.</li> <li>○ Writes a 2-3 sentence response that states a position/claim and supports the argument.</li> <li>○ Identifies and applies conventions of standard English in written communications using:           <ul style="list-style-type: none"> <li>▪ correct spelling.</li> <li>▪ capitalization.</li> <li>▪ end punctuation.</li> <li>▪ commas in a series.</li> <li>▪ apostrophes to punctuate contractions and singular possessives.</li> <li>▪ noun phrases.</li> <li>▪ verb tense (simple and progressive).</li> <li>▪ subject-verb agreement.</li> </ul> </li> <li>○ Develops engaging and focused text by including:           <ul style="list-style-type: none"> <li>▪ identifiable main idea.</li> <li>▪ details to support the main idea.</li> <li>▪ an identifiable conclusion.</li> </ul> </li> </ul> </li> </ul>
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<p>variety of writing tasks.</p>		<ul style="list-style-type: none"><li>▪ vocabulary that conveys the intended message.</li></ul>
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## **Appendix D.2: Borderline Student Descriptors**

### **Stage I**

#### **Borderline Proficient Descriptors**

1. Responds in complete sentences to text read aloud by identifying the main idea using limited key vocabulary
2. Communicates using simple sentences in speaking and writing
3. Follows 3 step directions
4. Writes and decodes CVC and some sight words in simple sentences (correct syntax/conventions)

#### **Borderline Intermediate Descriptors**

1. Uses pictures to sequence a series of events from read alouds
2. Answers comprehension questions to text heard
3. Identifies main idea using simple phrases
4. Responds to read alouds in simple sentences with teacher support (reading and writing)
5. Relies heavily on sound/letter relationships and produces highly patterned oral and written text/speech

#### **Borderline Basic Descriptors**

1. Uses 2 to 3 words to communicate basic needs
2. Recognizes and repeats high frequency words
3. Writes letters of given sounds
4. Follows directions with support
5. Uses pictures to communicate understanding

## Stage I Revised

### Borderline Proficient Descriptors

1. Responds in complete sentences to text read aloud by identifying the main idea using limited key vocabulary
2. Communicates using simple sentences in speaking and writing
3. Follows 3 step directions
4. Writes and decodes CVC and some sight words
5. Answers comprehension questions to text heard
6. Responds to read alouds in simple sentences with teacher support (reading and writing)

### Borderline Intermediate Descriptors

1. Uses pictures to sequence a series of events from read alouds
2. Identifies main idea using simple phrases
3. Responds to read alouds with teacher support (reading and writing)
4. Relies heavily on sound/letter relationships and produces highly patterned oral and written text/speech
5. Writes letters of given sounds

### Borderline Basic Descriptors

1. Uses one word to communicate basic needs
2. Repeats high frequency words
3. Follows one step directions
4. Uses pictures to communicate understanding
5. Distinguishes between letters, numbers, and symbols

## Stage II

### Borderline Proficient Descriptors

1. Decode & comprehend grade level academic text using complex reading skills such as context clues, inferencing, & analyzing.
2. Fluent in a variety of writing genres at appropriate grade level with minimal support. (may have few errors)
3. Participate in academic & social discussions with complete sentences using academic vocabulary & minor grammatical errors.
4. Students are able to automatically (fluently) & independently use grammatically correct structures to respond (read, write) to academic & social settings.
5. Ask/answer questions academically & socially
6. Comprehension of academic text
7. Producing writing from variety of genres

### Borderline Intermediate Descriptors

1. Use simple sentence structures independently in both speaking & writing that contain some errors that minimally impede communications.
2. Not relying on patterned text, but using phonics skills to decode grade level appropriate text with support, and comprehension is achieved with support in writing & reading
3. Begin to add details in communication, some errors are present but main idea is identifiable.
4. Initiate & lead discussions in social & academic settings with grammatical instructional support (reading)
5. Producing grammatically correct, more complex sentences with instructional support (writing)
6. Answering academic questions (vs. asking and answering)
7. Decoding/demonstrating comprehension with some instructional support
8. Organizing with instructional support

### **Borderline Basic Descriptors**

1. Requires a lot of linguistic support, but are able to produce phrases & simple sentences with words & gestures - may not be grammatically correct.
2. Able to express ideas with drawings & phonetically spelled labels which may impeded meaning, but are generally on topic
3. They rely heavily on visual cues for reading, writing, listening, & speaking.
4. Able to communicate in simple sentences using basic vocabulary such as high frequency words, key words, & phrases with instructional support (reading, writing, oral)
5. Participate in conversations
6. Demonstrate 1:1 correlation between written & spoken word
7. Create writing with instructional support

### Stage III

#### Borderline Proficient Descriptors

1. Mostly expresses relationships (such as compare, contrast, cause and effect, describe, problem/solution, and sequence)
2. Apply understanding of academic content vocabulary
3. Control of most syntax semantics
4. Multi-step vs. two steps
5. Apply versus identify
6. Evidence of complex thinking
7. Write in multiple genres

#### Borderline Intermediate Descriptors

1. Two steps vs. single step
2. Identify
3. Literal thinking
4. Academic vocabulary
5. Identify and locate key ideas and information for the purpose of comprehending texts and presentations
6. Produce appropriate complete sentences in primarily literal contexts
7. Written summaries using conventions in basic tenses.
8. Compare concepts and facts heard
9. Distinguish between phonemes

#### Borderline Basic Descriptors

1. One step
2. Locate
3. Answers literal questions
4. Text-driven vocabulary
5. Recall and restate key words with pictures
6. Identify one or two details
7. Prints legibly (letters and numbers)

**Stage III Revised****Borderline Proficient Descriptors**

1. Mostly expresses relationships (such as compare, contrast, cause and effect, describe, problem/solution, and sequence)
2. Apply understanding of academic content vocabulary
3. Control of most syntax semantics
4. Multi-step vs. two steps
5. Apply versus identify
6. Evidence of complex thinking
7. Write in multiple genres
8. Paraphrase an implied or stated main idea
9. Independently use academic vocabulary.

**Borderline Intermediate Descriptors**

1. Two steps vs. single step
2. Identify
3. Literal thinking
4. Comprehend basic academic vocabulary
5. Identify and locate key ideas/main idea and information for the purpose of comprehending texts and presentations
6. Produce appropriate complete sentences in primarily literal contexts
7. Written summaries using conventions in basic tenses.
8. Compare concepts and facts heard
9. Distinguish between phonemes

**Borderline Basic Descriptors**

1. One step
2. Locate
3. Answers literal questions
4. Limited text-dependent vocabulary
5. Recall and restate key words with pictures
6. Identify one or two details
7. Segment multi-syllable words
8. Prints legibly (letters and numbers)

## Stage IV

### Borderline Proficient Descriptors

1. May continue to struggle with syntax
2. May continue to struggle with academic vocabulary
3. May continue to struggle with complex text analysis
4. Inconsistent use of English at a complex level (in all four domains)
5. Beginning to use grade-level skills regarding academic content
6. Increased academic vocabulary in all domains
7. Increased sophistication and elaboration in speaking and writing
8. Moving from concrete to abstract

### Borderline Intermediate Descriptors

1. Beginning to implement academic language in all domains
2. Developing skills for formulaic reading and writing
3. May apply parts of speech in conversation, reading, and writing
4. Writing for purpose (e.g., persuasive)
5. Apply reading comprehension strategies
6. Summarize main idea and supporting details from text
7. Implement decoding skills

### Borderline Basic Descriptors

1. Speak and write in phrases or complete sentences using a simple tense
2. Still acquiring high-frequency words
3. Still developing social and academic vocabulary
4. "Survival" English
5. Uses text features and visual cues to aid understanding

## Stage V

### Borderline Proficient Descriptors

1. Student can write **multiple paragraphs/essay**
2. Read **extended** text for purpose and answer questions: point of view, plot, content/academic vocabulary, and figurative language across disciplines
3. Speak using complete sentences in informal and/or formal situations
4. Listen to and follow multi-step directions and procedures
5. Can make accurate inferences
6. Apply conventions of writing

### Borderline Intermediate Descriptors

1. Student can write **one or more paragraphs**
2. Read fluently and apply reading strategies for **one or more paragraphs** and understand fact vs. opinion, fiction vs. nonfiction
3. Speak using complete sentences
4. Listen to multiple step directions and sequence events
5. Good command of writing conventions, though not always used accurately
6. Recognize figurative language (may not be able to tell meaning)

### Borderline Basic Descriptors

1. Student can write **2-3 connected sentences**
2. Decode and comprehend **basic words/sentences**
3. Listen and follow two-step directions
4. Communicate basic needs/functional communication skills
5. Restate key points

## **Appendix D.3: Instruction for the Performance Level Descriptor Refinement**



### **ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT (AZELLA) REFINEMENT OF PERFORMANCE LEVEL DESCRIPTORS (PLDs) STAGES I – V**



**MAY 6-8, 2013  
BLACK CANYON CONFERENCE CENTER  
PHOENIX, ARIZONA**

Revised March 19, 2013

### **Instructions to tables for refinement of the AZELLA PLDs:**

#### **Background**

The bullets are designated as highlighted PIs from the English Language Proficiency Standard, and several PIs may have been combined into single bullets. The bullet text and PI verbiage are usually not verbatim.

#### **Procedures**

1. The ELP standards must be available as a reference for this activity.
2. Review the bullets for each domain. Determine if any bullets should move from one performance level to another.
3. Since some bullets are a combination of PIs, it may be necessary to break apart the bullet to place the separate parts in different performance levels.
4. Note the bullet's beginning action verb. The verb, along with the rest of the text, may be changed and kept at the original performance level or moved to another. The verb form must remain consistent as third-person, present tense (e.g., "s," "es," "ies")
5. New bullets may be added if appropriate and necessary; however, removal of bullets is not recommended. All assessments must conform to the test blueprint, and although not all the bullets will be covered in the current assessment, over time, the future assessments will include all the performance indicators identified in the bullets.
6. Table Leaders will share their tables' recommendations, and Track Changes will be made to the existing document. The Track Changes will be necessary later to make adjustments to the narratives used for reports.

## Appendix D.4: Final Performance Level Descriptors after Refinement Process

### Arizona English Language Learner Assessment Threshold Performance Level Descriptors Stage I—Kindergarten

These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.

<p>Students scoring <b>Proficient</b> at this grade generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at this grade generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at this grade generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Produces and blends initial, medial, and final sounds in words with accurate pronunciation.</li> <li>○ Produces sentences with correct grammatical structures.</li> <li>○ Initiates conversations and responds to social interactions using complete sentences.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding phrases and sentences.</li> <li>○ Follows multiple-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using key words in complete sentences.</li> </ul> </li> <li>• <b>Pre-reading</b> <ul style="list-style-type: none"> <li>○ Sequences events in text read aloud.</li> <li>○ Reads high-frequency words.</li> <li>○ Identifies and manipulates initial, medial, and final sounds in words.</li> <li>○ Decodes common CVC words.</li> <li>○ Identifies/Describes character, setting, key events, details, or facts in text read aloud.</li> </ul> </li> <li>• <b>Pre-writing</b> <ul style="list-style-type: none"> <li>○ Writes simple declarative sentences with subject-verb agreement.</li> <li>○ Writes narratives using simple sentences,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Names ordinal numbers.</li> <li>○ Communicates basic needs using key words and phrases.</li> <li>○ Communicates by naming objects, people, and events.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding words.</li> <li>○ Follows 2-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using complete sentences.</li> <li>○ Counts the number of words in a spoken sentence.</li> <li>○ Uses pictures to sequence a series of events from read-alouds.</li> </ul> </li> <li>• <b>Pre-reading</b> <ul style="list-style-type: none"> <li>○ Sorts groups of pictures that begin with the same initial sounds.</li> <li>○ Sequences a set of pictures to retell a story or text read aloud.</li> <li>○ Identifies pictures that begin with the same initial sounds.</li> <li>○ Answers comprehension questions to text heard</li> <li>○ Identifies the setting of a story heard or read.</li> </ul> </li> <li>• <b>Pre-writing</b> <ul style="list-style-type: none"> <li>○ Applies letter-sound relationships to write</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Uses isolated words or strings of two to three words to communicate basic needs.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding phonemes.</li> <li>○ Follows 1-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using key words and phrases.</li> </ul> </li> <li>• <b>Pre-reading</b> <ul style="list-style-type: none"> <li>○ Recognizes and/or repeats high frequency words.</li> <li>○ Recognizes signs, symbols, labels, and captions within the environment.</li> <li>○ Distinguishes letters from numbers and symbols.</li> </ul> </li> <li>• <b>Pre-writing</b> <ul style="list-style-type: none"> <li>○ Writes letters of given sounds.</li> <li>○ Communicates ideas by drawing for a purpose.</li> <li>○ Adds details to drawing.</li> <li>○ Writes own first name correctly.</li> </ul> </li> </ul>

<p>sight words, CVC words, and developmental spelling.</p> <ul style="list-style-type: none"><li>○ Writes simple sentences with correct use of conventions (e.g., letter formation, spacing, capitalization, end punctuation).</li><li>○ Uses word order and subject-verb agreement in their writing.</li><li>○ Uses capital letters to write student's own first and last name.</li><li>○ Uses capital letters to begin sentences and proper nouns.</li><li>○ Uses the placing of spaces between words.</li><li>○ Writes lower case and upper case letters legibly and with correct formation.</li><li>○ Applies letter sound relationships to write simple CVC words and attempts more complex words.</li><li>○ Uses left to right directionality in writing.</li></ul>	<p>beginning sounds of words.</p> <ul style="list-style-type: none"><li>○ Draws pictures and uses experimental writing to express ideas.</li><li>○ Matches and names upper- and lowercase letters.</li></ul>	
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**Arizona English Language Learner Assessment Threshold Performance Level Descriptors  
Stage II—Grades 1 and 2**

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<b>Grades 1 and 2</b>	<b>Grades 1 and 2</b>	<b>Grades 1 and 2</b>
<p>Students scoring <b>Proficient</b> at these grade levels generally know the skills required at the “Intermediate” and “Basic” levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally know the skills required at the “Basic” level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Asks and responds to academic or social questions using complete detailed sentences.</li> <li>○ States multiple-step directions/commands that listener can follow.</li> <li>○ Generates and repeats sentences with accurate pronunciation, intonation, and stress.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between phonemes in the initial, medial, and final positions of words, phrases, and sentences.</li> <li>○ Summarizes main idea and supporting details from read-alouds in complete sentences.</li> <li>○ Sequences a series of events from read-alouds, presentations, and conversations using transition words/phrases in complete sentences.</li> <li>○ Follows multiple-step directions which include prepositions.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Alphabetizes a series of words to the first letter.</li> <li>○ Segments multi-syllable words into syllables.</li> <li>○ Reads multi-syllable words.</li> <li>○ Identifies base words that have been modified by inflectional endings.</li> <li>○ Reads irregular sight words, high-frequency words, and contractions fluently.</li> <li>○ Uses word order (syntax) and context to confirm decoding in a sentence.</li> <li>○ Locates facts and answers questions about grade-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Expresses personal needs using complete sentences.</li> <li>○ Asks and responds to social and academic questions in grade-level context using complete sentences.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between phonemes in the initial, medial, and final positions of words and phrases.</li> <li>○ Responds to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences.</li> <li>○ Responds to academic questions using key words and phrases.</li> <li>○ Follows multiple-step directions.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Locates and identifies title, author, and illustrator, title page, and table of contents.</li> <li>○ Segments one-syllable words with more than three sounds into phonemes.</li> <li>○ Identifies rhyming words in response to an oral prompt.</li> <li>○ Uses context to confirm decoding in a sentence.</li> <li>○ Identifies topic/main idea and key details from text.</li> <li>○ Identifies character, setting, and key events in a literary text.</li> <li>○ Segments one-syllable words with more than</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Repeats academic questions and responses (i.e., who, what, where, when).</li> <li>○ Asks and responds to social and academic questions using isolated words and phrases.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between phonemes in the initial, medial, and final positions of words.</li> <li>○ Sequences a series of events from read-alouds, presentations, and conversations using pictures and key words.</li> <li>○ Follows two- to three-step directions that are accompanied by visual cues.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Locates and identifies title, author, and illustrator.</li> <li>○ Distinguishes letters from numbers and symbols.</li> <li>○ Makes predictions based on cover, title, and illustrations.</li> <li>○ Identifies topic from text.</li> <li>○ Identifies signs, symbols, labels, and captions.</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ Copies high frequency words.</li> <li>○ Uses a capital for the pronoun “I” and</li> </ul> </li> </ul>

<p>level text.</p> <ul style="list-style-type: none"> <li>○ Predicts what might happen next in a text.</li> <li>○ Summarizes the main idea and details from a grade-level text.</li> <li>○ Identifies the purpose for reading a text.</li> <li>○ Identifies cause and effect in a text.</li> <li>○ Describes character, setting, and plot in a literary text.</li> <li>○ Identifies a variety of sources that may be used to answer specific questions.</li> <li>○ Locates specific information using organizational features.</li> <li>○ Interprets signs, symbols, labels, and captions.</li> </ul> <p>● <b>Writing</b></p> <ul style="list-style-type: none"> <li>○ Writes a narrative including main idea, characters, setting, and sequence of events that is grade-level appropriate.</li> <li>○ Writes a summary of key events or ideas from informational text.</li> <li>○ Creates expository text using simple sentences.</li> <li>○ Creates a variety of functional texts using complete sentences.</li> <li>○ Uses common spelling patterns, regular plurals, simple prefixes, suffixes, and regular inflectional endings to spell words.</li> <li>○ Spells high frequency words.</li> <li>○ Capitalizes proper nouns.</li> <li>○ Uses periods, question marks, exclamation points, commas for items in a series, and apostrophes.</li> <li>○ Uses verb tenses (i.e., simple-present, future; present and past progressive) in a variety of writing applications.</li> <li>○ Uses subject-verb agreement.</li> <li>○ Uses noun, adverbial, and/or prepositional phrases in sentences.</li> <li>○ Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications.</li> </ul>	<p>three sounds into phonemes.</p> <p>● <b>Writing</b></p> <ul style="list-style-type: none"> <li>○ Uses mechanics of writing to organize writing.</li> <li>○ Uses common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.</li> <li>○ Capitalizes the pronoun “I,” the first letter of the first word of a sentence, and proper nouns.</li> <li>○ Uses periods, question marks, and exclamation points.</li> <li>○ Uses verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications.</li> <li>○ Uses noun and/or prepositional phrases in sentences.</li> </ul>	<p>names.</p> <ul style="list-style-type: none"> <li>○ Uses verb tenses (i.e., simple-present and present progressive) in a variety of writing applications.</li> </ul>
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**Arizona English Language Learner Assessment Threshold Performance Level Descriptors  
Stage III—Grades 3, 4, and 5**

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<b>Grade 3, 4, and 5</b>	<b>Grades 3, 4, and 5</b>	<b>Grades 3, 4, and 5</b>
<p>Students scoring <b>Proficient</b> at these grade levels generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>○ <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Produces grade-appropriate complete sentences with academic/content vocabulary, accurate pronunciation, intonation, and stress.</li> <li>○ States multi-step directions using accurate, grade-appropriate academic/content vocabulary, and complete sentences.</li> <li>○ Asks and responds to grade-appropriate questions and statements, including makes comparisons, describes events, and agrees/disagrees with statements, expressing possibilities, using complete sentences.</li> <li>○ Relates personal experiences/stories using descriptive language, supporting details and/or examples in complete sentences.</li> </ul> </li> <li>○ <b>Listening</b> <ul style="list-style-type: none"> <li>○ Paraphrases and summarizes main ideas/concepts and supporting details from read-alouds (fiction and nonfiction).</li> <li>○ Sequences events from grade-level appropriate academic/content-area read-alouds and conversations.</li> <li>○ Responds to comprehension questions by describing relationships among ideas, events, and facts, such as problem/solution, compare/contrast, sequence, and cause and effect using academic vocabulary.</li> <li>○ Follows grade-appropriate academic/content area multi-step procedures containing “frequency” adverbs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Relates personal experiences/stories with one or two details in complete sentences.</li> <li>○ Asks and responds to grade-appropriate questions and statements, including literal questions (who, what, where, when, why, how, which, whose).</li> <li>○ States two-step directions using prepositions of location in complete sentences.</li> </ul> </li> <li>○ <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between phonemes in the initial, medial, and final positions of words and phrases.</li> <li>○ Identifies main ideas/concepts and supporting details from text read aloud (fiction and nonfiction).</li> <li>○ Follows multi-step directions/instructions containing prepositions.</li> <li>○ Responds to comprehension questions by comparing concepts and related facts using academic vocabulary</li> </ul> </li> <li>● <b>Reading</b> <ul style="list-style-type: none"> <li>○ Reads regularly spelled two-syllable and compound words.</li> <li>○ Identifies specific information by using the organizational features of a book or dictionary.</li> <li>○ Selects rhyming words in response to a prompt.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Speaking</b> <ul style="list-style-type: none"> <li>○ States one-step directions using complete sentences.</li> <li>○ Expresses one’s own needs and emotions in complete sentences.</li> </ul> </li> <li>● <b>Listening</b> <ul style="list-style-type: none"> <li>○ Uses pictures and key words to sequences events from text read aloud.</li> <li>○ Follows one or two-step directions/commands.</li> </ul> </li> <li>● <b>Reading</b> <ul style="list-style-type: none"> <li>○ Reads regularly spelled two-syllable and compound words.</li> <li>○ Identifies base words modified by common inflectional endings.</li> <li>○ Reads contractions.</li> <li>○ Alphabetizes a series of words.</li> <li>○ Answers literal questions about text.</li> <li>○ Predicts based on cover, title, illustrations and text.</li> <li>○ Identifies two to three details from text.</li> <li>○ Identifies content vocabulary.</li> <li>○ Locates information in reference materials.</li> </ul> </li> <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>○ Uses capitalization for the pronoun “I,” sentence beginnings, and proper nouns (names, days, months).</li> <li>○ Uses various subjects (singular/plural,</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Applies knowledge of affixes to words in context for decoding.</li> <li>○ Uses word order (syntax) to confirm decoding.</li> <li>○ Segments and decodes regularly spelled multi-syllabic and compound words.</li> <li>○ Applies knowledge of spelling pattern exceptions.</li> <li>○ Evaluates the usefulness of various print sources based on the organizational features for a given task.</li> <li>○ Summarizes the main idea and supporting details from grade-appropriate text that uses academic/content-area vocabulary.</li> <li>○ Describes, compares, and contrasts characters' traits, their motivations, the setting, and the plot of a fictional text.</li> <li>○ Describes the setting using key words from a fictional text.</li> <li>○ Compares and contrasts two settings within fictional text.</li> <li>○ Applies understanding of content vocabulary.</li> <li>○ Follows multi-step directions.</li> <li>○ Interprets information from functional documents and external text in nonfiction text for a specific purpose.</li> <li>○ Compares and contrasts two items within an expository text.</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ Writes narratives based on imagined or real events and includes characters, setting, sensory details, appropriate word choice, and logical sequencing to develop the plot using transitional words and varied sentence structures.</li> <li>○ Writes expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.</li> <li>○ Writes one or more persuasive paragraphs that</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Applies spelling rules for adding suffixes to base words for decoding.</li> <li>○ Recognizes and uses word order (syntax).</li> <li>○ Predicts what might happen next in a reading selection.</li> <li>○ Identifies the main idea and two to three details from text.</li> <li>○ Identifies the setting and the characters' traits within a fictional text.</li> <li>○ Identifies compare/contrast, sequential, and cause and effect signal words.</li> <li>○ Identifies the author's purpose for writing.</li> <li>○ Identifies the cause and effect relationship of two related events in a literary selection.</li> <li>○ Identifies the plot from a fictional text.</li> <li>○ Follows two-to-three step written directions to complete a task.</li> <li>○ Locates specific information from external text in nonfiction text for a specific purpose.</li> <li>○ Distinguishes fact from opinion in persuasive text.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ Writes a paragraph containing only key ideas and content vocabulary to summarize a text that may include graphics.</li> <li>○ Uses end punctuation for sentences, commas in a series, and apostrophes in contractions and singular possessives.</li> <li>○ Uses capitalization for titles, including book titles.</li> <li>○ Uses simple (present, past, future) and progressive (present, past) verb tenses.</li> <li>○ Spells simple grade-appropriate high frequency, common words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ common nouns, singular possessive nouns and pronouns</li> <li>○ Prints legibly numerals and upper and lower case letters of the alphabet.</li> </ul>
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<p>state a clear position with supporting details using persuasive vocabulary/strategies.</p> <ul style="list-style-type: none"><li>○ Spells multi-syllable, grade-appropriate academic words.</li><li>○ Uses semi-colons in a series, introductory clauses, dialogue, and direct address.</li><li>○ Uses subject-verb agreement in grade-appropriate sentences.</li><li>○ Uses capitalization for proper nouns (place names, dates, holidays, languages), book and poem titles, and abbreviations.</li><li>○ Uses quotation marks for dialogue and titles, colons in business letter salutations, and apostrophes in plural possessives.</li><li>○ Uses declarative, positive, negative, and interrogative construction forms in a variety of writing applications.</li><li>○ Uses future progressive verb tense.</li></ul>		
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**Arizona English Language Learner Assessment Threshold Performance Level Descriptors  
Stage IV—Grades 6, 7, and 8**

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<b>Grades 6, 7, and 8</b>	<b>Grades 6, 7, and 8</b>	<b>Grades 6, 7, and 8</b>
<p>Students scoring <b>Proficient</b> at these grade levels generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Produces grade-appropriate sentences using accurate pronunciation, intonation, and stress.</li> <li>○ Produces multi-syllabic words including those with common affixes using accurate pronunciation and stress.</li> <li>○ Participates in formal and informal conversation tasks using complete sentences.</li> <li>○ Shares an experience using descriptive language supported by details and examples using complete sentences.</li> <li>○ Makes predictions and inferences about grade-appropriate academic content using complete sentences.</li> <li>○ Issues a sequence of steps using grade-appropriate academic vocabulary.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between individual phonemes in minimal pairs, minimal phrases, and minimal sentences.</li> <li>○ Makes inferences and draws conclusions from grade-appropriate read-alouds and presentations.</li> <li>○ Sequences events from information presented in grade-appropriate read-alouds, presentations, and conversations.</li> <li>○ Completes all steps of multi-step directions.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Applies knowledge of word order (syntax) to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Participates in social conversations sharing personal information using complete sentences.</li> <li>○ Shares an experience using details and examples in complete sentences.</li> <li>○ Makes predictions about academic content using complete sentences.</li> <li>○ Gives multiple-step directions and instructions.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between individual phonemes (e.g., minimal pairs, minimal phrases, rhyming and non-rhyming words).</li> <li>○ Identifies main ideas and details from read-alouds and presentations.</li> <li>○ Follows multi-step instructions/directions, procedures, and processes which contain specific academic content vocabulary.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Locates specific information using organizational features.</li> <li>○ Alphabetizes a series of words.</li> <li>○ Applies knowledge of affixes to base words in context.</li> <li>○ Reads contractions.</li> <li>○ Summarizes main idea and supporting details from text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Produces beginning, middle, and final sounds in a word.</li> <li>○ Introduces others and expresses basic social conventions (i.e., greetings, farewells, courtesies) using complete sentences.</li> <li>○ Shares an experience using complete sentences.</li> <li>○ Gives two-step directions and instructions.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes phonemes in the initial, medial, and final positions of words.</li> <li>○ Follows multi-step instructions/directions which include prepositional phrases.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Alphabetizes a series of words to the third letter.</li> <li>○ Reads high frequency words.</li> <li>○ Makes predictions based on cover, title, illustrations, and text.</li> <li>○ Identifies author’s main purpose.</li> <li>○ Identifies major characters, settings, and plot within a fictional text.</li> <li>○ Relates illustrations to fictional text.</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ Writes phrases and/or sentences about real or imagined events, observations, or</li> </ul> </li> </ul>

<p>confirm decoding of text.</p> <ul style="list-style-type: none"> <li>○ Answers literal, inferential, and personal response questions about text.</li> <li>○ Summarizes main idea and supporting details from text using academic vocabulary.</li> <li>○ Determines author's stated and/or implied purpose using grade-appropriate text.</li> <li>○ Analyzes the literary elements (e.g., compare, contrast, and describe connections between two characters; analyze motivations of major and minor characters; analyze, compare, and contrast settings; and describe plot and its components) within a grade-appropriate fictional text.</li> <li>○ Applies understanding of content area vocabulary within math, science, and social studies text.</li> <li>○ Follows a set of written multi-step instructions to perform unfamiliar procedures and answer questions or solve problems in math, science, and social studies.</li> <li>○ Interprets information from external text within non-fiction text for a specific purpose.</li> <li>○ Compares and contrasts two items within an expository text.</li> <li>○ Distinguishes fact from opinion and bias in persuasive text by providing supporting evidence.</li> </ul> <p>• <b>Writing</b></p> <ul style="list-style-type: none"> <li>○ Writes one or more grade-appropriate narrative paragraphs that include an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate.</li> <li>○ Writes a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses the audience, stated purpose and context.</li> <li>○ Writes a formal letter that presents information purposefully and follows a conventional format.</li> <li>○ Writes one or more grade-appropriate persuasive paragraphs that state a clear position, convincing arguments, and relevant evidence.</li> <li>○ Uses common spelling patterns/generalizations and common spelling of homonyms, inflectional</li> </ul>	<ul style="list-style-type: none"> <li>○ Locates signal words that indicate sequential/chronological order, comparison/contrast, and cause/effect.</li> <li>○ Makes inferences and draws conclusions from information implied or inferred in literary text.</li> <li>○ Describes the literary elements (e.g., distinguish between major and minor characters; compare and contrast characters and settings; and identify plot and its components) within a fictional text.</li> <li>○ Locates information in reference sources for a specific purpose.</li> <li>○ Locates information from external text within non-fiction text for a specific purpose.</li> <li>○ Identifies fact from opinion in persuasive text.</li> <li>○ Identifies words used in persuasive texts to affect the reader.</li> <li>○ Answers who, what, where, when, why, which, and how questions about text.</li> </ul> <p>• <b>Writing</b></p> <ul style="list-style-type: none"> <li>○ Writes a narrative paragraph about real or imagined events, using a sequence of sentences including characters or setting.</li> <li>○ Writes a variety of functional text (e.g., instructions, directions) that addresses the audience, stated purpose and context.</li> <li>○ Writes friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context.</li> <li>○ Writes a persuasive paragraph using facts, ideas, and concepts to influence the reader.</li> <li>○ Uses common spellings of CVC, CCVC, CVCC words, r-controlled words, diphthongs, digraphs, and irregular plurals.</li> <li>○ Uses verb tenses (i.e., simple, progressive) in a variety of writing applications.</li> <li>○ Writes words and sentences using appropriate capitalization and punctuation.</li> </ul>	<p>memories.</p> <ul style="list-style-type: none"> <li>○ Uses verb tenses (i.e. simple present, simple past, simple future, present progressive) in a variety of writing applications.</li> <li>○ Uses subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.</li> <li>○ Uses noun phrases in sentences.</li> <li>○ Writes simple sentences to support a main idea.</li> </ul>
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<p>endings, prefixes, and suffixes.</p> <ul style="list-style-type: none"><li>○ Writes paragraphs using appropriate capitalization and punctuation.</li><li>○ Uses verb tenses (simple, progressive, perfect) in a variety of writing applications.</li><li>○ Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications.</li><li>○ Applies appropriate tools to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.</li><li>○ Identifies and corrects errors in conventions.</li><li>○ Integrates elements of effective writing including grade-appropriate sentence structure, word choice, smooth and effective transitions, and a conclusion that provides a sense of resolution.</li></ul>	<ul style="list-style-type: none"><li>○ Uses subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.</li><li>○ Uses noun, adverbial, and/or prepositional phrases in sentences.</li><li>○ Writes a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.</li></ul>	
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**Arizona English Language Learner Assessment Threshold Performance Level Descriptors  
Stage V—Grades 9, 10, 11, and 12**

**These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.**

<b>Grades 9-12</b>	<b>Grades 9-12</b>	<b>Grades 9-12</b>
<p>Students scoring <b>Proficient</b> at these grade levels generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Produces sentences with accurate pronunciation, intonation, and stress.</li> <li>○ Communicates using complete sentences in both formal and informal socio-functional settings.</li> <li>○ Asks and responds to academic questions (e.g. making comparisons, describing events, agreeing/disagreeing with others, etc.)</li> <li>○ Shares a personal experience/story with description language supported by details.</li> <li>○ Provides multi-step directions with specific details.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Makes inferences and draws conclusions using evidence from fiction and non-fiction read-alouds.</li> <li>○ Follows multiple step directions and procedures which include prepositional phrases.</li> <li>○ Offers and justifies opinions and ideas in response to questions and statements in academic discourse.</li> <li>○ Summarizing main ideas/concepts and supporting details from fiction and non-fiction read-alouds in complete sentences.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Demonstrates ability to comprehend by answering literal, inferential, prediction, and evaluation questions about text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Shares a personal experience/story supported by details and examples.</li> <li>○ Provides multi-step directions using sentences and phrases.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Sequences events from read-alouds, presentations, and conversations.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Demonstrates ability to decode using: <ul style="list-style-type: none"> <li>▪ knowledge of parts of speech.</li> <li>▪ functions of inflectional endings.</li> <li>▪ affixes.</li> <li>▪</li> </ul> </li> <li>○ Demonstrates ability to comprehend by: <ul style="list-style-type: none"> <li>▪ locating signal words that indicate comparison/contrast.</li> <li>▪ identifying author’s point or view.</li> <li>▪ drawing conclusions from information implied or inferred in a literary text.</li> <li>▪ identifying the conflict of a plot in a fictional text.</li> </ul> </li> <li>○ Identifies fact and opinion in persuasive text.</li> <li>○ Identifies words used in persuasive text to affect the reader.</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ Writes a narrative paragraph based on real or</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Expresses one’s needs and emotions in complete sentences.</li> <li>○ Asks and responds to academic questions.</li> <li>○ Shares a personal story in complete sentences.</li> <li>○ Provides two-step directions/instructions using simple sentences, key words, and phrases.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Responds to fiction and non-fiction read-alouds by identifying main ideas/concepts and supporting details.</li> <li>○ Follows multi-step directions/instructions which include prepositional phrases.</li> <li>○ Asks questions to clarify ideas.</li> <li>○ Responds in complete sentences to questions and statements in academic discussions by sharing one’s views on facts, ideas, and/or events.</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Locates and applies specific information by using organizational features.</li> <li>○ Reads high-frequency words.</li> <li>○ Applies knowledge of word order (i.e. syntax) to confirm decoding of text.</li> <li>○ Alphabetizes a series of words.</li> <li>○ Demonstrates ability to comprehend by:</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Demonstrates ability to comprehend by summarizing the main idea and supporting details.</li> <li>○ Determines the author's point of view and/or stated or implied purpose.</li> <li>○ Applies the understanding of content-area vocabulary.</li> <li>○ Describes the plot and its components (conflict, climax and resolution).</li> <li>○ Analyzes the motivations of the major and minor characters in a fictional text.</li> <li>○ Distinguishes fact from opinion and bias in persuasive text.</li> <li>○ Explains and/or interprets figurative language in a literary selection.</li> </ul> <p>• <b>Writing</b></p> <ul style="list-style-type: none"> <li>○ Writes one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting as appropriate.</li> <li>○ Writes an expository essay that includes an introduction with thesis, body paragraphs with supporting details, and a conclusion.</li> <li>○ Writes a process document that includes multiple step instructions with heading and sub-headings.</li> <li>○ Writes a persuasive text that states a position and supports/refutes opposing arguments.</li> <li>○ Uses commas in greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences and appositives.</li> <li>○ Identifies and applies conventions of standard written English by correctly using: <ul style="list-style-type: none"> <li>▪ quotation marks.</li> <li>▪ colons.</li> <li>▪ apostrophes to punctuate plural possessives.</li> <li>▪ verb tenses (perfect).</li> </ul> </li> <li>○ Develops engaging and focused text by including: <ul style="list-style-type: none"> <li>▪ an identifiable main idea/topic sentence and/or thesis statement.</li> <li>▪ figurative language to evoke clear images.</li> <li>▪ a variety of sentence structures (i.e. simple, compound, complex) for sentence</li> </ul> </li> </ul>	<p>imagined events that includes characters, plot, and setting.</p> <ul style="list-style-type: none"> <li>○ Writes an expository paragraph that includes a topic sentence, supporting details, and a conclusion.</li> <li>○ Writes a process document that includes multiple step instructions.</li> <li>○ Writes a persuasive paragraph, stating a position and supporting arguments with evidence.</li> <li>○ Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications.</li> <li>○ Identifies and applies conventions of standard English in written communications using noun, adverbial, and/or prepositional phrases.</li> <li>○ Develops engaging and focused text by including: <ul style="list-style-type: none"> <li>▪ an identifiable purpose for a specific audience.</li> <li>▪ an introduction to draw in the reader.</li> <li>▪ details to support the main idea/topic sentence.</li> <li>▪ transitions among sentences, paragraphs, and ideas.</li> <li>▪ an ending that provides a sense of resolution or closure.</li> <li>▪ precise vocabulary and descriptive phrases that convey the intended message.</li> </ul> </li> <li>○ Locates informational reference materials regarding research topics to complete a variety of writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ answering literal questions.</li> <li>▪ identifying the main idea and supporting details.</li> <li>▪ locating sequential/chronological signal words.</li> <li>▪ identifying author's main purpose.</li> <li>▪ identifying two events that related in a literary selection.</li> <li>▪ relating illustrations to fictional texts.</li> <li>▪ describing the setting and identifying the plot of a fictional text.</li> <li>▪ Identifying content-area vocabulary.</li> </ul> <ul style="list-style-type: none"> <li>○ Follows multi-step directions.</li> <li>○ Compares and contrasts two items within an expository text.</li> <li>○ Identifies words the author uses to create a visual image.</li> </ul> <p>• <b>Writing</b></p> <ul style="list-style-type: none"> <li>○ Writes sentences based on real and imagined events.</li> <li>○ Writes sentences based on facts or experiences.</li> <li>○ Writes a 2-3 sentence response that states a position/claim and supports the argument.</li> <li>○ Identifies and applies conventions of standard English in written communications using: <ul style="list-style-type: none"> <li>▪ correct spelling.</li> <li>▪ capitalization.</li> <li>▪ end punctuation.</li> <li>▪ commas in a series.</li> <li>▪ apostrophes to punctuate contractions and singular possessives.</li> <li>▪ noun phrases.</li> <li>▪ verb tense (simple and progressive).</li> <li>▪ subject-verb agreement.</li> </ul> </li> <li>○ Develops engaging and focused text by including: <ul style="list-style-type: none"> <li>▪ identifiable main idea.</li> </ul> </li> </ul>
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<p>fluency.</p> <ul style="list-style-type: none"><li>○ Locates and evaluates informational reference materials regarding research topics to complete a variety of writing tasks.</li></ul>		<ul style="list-style-type: none"><li>▪ details to support the main idea.</li><li>▪ an identifiable conclusion.</li><li>▪ vocabulary that conveys the intended message.</li></ul>
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## Appendix E: Standard Setting Script



### ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT (AZELLA) STANDARD SETTING SCRIPT FOR FACILITATORS STAGES I - V



**MAY 6-8, 2013  
BLACK CANYON CONFERENCE CENTER  
PHOENIX, ARIZONA**

#### **OVERVIEW OF STANDARD SETTING TASKS**

The standard setting for AZELLA will take place from May 6-8, 2013 at the Black Canyon Conference Center in Phoenix, Arizona. The Standard Setting will consist of the following activities. Each of these will be described in detail in this standard setting script which is intended for the standard setting facilitators.

#### **Pre-workshop (May 5, 2013)**

- Ensure arrival of materials/supplies

#### **Day 1 (May 6, 2013)**

- Table Leader Training
- Opening Remarks
- Overview of the Test and Standard Setting
- Review of Performance Level Descriptors and Scoring Rubric
- Review and discuss the test
- Borderline Student Descriptors Development
- Standard Setting Training
- Practice Round of Ratings
- Round 1 Ratings

#### **Day 2 (May 7, 2013)**

- Round 1 Feedback and Discussion
- Round 2 Ratings
- Round 2 Feedback and Discussion
- Round 3 Ratings
- Round 3 Feedback

#### **Day 3 (May 8, 2013)**

- Round 3.5 Domain Ratings
- Vertical Articulation
- Standard Setting Evaluation
- Performance Level Descriptor Refinement

<b>MAY 5, 2013</b>
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**5:00pm – 7:00pm Ensure arrival of materials/supplies**

- Take Inventory of Supply Box
- Take inventory of Facilitator Binder
- Take inventory of other materials
- Take inventory of participant folders (See Table 1)
- Check the room setup

<b>MAY 6, 2013</b>
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**6:30am – 7:30am Room Set-Up**

- Pick-up Facilitator Binder and meeting materials from Pearson Program Team office.
- Verify Set-Up of Room against room diagram in Facilitator Binder.
- Place seating cards at chair locations (Table leaders are in positions 1, 6, and 11)
  - Table 1: Participants 1-5
  - Table 2: Participants 6-10
  - Table 3: Participants 11-15
- Set up facilitator laptop and speakers
- Set up a projector
- Set out Pencils at every place
- Set out post-its, index cards and highlighters in the middle of tables
- Remove all pads of paper
- Have room locked
- Go to breakfast area

**7:30am – 8:00am Table Leader Training (Steve)****Materials:**

- **Participant Folder**
- **Table Leader PowerPoint Presentation**
- **Table Leader Handout**

Fifteen table leaders (three per committee) will be assigned by ADE prior to the standard setting meeting. Table leaders are experienced educators and may have had a previous role with the assessment. The primary role of the table leader is to monitor the group interaction, keep the group focused on the task at hand and keep time for the group. The table leaders will be given a copy of the 1) Agenda, 2) Table Leader PowerPoint Presentation, and 3) Table Leader Handout.

Pearson lead facilitator will explain to table leaders what their role will be in general and relative to each standard setting task. Table leaders should understand that they will be leading the discussions within their group. Therefore, they need to have a clear understanding of the process. Below are bulleted lists of role description and tasks that will be distributed to table leaders during the table leader training, which are also listed in the table leader information sheet.

Table Leader Role Description

- Facilitate discussion.
- Keep process on track.

- Vote as one of the table members.
- Monitor group discussion.
- Watch the clock and monitor time.
- Cut off discussion or diplomatically resolve differences between members when necessary.

Table Leader Specific Tasks:

- Before all rounds
  - a. Make sure participants put ID numbers on forms.
  - b. Check that participants complete readiness forms.
  - c. If someone puts a NO on readiness form, see if you can help explain. If participant is still unsure, inform Pearson facilitator.
  - d. Ensure that table members understand each activity.
  - e. Notify group leaders of any problems.
- After Round 1
  - f. Check that participants recorded page number correctly on Item Position Recording Sheets by comparing recorded page numbers to pages marked in booklets.
  - g. Collect all table members' recording sheets and give to Pearson facilitator.
- After Round 1 table level agreement data are shared
  - h. Ensure that all members participate in discussion and encourage all points of view.
  - i. Check that participants understand agreement data.
  - j. Check that participants mark highest and lowest item positions after table data are shared.
  - k. Lead discussion on what those items are measuring and whether a student who meets the minimum requirements should be able to answer them
- After Rounds 2 and 3
  - l. Ensure that all members participate in discussion and encourage all points of view.
  - m. Check that participants understand agreement data AND impact data
  - n. Check that participants mark highest and lowest item positions after table data and group data are shared
  - o. Lead a discussion on what those items are measuring and whether a target student who meets the minimum requirements should be able to answer them
- Before breaks and at end of day
  - p. Remind participants to leave all secure materials on the table
  - q. Remind participants to initial checkout materials sheet
  - r. Collect all materials and verify that all have been received
- After collection at the end of the day
  - s. Turn in all materials to Pearson facilitator
  - t. Participate in debriefing session with ADE (except last day)

**7:30-8:00 Breakfast**

### 8:00-8:30 Registration (Pearson Program Team)

Participants should check in with Pearson Program Team. Upon arrival, each participant will be given a folder with their ID number. Participants should write their names on the cover of the folder. See Table 1 for items included in Participant Folder.

Table 1: Materials Included in Participant Folder

Item	Location
Name Tent	Left pocket
Agenda	Left pocket
Non-disclosure Form for ADE	Left pocket
Non-disclosure Form for Pearson	Left pocket
Reimbursement Form	Left pocket
PowerPoint Training Presentation: General SS Session	Right pocket
Panelist Information Survey	Right pocket

As indicated on the sign-in sheets that are included in the facilitator binder, the master copies for ADE and Pearson staff are labeled as A-I as defined below in Table 2. The panelists receive numbered copies of materials from 1-15. Table 1 will receive materials 1-5; Table 2 receives materials 6-10; Table 3 receives materials 11-15.

Table 2: Master Copies of Secure Materials

A	Pearson: Steve Fitzpatrick
B	Pearson: Hiro Fukuhara
C	ADE: Marlene
D	ADE: Irene
E	ADE: Charlie
F	ADE: Lee
G - I	ADE

### 8:30-9:00 Opening Remarks – ADE and Pearson (Leila and Steve)

- Welcome and Why You Are Here
- Review of Agenda
- Security Forms/Non-disclosure forms (Erica)
- Reimbursement forms (Erica)

ADE formally welcomes participants and explains the purpose of the standard setting meeting.

Pearson lead facilitator introduces the Pearson staff involved and their role in the standard setting meeting. Go over the agenda and the security forms and administrative tasks. Emphasize that the secure materials are based on operational items and security is of paramount importance throughout the standard setting process.

**9:00-9:15 Overview of the Tests (Marlene)**

- History
- Purposes

ADE staff gives a brief overview of the AZELLA test; provide historical background of the test, purposes of the test, and implementation of the AZELLA test. Introduce key concepts of the test, the test blueprint, scoring rubric etc. Also mention that participants from Stages III through V will be asked to return on June 28<sup>th</sup> to review the cut scores in relation to performance on the AIMS tests.

**9:15-9:30 Overview of Standard Setting (Steve)**

- Purpose
- Bookmark Standard Setting Procedure

The Pearson lead facilitator goes over the PowerPoint slides for the overview of standard setting. Present the purposes of standard setting, definitions of content standards and performance standards, and definition of the borderline students. Pearson RS also briefly introduces the Bookmark Procedure.

*Pearson staff should collect the signed non-disclosure forms before participants break.*

**9:30-9:45 BREAK to Move to Break-out Rooms****9:45-10:00 Committee Introductions                      Panelists Turn Phones Off**

- Make sure everyone is in the correct room.
- Introduce yourself and give some background.
- Have the panelists introduce themselves
- Instruct the panelists to complete the background questionnaire

Once everyone is settled in the room, the participants are asked to introduce themselves and provide some information about their professional experience. Participants may share the following:

- Name.
- Where are you from?
- How long you have been in your current position/field?
- What educational roles you have fulfilled?
- Have you participated in a standard setting before?
- Tell us something interesting about yourself.

Remind the participants to write their names on their folders if they have not done so already. A review of the agenda for the rest of the day is provided in order for participants to develop a perspective of what is to be accomplished and the pace at which the meetings should proceed. Note that we might deviate from the time allotments on the agenda if we feel a topic requires additional discussion.

**Important Note:** Make sure the panelists have completed the background questionnaire. Collect them and have them ready to be picked up before starting the review of the PLDs.

## 10:00-10:15 Review of Performance Level Descriptors

### Important Note

- Hand out **PLDs**
- Hand out **Scoring Rubrics**

Distribute the PLDs and the scoring rubric. Allow time for the panelists to review them but do not begin the in-depth discussion that leads to the development of the borderline student descriptors. Tell them that they are going to review the test. Then they will discuss the PLDs, scoring rubric.

## 10:15-11:15 Take the Test

- **Take Test**
- **Score Test**

### Important Notes

- Have panelist sign the Security Material Sign-out/Sign-in Sheet
- Hand out Test Booklets and Administrator Manual
- Hand out the answer recording sheet
- Verify that each panelist writes his/her ID number on the test and answer recording sheet
- This is an individual, independent activity (no discussion)
- Play the listening portion of the test first. Then let the panelists work through Reading and Writing at their own pace, then play the speaking portion.
- After the Speaking portion is complete, give them the scoring key

In order for participants to gain an appreciation of the assessment experience and the instrument's degree of difficulty, participants are asked to look through the operational test. Participants will spend approximately 60-75 minutes taking the operational test. Participants should work independently so that the testing experience is as similar to a live administration as possible.

Begin by playing the Listening portion of the test. Once that is complete have the panelists work through the Reading and Writing sections of the test. Once they finish the Reading and Writing sections they can take a break until everyone is finished. At that time, bring the panelists back to the room and play the Speaking section of the test.

Ask the panelists to score their own responses using the scoring key provided after they complete the test and the additional items. The scoring key will be provided after the participants finish the assessment. If participants finish earlier than the group, they may take a break, but remind them to stay close to the room because as soon as all participants have completed the test, a group discussion will take place. The group discussion should start no later than 11:30.

## 11:15-12:00 Discuss the Test

### Important Note

Hand out **Scoring Rubrics and answer key**

Spend some time discussing the overall test experience. Ask questions such as:

1. What are your general impressions about the test?
2. Did the test generally cover the depth and breadth of the content standards?
3. Does the test generally have a range of item difficulties (e.g., easier items, moderate items, difficult items)?

Although some discussion about individual test items is normal, focus participants away from prolonged debate about the quality or appropriateness of the items. Ask participants to record any comments about the test items on the index cards provided and they will be passed on to ADE.

## 12:00-12:45 LUNCH

- Inform panelists of the location of lunch.
- Remind them when to return.
- Have them place all material in a pile at their seating location.
- Do not leave your room until it is locked. Get Pearson Program team/Security to lock the rooms.
- Have door unlocked at 12:40 and then remain in room.

## 12:45-2:30 Borderline Student Descriptors Development

- **Discuss knowledge, skills, and abilities (KSAs) for each performance level**
- **Define the distinguishing characteristics of borderline student performance**

Careful notes need to be taken during the performance level descriptors discussions. The participants will be split into three groups/tables, with five people per table. **One member per table should be appointed as note taker.**

Next, panelists will be familiarized with the performance level descriptors. To familiarize panelists with the performance level descriptors and to help foster a shared understanding of them, the Pearson facilitator will distribute a document listing the four performance level descriptors and then use this document to work with panelists to help summarize these descriptors. The goal will be to help all panelists develop and share a strong, common understanding of each performance level with specific emphasis on the way those performance level descriptions relate to the relevant content and stage level of the AZELLA test.

The tests at Stages II through V cover multiple grade levels. The panelists should be aware of the grades covered by their Stage. The panelists may bring up the question about why performance levels are being set by Stage rather than grade. If this occurs they should be told that the English Language Proficiency Standards were developed by Stage and do not contain any grade specific distinctions.

Panelists will be asked to identify the main topics and skill sets addressed by the PLDs and to identify the three to four key characteristics that distinguish **performance at a given level** from that of adjacent performance levels for each

topic or skill set. Panelists will conduct these tasks first in small group discussions at their table and then in a single large group.

After panelists have a good understanding of the distinguishing characteristics between the levels of performance based on the PLDs, they will work on identifying three characteristics that most distinguish students that are at the **borderline of each performance level**. They will start with the borderline between "Proficient" vs. "Intermediate" Within each table group, panelists will be asked to identify three characteristics or behaviors that most distinguish students that are at the borderline of "Proficient" from the top of "Intermediate." Each table group will record their responses on a flip chart. They will repeat the same activity to distinguish three characteristics that differentiate between "Intermediate" vs. "Basic" and for "Basic" vs. "Pre-emergent/Emergent". Once the table groups have completed this task, they will reconvene as a single large group. Each table will present their distinguishing characteristics and the facilitator will lead a discussion of the commonalities and differences across the table groups. The facilitator will capture the discussion on the group flip chart.

Have the panelists place all of their materials in a pile at their seating location before taking a break.

### **2:30-2:45 BREAK to Move to General Session Room**

- Facilitators type up borderline student descriptors and have the RA print them

### **2:45-3:15 Standard Setting Training (Steve)**

Pearson lead facilitator introduces the Bookmark procedure. Provide a review of the Bookmark procedure for the participants. Instruct participants to consider five tools when placing their bookmark; 1) the Arizona ELP content standards, 2) the borderline student PLDs, 3) the items, 4) score point exemplars on open-ended items, and 5) the KSAs they developed. A formal PowerPoint presentation will be provided.

### **3:15-3:20 BREAK to Move to Breakout Room**

#### **3:20-3:35 Reiterate Key Slides from Training and Practice Round**

- **Bookmark Procedure**
- **Ordered Item Booklet**
- **Item Map**
- **Practice Ordered Item Booklet**
- **Practice OIB Item Map**
- **Ratings Forms**

A practice ordered item booklet will be distributed by the facilitator. This allows participants to practice the procedure without feeling the pressure of reviewing real items. Using these items, the panelist will place the "Proficient" bookmark on the Practice OIB. Participants may discuss with their table group.

#### Important Note

- Hand out **Practice Item Map**
- Hand out **Practice OIB**
- Hand out **Practice Page Number Recording Sheet**

### **3:35-5:00 Round 1 Standard Setting**

- **Readiness Check**
- **Round 1 Ratings**
- **Materials Collection**

#### Important Notes

- Hand out **Readiness Form**
- Hand out **Item Map**
- Hand out **Page Number Recording Sheet**
- Hand out **Ordered Item Booklet**
- Hand out **Passage Book**
- Hand out **Score Point Exemplar Response Booklet**
- Verify ID numbers match (sign-out)

The facilitator will provide a short summary of the standard setting procedure discussed during the general session.

While distributing the standard setting materials, explain to the panelists that there are more items in the OIB than on the test they took. The items from Form B that don't appear on Form A are included. We prefer to have more items than are on a single form for standard setting so we are including all operational items from both forms in the process.

Hand out the score points exemplars booklets. Tell the panelists that there are examples of each score point for each multiple point item in the booklet. Explain to them that these items appear one time for each score point greater than zero in the OIB.

When no more questions are asked, and after all participants complete the two readiness questions, Round 1 will begin. Once participants demonstrate that they understand how to place their bookmarks through the check set, ask participants to make their Round 1 cuts. Remind participants that this is an individual activity. Check with the table leaders that everyone is ready for Round 1. Each participant should place the "Proficient" bookmark first followed by "Intermediate" and "Basic."

When finished, the table leader will collect and verify that all materials are received. The facilitator checks all secure materials with the participant and have him/her sign the Secure Material Sign-out/Sign-in Sheet. Participants will be reminded that the meeting will resume the next morning at 8:00 (with breakfast starting at 7:30).

**Important Notes****When a panelist completes Round 1**

- Collect Page Number Recording Sheets (group them by table).
- Spot check Page Number Recording Sheet.
- Place Page Number Recording Sheet in designated folder and give to RA once all sheets are collected.

**Collect (and Sign-In) All Other Secure Materials (Use Secure Material Sign-In Sheet)**

- Ordered Item Booklet
- Item Map
- Test Booklet
- Answer Key
- Answer Recording Sheet
- Score Point Exemplar Booklet
- Scoring Rubrics
- Any notes

**Have panelists sign the Secure Material Sign-out/Sign-in Sheet****Closing the room**

- Have Pearson Program Team collect the security materials
- Prepare room for the next day
- Get Program Team/Security to lock the room.

**5:00-5:30 Table Leaders Debrief**

The table leaders will meet with ADE and Pearson staff to discuss the activities of the day.

RA will conduct analysis of round one data. Pearson and ADE will discuss the results.

**5:30-6:00 ADE, Pearson, WestEd Debrief****END OF DAY 1**

**DAY 2 – MAY 7, 2013****7:00–7:30 Room Set-Up**

- Place **all** materials and supplies on the table where the panelists were sitting from the day before.
- Set up projector and computer.
- Load the Excel feedback files onto your computer.

**7:30-8:00 Breakfast****8:00-9:00 Round 1 feedback and discussion**

- **Discussion of rating frequency**
- **Discussion of recommended cuts**
- **Handouts**
  1. **Rating Sheets**
  2. **Item Means (Item Performance Data)**
  3. **Table Level Median OIB Page Number Cut**

**Important Notes**

- Go over agenda for the day.
- Have panelists sign Secure Material Sign-out/Sign-in Sheet
- Hand out Page Number Recording Sheet.
- Hand out Item Maps.
- Hand out table level stats and graphs to corresponding tables.
- Hand out item means.
- Round 1 Results
  - Review OIB page number cut graphs and tables.
  - Have the committee members find themselves on the graph.
- Discussions will occur within each table (the entire committee will have the opportunity to discuss Round 2 results before Round 3 ratings).
  - Discuss obvious distributions, grouping and/or overlapping.

Start the Round 1 feedback discussion. For each table, an OIB page number cut feedback document will be provided. This document will indicate the OIB page number cuts for each participant based on the Round 1 ratings in addition to the median OIB page number cut at each level for that table. In reviewing the OIB page number cut report participants will be asked to think about the following:

- How similar are their OIB page number cuts to that of the group (i.e., is a given participant more lenient or stringent than the other participants)?
- If so, why is this the case?
- Do participants have different conceptualization of the borderline students?

Participants will be told the following: "The feedback we just handed out provides the OIB page number cuts for each proficiency level by each participant in your table. The maximum, minimum, and median of the OIB page number cuts are also provided."

- The median is the middle value of the OIB page number cuts from all participants at your table.
- Maximum is the highest value of the OIB page number cuts from all participants at your table.

- Minimum is the lowest value of the OIB page number cuts from all participants at your table.

Inform participants that we do not intend for them to come to consensus on their OIB page number cut judgments, but we do want them to discuss differences to get a feel for why differences exist. Let them know that we want them to try to better understand the reasons for the differences. Are there underlying differences in what the participants believe these borderline students can /can not do? Do they implement different procedures to assign ratings?

Ask the participants to discuss their "Proficient" ratings first, then move to "Intermediate," and finally the "Basic" ratings. The table leader generally facilitates discussion within the table, but the facilitator will float among the tables to observe discussion and answer questions.

After discussion of table agreement data, distribute the item means handout to each table. Explain that the item means are the percent of students who answered the item correctly for MC items and the average score for multiple category items. The item means are based on all the ELL students who took the test in spring 2013, not just the borderline students at "Proficient," "Basic," and "Intermediate." Explain that the participants should use the item means to check their estimates of how difficult an item is. Participants are allowed a bit of time to discuss this, and then Round 2 will follow.

### **9:00-9:30 Round 2 Standard Setting**

- **Readiness Check**
- **Round 2 Ratings**

Participants will be reminded that data are intended to inform, but not dictate their item ratings. When participants indicate that they understand the data they have been provided, have them fill out the readiness survey. When everyone answers "yes" to the Round 2 questions on the readiness survey, participants can start working on their round 2 ratings.

### **Important Notes**

#### **When a panelist completes Round 2**

- Collect Page Number Recording Sheets (group them by table).
- Spot check Page Number Recording Sheet.

#### **When all have completed Round 2 ratings**

- Place in designated folder and give to RA.

Panelists may leave the room once they complete their ratings.

### **9:30-10:00 BREAK**

Over break, Pearson staff members enter data for Round 2 and generate feedback reports.

**10:00-10:45****Round 2 Test Level Feedback and Discussion**

- **Group discussion of recommended test level cut scores**
- **Group discussion of test level impact data**
- **Handouts**
  - 1. Table Agreement Data – total test**
  - 2. Group Agreement Data – total test**
  - 3. Impact Data – total test**

Feedback similar to the report provided after Round 1 is handed out first. For each table, an OIB page number cut summary document will be provided. This document will provide the median, minimum, and maximum OIB page number cut at each level for that table.

In addition, participants will be provided the median, maximum, and minimum OIB page number cuts for the committee (across tables). The facilitator leads the discussion with all tables combined. Point out the differences and similarities across tables. Remind the participants that consensus is not required.

Finally, participants will be provided a graphical display of the impact data using the median OIB page number cut for all students.

The impact data graphic representation provides participants with information on what percentages of students are at each performance level for the populations of interest (all students, female/male, Hispanic/Non-Hispanic, FEP/ELL, and race: White, Black, Native American, Asian, Hawaiian/Pacific Islander, Multiple Race).

Participants will be given time to discuss, within the Group, the appropriateness of the group level OIB page number cuts given the proportion of students that would fall in each level. Let participants know that they should make these decisions based on what they know about students in the state, the requirements of the test, and the standards. Recommendations:

- Do not change OIB page number cuts based solely on how you believe the impact data will be perceived. Think about whether the percentages represented by the impact data are an accurate reflection of how students currently should be distributed given the proficiency level descriptions and the content/skills measured by the test. Try to balance your concerns on what you believe to be appropriate given the content of the test and what others (in the state) will regard as acceptable.
- If you do not believe the proportion of students falling in each level is appropriate do not arbitrarily modify OIB page number cuts in an attempt to increase or decrease the percent of students in a given level. You have already given the items and OIB page number cuts, as well as conceptualization of the borderline students, a lot of thought, so don't throw that all away.
- How does a participant modify OIB page number cuts to influence proportion of students in a given level?

**10:45-11:45 Round 2 Domain Level Feedback and Discussion**

- **Group discussion of recommended domain level cut scores**
- **Group discussion of domain level impact data**
- **Handouts**
  - 1. Reading OIB**
  - 2. Writing OIB**
  - 3. Impact Data – Reading**
  - 4. Impact data - Writing**

Explain to the participants that students will have to pass both the Reading and Writing sections of the test to meet the overall proficiency requirement. Tell them that they will now review the reading and writing items apart from the rest of the test. They will look at Reading first followed by Writing. Distribute the READING OIB and tell the participants that we have identified the “bookmark” (page number) that represents the cut point for the Proficient level in Reading based on their round two ratings for the overall test. If the participants ask how that was done, tell them that the mathematical model we use to scale and score the tests places all the items on a common scale. We identify the point on the scale that corresponds to the overall cut and then map that same point onto the set of reading and writing items.

Explain that the Reading OIB contains the same reading items that are in the OIB that they have been working with for the entire test. But now they are going to focus on Reading only.

Once all participants have the reading OIB tell them the page number that represents the current cut point for proficiency in Reading. (There will be no individual level cut score feedback given for the Reading and Writing domains.)

Give the participants time to read through the domain OIB and locate the page that represents the current cut point. Tell them to read through the items and consider the requirements of the item and whether or not a proficient student should be successful on the item. Tell them that they will have an opportunity to recommend a different page number cut for the domain after they do their round three rating on the overall test, but for now they should just review the items in the area of the current cut page and form an impression of its appropriateness.

After the participants have reviewed the domain OIB and appear ready to move on, present the graphical displays of the impact data using the current domain OIB page number cut.

Allow time for discussion of the overall domain impact data and the impact data by subgroup.

**11:45-1:00 LUNCH**

- Inform panelists of the location of lunch.
- Remind them when to return.
- Have them place all material in a pile at their seating location.
- Do not leave your room until it is locked. Get Pearson Program team/Security to lock the rooms.
- Have door unlocked at 12:50 and then remain in room.

**1:00-2:00 Round 2 Domain Level Feedback and Discussion continued**

- **Group discussion of recommended domain level cut scores**
- **Group discussion of domain level impact data**
- **Handouts**
  - 5. Reading OIB**
  - 6. Writing OIB**
  - 7. Impact Data – Reading**
  - 8. Impact data - Writing**

Welcome the participant back from lunch and distribute the WRITING OIB. Tell the participants that we have identified the “bookmark” (page number) that represents the cut point for the Proficient level in Writing based on their round two ratings for the overall test just as we did for Reading.

Explain that the Writing OIB contains the same writing items that are in the OIB that they have been working with for the entire test. But now they are going to focus on Writing only.

Once all participants have the Writing OIB tell them the page number that represents the current cut point for proficiency in Writing. (There will be no individual level cut score feedback given for the Reading and Writing domains.)

Give the participants time to read through the domain OIB and locate the page that represents the current cut point. Tell them to read through the items and consider the requirements of the item and whether or not a proficient student should be successful on the item. Tell them that they will have an opportunity to recommend a different page number cut for the domain after they do their round three rating on the overall test, but for now they should just review the items in the area of the current cut page and form an impression of its appropriateness.

After the participants have reviewed the domain OIB and appear ready to move on, present the graphical displays of the impact data using the current domain OIB page number cut.

Allow time for discussion of the overall domain impact data and the impact data by subgroup.

After the participants have completed their discussions of Writing, tell them they are now going to again focus on the overall test and make their round three ratings. Display and review the page cut information and impact data for the total test. Allow time for the participants to have further discussion of the Round 2 total test results.

After participants have completed their discussions and indicate that they understand the impact data and the other data associated with Round 2, they will respond to the readiness survey. When participants answer “yes” to all of these questions, they will make their Round 3 Ratings.

### **2:00-2:30 Round 3 Standard Setting**

- **Readiness Check**
- **Round 3 Ratings**

Check with the table leaders that everyone is ready for Round 3. Each participant should place the "Proficient" bookmark first followed by "Intermediate" and "Basic". Remind participants that the rating is always an independent activity. Collect the Rating Sheets as participants complete them.

Tell the panelists that they should not try to change the cut points on the Reading and Writing domains by moving their bookmark during Round 3 for the total test. They should focus on the test as a whole and base their judgments on the PLDs, borderline descriptors, and the feedback for the test from the first two rounds. They will have an opportunity to revise the cut points for Reading and Writing after Round 3.

### **Important Notes**

#### **When a panelist completes Round 3**

- Collect Rating Sheets (group them by table)
- Spot check Rating Sheet

#### **When all have completed Round 3 ratings**

- Place in designated folder and give to RA

**Panelists may leave the room after making their ratings.**

**Remind them when to return.**

### **2:30-3:00 Break**

RA will do analysis of Round 3 ratings

### **3:00-4:00 Present Round 3 Results – Total Test and Domains**

- **Group Agreement Data – total test**
- **Impact Data – total test**
- **Impact Data – Reading**
- **Impact Data – Writing**

No handouts. Present results on screen only.

Feedback similar to the report provided after Rounds 1 and 2 is presented. Participants will be provided the median, maximum, and minimum OIB page number cuts for the committee (across tables). Participants are then presented a graphical display of the impact data using the median OIB page number cut for all students.

The impact data graphic representation provides participants with information on what percentages of students are at each performance level for the populations of interest (all students, female/male, Hispanic/Non-Hispanic, FEP/ELL, and race: White, Black, Native American, Asian, Hawaiian/Pacific Islander, and Multiple Race).

Similar Impact data for the total test and the Reading and Writing domains will be presented.

When finished, the table leader will collect and verify that all materials are received. The facilitator checks all secure materials with the participant and have him/her sign the Secure Material Sign-out/Sign-in Sheet. Participants will be reminded that the meeting will resume the next morning at 8:00 (with breakfast starting at 7:30).

### **Collect (and Sign-In) All Other Secure Materials (Use Secure Material Sign-In Sheet)**

- Ordered Item Booklet
- Item Map
- Reading Ordered Item Book
- Writing Ordered Item Book
- Test Booklet
- Answer Key
- Answer Recording Sheet
- Any notes

### **Have panelists sign the Secure Material Sign-out/Sign-in Sheet**

#### **Closing the room**

- Have Pearson Program Team to collect the security materials
- Prepare room for the next day
- Get Program Team/Security to lock the room.

### **4:00-4:30 Table Leaders Debrief**

The table leaders will meet with ADE and Pearson staff to discuss the activities of the day.

RA will conduct analysis of round three data. Pearson and ADE will discuss the results.

### **4:30-5:00 ADE, Pearson, WestEd Debrief**

### **END OF DAY 2**

**DAY 3 – MAY 8, 2013****7:00– 7:30 Room Set-Up**

- Place the Reading and Writing domain materials and supplies on the table where the panelists were sitting from the day before.
- Set up projector and computer.
- Load the excel workbooks onto your computer.

**7:30-8:00 Breakfast****8:00-8:30 Review of Total Test and Domain Feedback from Round 3****Important Notes**

- Go over agenda for the day.
- Have panelists sign Secure Material Sign-out/Sign-in Sheet
- Display Round 3 Results for Test and Domains

Welcome the participants to day three. Tell them that they will have an opportunity to modify the Reading and Writing proficiency cuts that they reviewed yesterday. Explain that they will use the same procedure that they used to place their bookmark for the total test, but they will now focus on Reading and Writing.

Review the Round 3 results for the total test and the Reading and Writing domains and allow time for discussion.

**8:30-9:00 Round 3.5 Standard Setting - Reading**

- **Readiness Check**
- **Round 3.5 Reading Ratings**
- **Materials Collection**

**Important Notes**

- Hand out **Reading Readiness Form**
- Hand out **Reading Item Map**
- Hand out **Domain Page Number Recording Sheet**
- Hand out **Reading Ordered Item Booklet**
- Verify ID numbers match (sign-out)

Display the impact data for reading and allow the participants time for discussion.

Remind the participants that data are intended to inform, but not dictate their item ratings. When participants indicate that they understand the data they have been provided, have them fill out the readiness survey. When everyone answers "yes" to the Round 3.5 reading questions on the readiness survey, participants can start working on their round 3.5 reading ratings.

**Important Notes****When a panelist completes reading Round 3.5**

- Collect Page Number Recording Sheets.
- Spot check Page Number Recording Sheet.

**When all have completed Round 3.5 reading ratings**

- Place in designated folder and give to RA.
- Collect Reading Ordered Item Books

Panelists may leave the room after they complete their ratings. Remind them to return to the room at 9:00 for Writing.

**9:00-9:30 Round 3.5 Standard Setting - Writing****Important Notes**

- Hand out **Writing Readiness Form**
- Hand out **Writing Item Map**
- Hand out **Domain Page Number Recording Sheet**
- Hand out **Writing Ordered Item Booklet**
- Verify ID numbers match (sign-out)

Display the impact data for Writing and allow the participants time for discussion.

Remind the participants that data are intended to inform, but not dictate their item ratings. When participants indicate that they understand the data they have been provided, have them fill out the readiness survey. When everyone answers "yes" to the Round 3.5 reading questions on the readiness survey, participants can start working on their round 3.5 Writing ratings.

**Important Notes****When a panelist completes Writing Round 3.5**

- Collect Page Number Recording Sheets.
- Spot check Page Number Recording Sheet.

**When all have completed Round 3.5 Writing ratings**

- Place in designated folder and give to RA.

Panelists may leave the room after they complete their ratings.

**9:30-10:00 Break**

RAs will conduct Reading and Writing analyses

**10:00-10:30 Round 3.5 Reading and Writing Results**

Feedback similar to that provided after previous rounds presented. Participants will be provided the median, maximum, and minimum OIB page number cuts for the committee (across tables) for Reading and Writing. Participants are then presented a graphical display of the impact data using the median OIB page number cut for each domain.

The impact data graphic representation provides participants with information on what percentages of students are at each performance level for the populations of interest (all students, female/male, Hispanic/Non-Hispanic, FEP/ELL, and race: White, Black, Native American, Asian, Hawaiian/Pacific Islander, and Multiple Race).

After presenting the Reading and Writing results tell the panelists to move to the general session room. Vertical Articulation will occur after a short break. Tell them to meet back in the general session room at 10:45.

**10:30-10:45 Break - Move to General Session Room****10:45-12:00 Vertical Articulation**

Vertical articulation will start at 11:00. Participants will review results from all stages for the total test and the Reading and Writing domains. For about an hour and then break for lunch. They will return after lunch to make any desired modification to the cut points.

**12:00-1:00 LUNCH****1:00-2:30 Vertical Articulation Continued (Steve)**

10:45-12:00	Vertical Articulation (Move to General Session Room) <ul style="list-style-type: none"> <li>▪ Present the results of each panel</li> <li>▪ Group discussion of results for stages I-V</li> <li>▪ Panelists make suggestions for revisions of cuts for stages I-V</li> </ul>
12:00-1:00	BREAK
1:00-2:00	Present impact data and discuss revisions made to cuts (all stages) Make final revision to cuts (all stages) Present final results
2:00-2:30	Vertical Articulation Closure (Materials Collection)

ADE will debrief with full committee and providing closing remarks after Vertical Articulation.

**Important Notes****Collect Secure Materials (to be picked up)**

- Item Map
- Page Number Recording Sheet
- Ordered Item Booklet
- Answer Key
- Answer Recording Sheet

- Item Means
- Borderline Student Descriptors
- Any feedback data (charts and graphs provided after Rounds 1-3)
- Any notes

Participants will return to their breakout rooms for PLD refinement. Prior to the PLD discussions the participants will complete the standard setting evaluation survey.

### **2:30-3:30 PLD Refinement Discussion**

Distribute the evaluation surveys. Allow about 15 minutes for the participants to respond and then collect the surveys.

The Facilitator presents instruction for refining PLDs. Panelists will be asked to discuss the definitions within each performance level, particularly with respect to the items immediately on either side of each bookmark and propose any final edits to the Borderline Student Descriptors that might be made to more clearly reflect the primary skill and knowledge attributes of students classified in each performance level. Discussion will take place within table groups and the table leader will take notes on the recommended changes.

### **Distribute the handout on Refinement of PLDs**

#### **Background**

- The bullets are designated as highlighted PIs from the English Language Proficiency Standard, and several PIs may have been combined into single bullets. The bullet text and PI verbiage are usually not verbatim.

#### **Procedures**

7. The ELP standards must be available as a reference for this activity.
8. Review the bullets for each domain. Determine if any bullets should move from one performance level to another.
9. Since some bullets are a combination of PIs, it may be necessary to break apart the bullet to place the separate parts in different performance levels.
10. Note the bullet's beginning action verb. The verb, along with the rest of the text, may be changed and kept at the original performance level or moved to another. The verb form must remain consistent as third-person, present tense (e.g., "s," "es," "ies")
11. New bullets may be added if appropriate and necessary; however, removal of bullets is not recommended. All assessments must conform to the test blueprint, and although not all the bullets will be covered in the current assessment, over time, the future assessments will include all the performance indicators identified in the bullets.
12. Table Leaders will share their tables' recommendations, and Track Changes will be made to the existing document. The Track Changes will be necessary later to make adjustments to the narratives used for reports.

### **3:30-4:00 Dismissal of Participants**

#### **4:00-5:00 PLD Modification Across Stages**

The table leaders will meet all together with Pearson/WestEd/ADE to finalize the descriptors. An ADE representative will show the descriptors up on the screen and make the recommended changes as they are reported by the table leaders.

#### **5:00 ADE/Pearson/WestEd Debrief**

## Appendix F: Opening Session Presentation Slides

### Standard Setting on Arizona English Language Learner Assessment (AZELLA)

Opening Comments  
May 6-8, 2013  
Phoenix, Arizona

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### Welcome and Introductions

- Arizona Department of Education
  - Leila Williams, Ph.D.: Associate Superintendent
  - Irene Hunting: Deputy Associate Superintendent
  - Charlie Bruen, Ed.D.: Dir. of Data Analysis, Budget, & Technology
  - Marlene Johnston: Dir. of English Language Learner Assessment
  - Frank Brashear: Dir. of Test & Item Development
  - Lee Scott: Research Scientist
  - Linda Harvey: AZELLA Administration Coordinator
- Pearson/WestEd
  - Steve Fitzpatrick, Ph.D.: Lead Research Scientist
  - Mike Clark, Ph.D.: Research Scientist
  - Marc Johnson, Ph.D.: Research Scientist
  - Mary Kino, Ph.D.: Principal Research Scientist
  - Sonya Powers, Ph.D.: Research Scientist
  - Tracey Hembry, Ph.D.: Research Scientist
  - Hiro Fukuhara, Ph.D.: Research Scientist
  - Toby Parker: Research Associate
  - Erica Baltierra: Program Manager
  - Rich Young: Program Director
  - Beverly Nedrow: Content Specialist

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### Overview of AZELLA

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- Who is an ELL?
- What is AZELLA?
- What are the Purpose/Uses of AZELLA?
- What is the History of the AZELLA Development?
- Why are we here?

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## WHO IS AN ELL?



*Lorena Martin  
Grade 2*

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## Who is an **ELL**?

An ELL student is one who has:

- A primary or home language that is not English
- Taken the state assessment, AZELLA
- Scored less than **PROFICIENT**

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## What do we mean by “Proficient”?

“Once English learners have acquired a **good working knowledge of English** and are able to **do regular school work in English**, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms.” (A.R.S. 15-752)

A “good working knowledge of English” is operationalized as scoring Proficient on AZELLA.

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## WHAT IS AZELLA?



*Jessica Roman  
Grade 8*

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## What is AZELLA?

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- **AZELLA is Arizona’s state test for English language proficiency.**
- **The AZELLA tests the Arizona English Language Proficiency Standards.**

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### English Language Proficiency Standards

ELL Stage III: Grades 3-5

**Domain**      **Reading**

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:			
Fiction/ Non-Fiction	PE-7: identifying the topics from text heard or read.  <small>(math, science, social studies)</small>	E-7: identifying two- to-three details from text heard or read.  <small>(math, science, social studies)</small>	B-7: identifying the main idea and two-to-three details from text.  <small>(math, science, social studies)</small>	LI-7: summarizing the main idea and supporting details from text.  <small>(math, science, social studies)</small>
Fiction/ Non-Fiction	PE-8: N/A Pre-Req: PE-5	E-8: identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally).  <small>(math, science, social studies)</small>	B-8: locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text.  <small>(math, science, social studies)</small>	LI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.  <small>(math, science, social studies)</small>
	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.  <small>(math, science, social studies)</small>		HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.  <small>(math, science, social studies)</small>	

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## Stages

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*AZELLA tests are structured the same as the ELPS, by grade span. Each grade span is defined as a STAGE.*

Stage I = Kindergarten

Stage II = Grades 1-2

Stage III = Grades 3-5

Stage IV = Grades 6-8

Stage V = High School

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## Domains

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**Listening**

**Speaking**

**Reading**

**Writing**

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## Proficiency Levels

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**Pre-Emergent**

**Emergent**

**Basic**

**Intermediate**

**Proficient**

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## Arizona's ELL Assessment Timeline

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- School Year 2005-06  
Statewide SELP implementation
- School Years 2007-08 and 2008-09  
AZELLA Form AZ-1
- School Years 2009-10 through 2011-12  
AZELLA Form AZ-2
- School Year 2012-13  
AZELLA Kindergarten Placement Test (*new*)  
Spring 2013 Reassessment (*new*)
- School Year 2013-14  
AZELLA Placement Test (*new*)  
Spring 2014 Reassessment (*new*)

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## Why are we doing a new test?

**New Standards** require a new test.

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**New** English Language Proficiency Standards (ELPS)  
aligned to Arizona's Common Core Standards

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## WHAT ARE THE PURPOSES/USES OF AZELLA?



*Abby Matus*  
*5<sup>th</sup> Grade*

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## How is AZELLA Used?

- To identify ELL students for services and funding.
- To inform classroom placement and staffing.
- To inform instruction based on the ELPS.
- To measure annual progress in English.
- To exit students from ELL programs.
- As a measurement and accountability tool.

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## What is the History of the AZELLA Development?



*Sarva Gupta  
Grade 3*

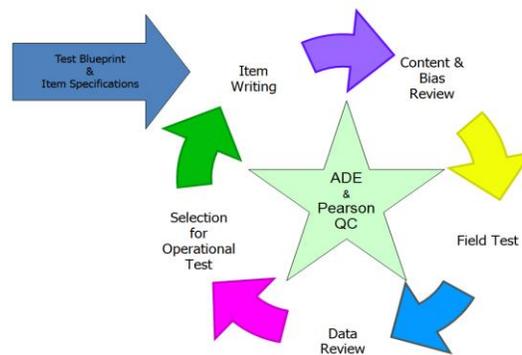
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## Test Development Cycle



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## Blueprint Creation

- Blueprint developed by Educators, Test Development Team Experts, and ADE.
- Standards/Performance Indicators selected as appropriate for a state test.
- Blueprint identifies the contribution of the various concepts to the overall test.

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## AZELLA Blueprint

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

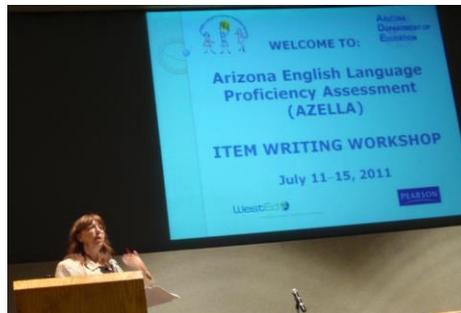
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## Item development



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## Content and Bias Review

Items were carefully screened to eliminate items that were not fair to all test takers.



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## Field Test

### Field Test Dates:

- November 2 – December 7, 2011
- April 23 – May 11, 2012

### Field Test Participants:

- Stages II-V: 310 Districts, 1245 Schools, 32,763 Students
- Stage I: 156 Districts, 552 Schools, 13,699 Students

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## Data Analysis / Item Selection

- Is the Item a good candidate for the test?
- Range of performance indicators to fit Blueprint.
- Range of difficulty.



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## Creation of the Performance Level Descriptors (PLDs)

Grade 3, 4, and 5	Grade 3, 4, and 5	Grade 3, 4, and 5
<p>Students scoring <b>Proficient</b> on these grade-level generally have the skills required at the "Intermediate" and "Basic" Level and are able to demonstrate the following skills, knowledge, and abilities described in the ELP standards.</p>	<p>Students scoring <b>Intermediate</b> at these grade levels generally have the skills required at the "Basic" Level and are able to demonstrate the following skills, knowledge, and abilities described in the ELP standards.</p>	<p>Students scoring <b>Basic</b> at these grade levels generally have and are able to demonstrate the following skills, knowledge, and abilities described in the ELP standards.</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Applies knowledge of affixes to words at context for meaning.</li> <li>Uses word order (syntax) to confirm meaning.</li> <li>Recognizes and describes regularly spelled words in fiction and nonfiction texts.</li> <li>Applies knowledge of spelling patterns in writing.</li> <li>Explains the usefulness of using prior content based on the organizational structure for a given text.</li> <li>Summarizes the main ideas and supporting details from grade-appropriate text that uses academic content area vocabulary.</li> <li>Identifies, compares, and contrasts characters, main ideas, and events, the setting, and the plot of a fictional text.</li> <li>Identifies the meaning of "main" words from a fictional text.</li> <li>Compares and contrasts settings within fiction/nonfiction.</li> <li>Applies understanding of context vocabulary.</li> <li>Follows multi-step directions.</li> <li>Integrates information from functional documents and responses to multiple-choice test for a specific purpose.</li> <li>Compares and contrasts responses within an academic text.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reads regularly spelled two-syllable and compound words.</li> <li>Identifies specific information by using organizational features of a text or document.</li> <li>Identifies strong words in response to a prompt.</li> <li>Applies spelling rules for adding affixes to base words.</li> <li>Recognizes and uses vocabulary words.</li> <li>Identifies the main ideas and supporting details from grade-appropriate text.</li> <li>Identifies the meaning and the character traits within a fictional text.</li> <li>Identifies compare/contrast, sequential, and cause-and-effect organizational structures.</li> <li>Identifies the author's purpose for writing.</li> <li>Identifies the cause and effect relationship of related events in a literary selection.</li> <li>Identifies the plot from a fictional text.</li> <li>Follows two to three-step written directions to complete a task.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reads regularly spelled one-syllable words.</li> <li>Identifies base words used in different endings.</li> <li>Reads directions.</li> <li>Applies a series of words.</li> <li>Answers literal questions about text.</li> <li>Produces basic oral responses to questions and text.</li> <li>Identifies two to three words from content vocabulary.</li> <li>Identifies content vocabulary.</li> <li>Understands main ideas in reference materials.</li> <li>Distinguishes the main idea from supporting details in a text.</li> </ul>

Educator Committees created the PLDs

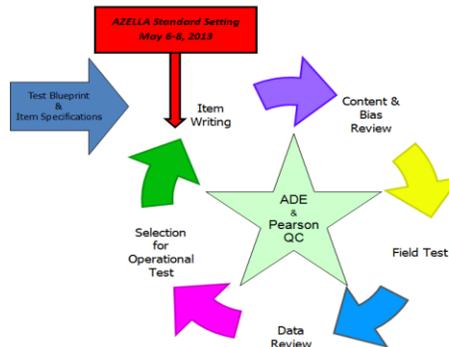


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## Test Development Cycle



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## What kinds of items are on the AZELLA?

- **Listening**
  - Administered by playing a CD
  - Multiple choice items
- **Reading**
  - Multiple choice items
- **Writing**
  - Multiple choice items
  - Extended response items – paragraphs
- **Speaking**
  - Administered via telephone
  - Open ended responses
  - Repeat items

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## Scoring Rubrics

Open-ended items are scored using rubrics

- Writing rubrics
- Speaking rubrics

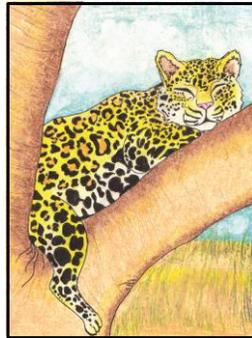
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## WHY ARE WE HERE?



*Quyen Kuo*  
*Grade 10*

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## Why are we here?

(simple version)

- To recommend cut scores for AZELLA.
- You will use materials from January/February test window.
- Scores will report on May 16, 2013.
- Stage III – IV – V will return on June 28 to review cut scores in relation to AIMS.

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## Two AZELLAs – One Cut Score

### Placement Test

*Stays in the district all year*

- For new PHLOTE students
- For non-Proficient students missing required ELL testing

### Reassessment Test

*Used only for annual Spring reassessment*

- For continuing ELL students

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### Roles

- Lead Research Scientist
- Standard Setting Facilitators
- Content Specialists
- Statistical Analysts
- Program Management
- ADE Staff
- Table Leaders
- Participants

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### Why You Are Here

- The purpose of this standard setting is to establish recommended cut scores on AZELLA.
- You were selected to serve on this committee for a variety of reasons:
  - Familiarity with the knowledge and skills required to “master” the English Language Proficiency Standards (ELPS) at various performance levels
  - Representation of various jurisdictions and demographics characteristics

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## Standard Setting Overview

- Panelists will:
  - Take and discuss the test.
  - Develop a shared understanding of each Performance Level (PLDs)
  - Develop “Borderline Student” Descriptors.
  - Receive Standard Setting Training and Practice.
  - Participate in rounds of ratings:
    - Round 1: Independent
    - Round 2: Independent, but with table discussion
    - Round 3: Independent, but with table & full group discussion
    - Round 3.5: Independent, but with table & full group discussion
  - Review recommended cuts across stages.
  - Finalize the PLDs.

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## Logistics

- Location of Meals and Breaks
- Security Forms
- Reimbursement Forms

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## Security

- PLEASE DO NOT:
  - Remove any secure materials from the room on breaks or at end of day
  - Discuss cut scores (yours or others) with anyone outside of the meeting
  - Discuss secure materials with non-participants
- PLEASE DO:
  - Write your Panelist ID number on all materials
  - Take notes on our materials only

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### What is Standard Setting?

- Process used to determine recommended cut scores on an assessment that will classify student performance into different categories
  - Provides a frame of reference for the interpretation of test scores
  - A semi-quantitative, semi-standardized judgment process
  - A routine, daily activity for teachers

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### What are Standards?

- English Language Proficiency Standards
  - Content standards that specify the curriculum that ELL students are taught and expected to learn.
- Performance Standards
  - Performance standards specify the level of knowledge of that students must demonstrate to be categorized into a proficiency level.

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### Proficiency Levels for AZELLA

#### Total

- Pre-Emergent/Emergent
- Basic
- Intermediate
- Proficient

#### Domain

- Pre-Emergent/Emergent/Basic
- Intermediate
- Proficient

**Note: A student is determined overall proficient only if s/he is proficient on 1) Total test, 2) Reading, and 3) Writing.**

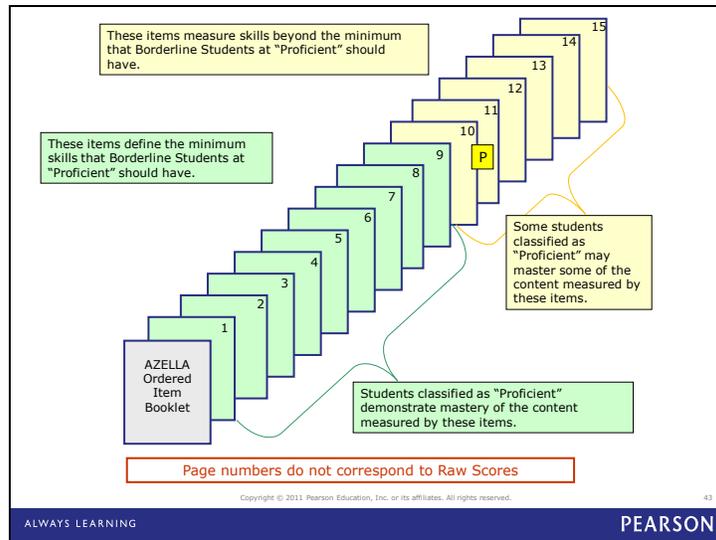
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## Recap of Activities

Panelists will:

- Take and discuss the test.
- Develop a shared understanding of the Proficiency Levels.
- Develop "Borderline Student" Descriptors.
- Receive Standard Setting Training and Practice.
- Participate in rounds of ratings:
  - Round 1: Independent
  - Round 2: Independent, but with table discussion
  - Round 3: Independent, but with table & full group discussion
  - Round 3.5: Independent, but with table & full group discussion
- Perform Vertical Articulation.
- Provide an evaluation of the Process.
- Performance Level Descriptor Refinement.

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## Break

- Fill out non-disclosure agreements.
- Give non-disclosure agreements to the facilitator.
- Please take a 15-minutes break.
- Reconvene in Breakout Rooms.
  - Stage I:
  - Stage II:
  - Stage III:
  - Stage IV:
  - Stage V:

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## Appendix G: Breakout Session Presentation Slides

**Standard Setting on  
Arizona English Language Learner Assessment  
(AZELLA)**

**Stage *INSERT STAGE HERE(I-V)*  
Breakout Session**

***INSERT FACILITATOR'S NAME HERE***

# 1

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**Committee Introductions**

- Name
- Where are you from?
- How long have you been in your current position/field?
- What educational roles have you fulfilled?
- Have you participated in a standard setting before?
- Tell us something interesting about yourself.

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**Day1 Agenda**

Time	Activity
8:30-9:45	Opening Session
9:45-10:00	Committee Introductions
10:00-10:15	Review of Performance Level Descriptors
10:15-11:15	Taking the Test
11:15-12:00	Discussing the Test
12:00-12:45	LUNCH
12:45-2:30	Borderline Student Descriptors Development
2:30-2:45	BREAK (Move to General Session Room)
2:45-3:15	Standard Setting Training
3:15-3:20	BREAK (Move to Breakout Room)
3:20-3:35	Review Standard Setting Procedures
3:35-5:00	Round 1 Standard Setting

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## Performance Level Descriptors (PLDs)

- Performance Levels for AZELLA (Total Test)
  - Pre-Emergent/Emergent
  - Basic
  - Intermediate
  - Proficient
- Read through the PLDs to get an idea of the skills described at each level.

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## Understanding the Performance Levels

- Later we will have discussions about what distinguishes the performance levels
  - Compare “Intermediate” to “Proficient”
  - Compare “Basic” to “Intermediate”
  - Compare “Pre-Emergent/Emergent” to “Basic”
- And develop Borderline Descriptors
- But first....

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## Take the AZELLA Test

- Gain an appreciation of the assessment
- Understand how AZELLA is administered
- Understand how each item is scored
- Work independently
- Group discussion after everyone has completed and scored their test

Please write your ID on all test materials

- Test book
- Speaking Test Book
- Answer Document (Stages III, IV, and V only)
- Test Administration Directions (Stages I and II only)

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### Score the AZELLA Test

- When you are finished taking the test, please let the facilitator know.
- Use the scoring keys to score your test.
- You may take a break if you finish before the rest of the group.
  - If you take a break, please stay close by.
  - As soon as all participants have scored their test, we will have a group discussion about it.

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### Group Discussion about the AZELLA Test

- What are your general impressions about the test?
- Did the test generally cover the depth and breadth of the content standards?
- Does the test generally have a range of item difficulties (e.g., easier items, moderate items, difficult items)?

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### Lunch Time!

- Please take a break for lunch.
- Reconvene in this room at 12:45.

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## Performance Level Descriptors (PLDs)

- Performance Levels for AZELLA
  - Pre-Emergent/Emergent
  - Basic
  - Intermediate
  - Proficient
- Read the descriptors of the performance levels.
- What distinguishes each level?
  - Compare “Intermediate” to “Proficient.”
  - Compare “Basic” to “Intermediate.”
  - Compare “Pre-Emergent/Emergent” to “Basic.”

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## Gaining an Understanding of the Performance Levels

- Within each table group, ask “What should students know and be able to do at each level?”
  - “Basic”, “Intermediate”, “Proficient”
- Appoint a recorder to write on the flip chart.
- Suggestions should be:
  - Concrete.
  - Clearly related to the PLDs.

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## Understanding the Performance Level: “Proficient”

- Describe concretely the students who are at “Proficient.”
  - What should they be able to *do*?
  - What *skills* should be possess?
  - What should they *know*?
  - What *language skills* are necessary to access mainstream curriculum in English?

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### Understanding the Performance Level: "Intermediate"

- Describe concretely the students who are at "Intermediate."
  - What should they be able to *do*?
  - What *skills* should be possess?
  - What should they *know*?
  - What *English language skills* demonstrate that they are at "Intermediate"?

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### Understanding the Performance Level: "Basic"

- Describe concretely the students who are at "Basic."
  - What should they be able to *do*?
  - What *skills* should be possess?
  - What should they *know*?
  - What *English language skills* demonstrate that they are at "Basic"?

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### Establishing Recommended Cut Scores

- The cut score is set at the beginning of the performance level:
  - Basic
  - Intermediate
  - Proficient
- When determining the cut scores, we need to think about the "Borderline Student" descriptors for that performance level:
  - The "borderline student" just barely makes it into the performance level.

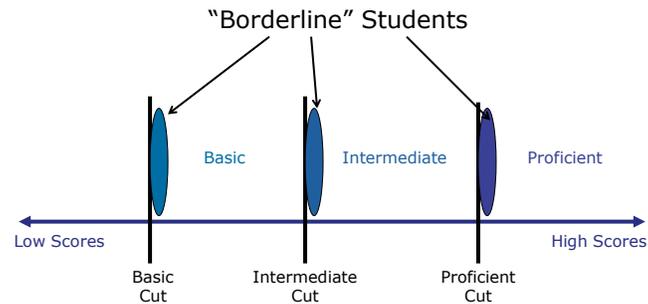
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## Establishing Recommended Cut Scores: Finding the Cut



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## Example of "Real World" Performance Levels

- Total Blood Cholesterol Level
  - Less than 200mg/dL: Desirable
  - 200-239 mg/dL: Borderline – High Risk
  - 240 mg/dL and over: High Risk
- Blood Sugar Level
  - 70–150 mg: Normal
  - Above 150 mg: High

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## Distinguishing "Proficient" from "Intermediate"

- Within each table group, think about the borderline students at "Proficient"
  - Identify three characteristics or behaviors that MOST distinguish a student who is just barely "Proficient"
  - Record the three responses on your flipchart

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### Distinguishing "Intermediate" from "Basic"

- Within each table group, think about the borderline students at "Intermediate"
  - Identify three characteristics or behaviors that MOST distinguish a student who is just barely "Intermediate"
  - Record the three responses on your flipchart

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### Distinguishing "Basic" from "Pre-Emergent/Emergent"

- Within each table group, think about the borderline students at "Basic"
  - Identify three characteristics or behaviors that MOST distinguish a student who is just barely "Basic"
  - Record the three responses on your flipchart

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### Borderline Student PLDs: Group Discussion

- Reconvene as whole committee.
- Each table presents their examples of "What should students know and able to do at each level?"
- Each table describes the three distinguishing characteristics.
- Look for differences and commonalities across tables.
- The facilitator will capture the discussion on the group flip chart.

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### Recap of Completed Activities

- Took the test
- Reviewed Performance Level Descriptors (PLDs)
  - Pre-Emergent/Emergent
  - Basic
  - Intermediate
  - Proficient
- Developed the Borderline Student PLDs
  - Just 'barely' at Basic
  - Just 'barely' at Intermediate
  - Just 'barely' at Proficient

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### Time for a Break!

- Please take a 15-minute break.
- Reconvene in **the General Session room** at 2:45.

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### Standard Setting: Item Mapping Procedure Recap

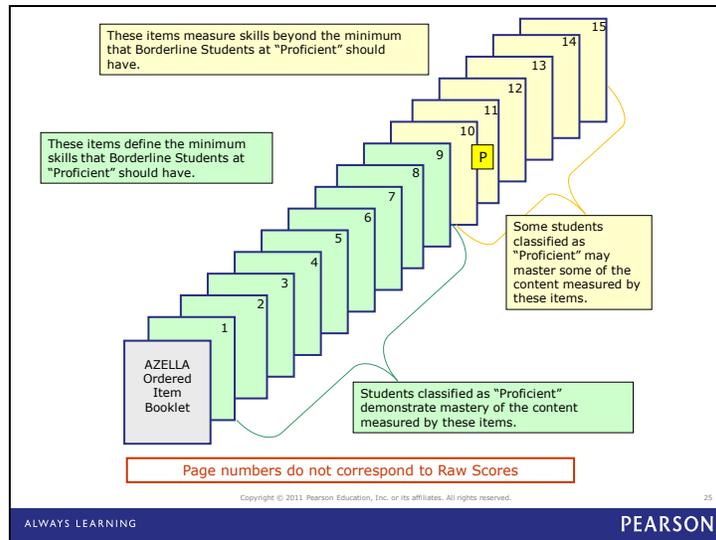
- Items are placed in order of difficulty in the ordered item booklet (OIB).
  - Easiest item is first.
  - Most difficult item is last.
  - Therefore, the likelihood of getting an item correct decreases as you move through the OIB.
- The OIB contains items with different score points.
  - Each score point of multi-point items are represented at their respective difficulty level.
  - In other words, each score point within these items has a numerical difficulty associated with it.
- Example on the next slide (Illustrative purposes):
  - Assume 15-item practice test
  - Assume one cut score with two categories

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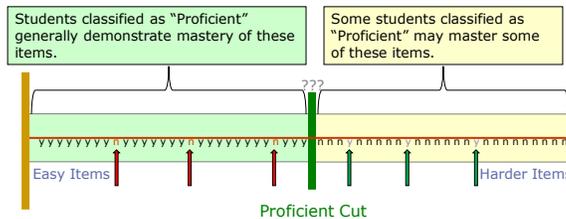
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## Establishing the Page Cut for "Proficient" (In-Practice)

### Working Through the Ordered Item Booklet (OIB)



The "Proficient" page cut is placed to separate the items that the borderline students at "proficient" **should** answer correctly from those that they **may not** answer correctly.

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## Page Cut Point Summary

- The page cut for "**Proficient**" is placed to distinguish the content that borderline students at "Proficient" should answer correctly from the content that may not answer correctly.
- The page cut for "**Intermediate**" is placed to distinguish the content that borderline students at "Intermediate" should answer correctly from the content that they may not answer correctly.
- The page cut for "**Basic**" is placed to distinguish the content that borderline students at "Basic" should answer correctly from the content that they may not answer correctly.

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### Practice Round – What to Do?

- Bookmark the “Proficient” cut.
- Read each page of practice ordered item booklet.
- Identify skills needed for a correct response.
- Review performance level labels and descriptors.
- Decide: Do borderline students who are barely at “Proficient” have a **67% chance or better** of answering this question correctly?
- Mark the page number on your Practice Page Number recording sheet.
- Work individually.

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### Round 1 – What to do?

- Start with “Proficient.”
- Read each page.
- Identify skills needed for a correct response.
- Review performance level labels and descriptors.
- Decide: Do borderline students who are barely at “Proficient” have a **67% chance or better** of answering this question correctly?
- Mark the page number on your Page Number Recording sheet.
- Move to the “Intermediate” borderline.
- Next, go to the “Basic” borderline.
- Mark “zones” first, then “revisit the neighborhoods” to set the cuts.

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### Round 1 – Readiness Survey

- Consider the task we ask of you.
- Answer the questions on the Readiness Survey for Round 1.
- Table leaders give the thumbs up when everyone at table is ready to go.

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### Complete Round 1 Ratings

- Complete independently.
- Once completed, your table leader and/or facilitator will collect and check in all of your materials.
- Initial on the Secure Material Sign-in sheet.
- See you back tomorrow morning at 7:30 for breakfast.
- Meeting starts at 8:00 here.

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### Standard Setting on Arizona English Language Learner Assessment (AZELLA)

Stage *INSERT STAGE HERE(I-V)*  
Breakout Session

# 2

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### Day 2 Agenda

Time	Activity
8:00-9:00	Round 1 Feedback and Discussion
9:00-9:30	Round 2 Standard Setting
9:30-10:00	BREAK
10:00-10:45	Round 2 Feedback and Discussion
10:45-11:45	Round 2 Domain Level Feedback and Discussion
11:45-1:00	LUNCH
1:00-2:00	Round 2 Domain Level Feedback and Discussion
2:00-2:30	Round 3 Standard Setting
2:30-3:00	BREAK
3:00-4:00	Round 3 Feedback and Discussion

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## Round 1 Feedback

- Panelist Agreement Data
  - Median, min, and max page numbers at your table
  - Graph summarizing page numbers for all panelists at your table
- Student Performance Data
  - Item Mean

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## Round 1 Panelist Agreement Data

- At your table, let's talk about the page number for each performance level cut
  - How similar are your ratings compared to the group (i.e., are there panelists who are more lenient or stringent than the other panelists)?
  - Do panelists have different conceptualizations of the 'just-barely' students at the performance level?
- Discuss in order of "Proficient", "Intermediate", and "Basic" cuts
- Remember that consensus is not a requirement
- All of you are experts – everyone in this committee should have an opportunity to participate in the discussion

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## Student Performance Data

- Data is based on all ELL students who participated in the operational test in Spring 2013.
- Item mean is an indication of how difficult an item is.
- For 1 point items, the range is from 0 to 1.
  - High item mean indicates that an item is easy
  - Low item mean indicates that an item is difficult
- For multiple point items, the range is 0 to the item's maximum point value.

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### Student Performance Data

- Data tell how students *DID* perform.
- Data **CANNOT** tell how students **SHOULD** perform *nor* how students at the borderline of "Proficient," "Basic" , and "Intermediate" perform.

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### Why Round 2?

- You are now an improved advisor.
- Consider judgments & views of your peers.
- Consider student achievement data.
- Goal: NOT consensus, but *reflection*.

**YOU ARE NOW A BETTER ADVISOR, because you are a better informed advisor.**

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### Round 2 – What to do?

- Reflect on earlier ratings – yours and those of your peers.
- Reflect on the table discussion.
- Think about the panelist agreement data and item means.
- Decide if you want to modify your page numbers.
- Recall discussions about performance levels and 'borderline' student descriptors.

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## Round 2 – What to do?

- Start with “Proficient.”
- Read each page.
- Identify skills needed for a correct response.
- Review performance level labels and descriptors.
- Decide: Do borderline students who are barely at “Proficient” have a **67% chance or better** of answering this question correctly?
- Mark the page number on your Page Number Recording sheet.
- Move to the “Intermediate” borderline.
- Next, go to the “Basic” borderline.
- Mark “zones” first, then “revisit the neighborhoods” to set the cuts.

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## Round 2 Readiness Survey

- Consider the task we ask of you.
- Answer the questions on the Readiness Survey for Round 2.
- Table leaders give the thumbs up when everyone at table is ready to go.

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## Complete Round 2 Ratings

- Once completed, your table leader and/or facilitator will check your Page Number Recording sheet.
- See you back in this room at 10:00

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## Round 2 Feedback

- Panelist Agreement Data
  - Median, min, and max page numbers
    - At your table
    - For the entire committee
  - Graph summarizing page numbers for all panelists for the entire committee
- Student Performance Data
  - Impact Data

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## Impact Data

- The impact data show the percentage of students in each of the performance levels based on the current cut score recommendations.
- The current cut score recommendations are based on the median of committees' recommended cut scores.
- The impact data are based on the Spring 2013 test administration - Same sample as the item mean.

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## Impact Data

*Insert the impact data here*

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### Discussion on Impact Data

- As a group, let's discuss the impact data.
- How do the impact data align with your expectations?
- Reminder – the purpose of reviewing impact data is to provide a reality check for judgments.

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### Round 2 Domain Level Feedback

- A student is considered "Overall Proficient" only if s/he is proficient on **both Reading and Writing Domains** in addition to on the whole test.
- So far, we reviewed the whole test and made a judgment on proficiency cuts for the test.
- Now we will review OIB for Reading and Writing.
- We will also provide impact data on the domains.

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### Domain OIB - Reading

- The Reading OIB contains the same set of Reading items that are in OIB for the entire test .
  - Reading items are extracted from the entire test OIB in order to create Reading OIB
- Items in the Reading OIB are also in order of difficulty in the ordered item booklet (OIB).
  - Easiest item is first.
  - Most difficult item is last.

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### Page Number on Reading OIB

- We determined the page number for Proficient on Reading OIB based on the committee level median page number for Proficient on the entire test OIB from Round 2.
  - The page number is *INSERT PAGE NUMBER HERE*.
  - Please mark the page.
- Please read through Reading OIB.
  - Think about the requirement of the items
  - Determine if borderline proficient students have 67% chance or better of being successful on the item.
  - Evaluate whether the current page number for Proficient in the Reading OIB is placed appropriately.
    - You will have an opportunity to adjust the page number for Proficient on Reading (and Writing).

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### Impact Data - Reading

- The impact data show the percentage of students in each of the performance levels in Reading based on the current cut score recommendations.
  - Pre-Emergent/Emergent/Basic
  - Intermediate
  - Proficient
- The current cut score recommendations are based on the median of committees' recommended cut scores.
- The impact data are based on the Spring 2013 test administration - Same sample as the item mean.

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### Impact Data - Reading

*Insert the impact data here*

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### Discussion on Impact Data for Reading

- As a group, let's discuss the impact data
- How do the impact data align with your expectations?
- Reminder – the purpose of reviewing impact data is to provide a reality check for judgments

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### Lunch Time!

- Please reconvene in this room at 1:00.

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### Domain OIB - Writing

- Writing OIB contains the same set of Writing items that are in OIB for the entire test .
  - Writing items are extracted from the entire test OIB in order to create Writing OIB
- Items in Writing OIB are also in order of difficulty in the ordered item booklet (OIB).
  - Easiest item is first.
  - Most difficult item is last.

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### Page Number on Writing OIB

- We determined the page number for Proficient on Writing OIB based on the committee level median page number for Proficient on the entire test OIB from Round 2.
  - The page number is *INSERT PAGE NUMBER HERE*.
  - Please mark the page.
- Please read through Writing OIB.
  - Think about the requirement of the items
  - Determine if borderline proficient students have 67% chance or better of being successful on the item.
  - Evaluate whether the current page number for Proficient in the Writing OIB is placed appropriately.
    - You will have an opportunity to adjust the page number for Proficient on Writing (and Reading).

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### Impact Data - Writing

- The impact data show the percentage of students in each of the performance levels in Writing based on the current cut score recommendations.
  - Pre-Emergent/Emergent/Basic
  - Intermediate
  - Proficient
- The current cut score recommendations are based on the median of committees' recommended cut scores.
- The impact data are based on the Spring 2013 test administration - Same sample as the item mean.

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### Impact Data - Writing

*Insert the impact data here*

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### Discussion on Impact Data for Writing

- As a group, let's discuss the impact data
- How do the impact data align with your expectations?
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### Round 3 Standard Setting

- One last time to adjust the page numbers on OIB for the entire test
  - Proficient cut
  - Intermediate cut
  - Basic cut
- You will have an opportunity to change the page numbers for Proficient on Reading and Writing during the next round tomorrow.

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### Round 3 – What to do?

- Reflect on earlier ratings – yours and peers
- Reflect on the table and committee discussions
- Think about the panelist agreement data and impact data
- Think about the domain page number cuts and the impact data.

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### Round 3 – Readiness Survey

- Consider the task we ask of you.
- Answer the questions on the Readiness Survey for Round 3.
- Table leaders give the thumbs up when everyone at table is ready to go.

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### Complete Round 3 Ratings

- Once completed, your table leader and/or facilitator will collect and check in all of your materials.
- See you back in this room at 3:00

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### Round 3 Feedback

- Panelist Agreement Data
  - Median, min, and max page numbers
    - For the entire committee
  - Graph summarizing page numbers for all panelists for the entire committee
- Student Performance Data
  - Impact Data
    - Entire Test
    - Reading
    - Writing

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### Round 3 Panelist Agreement Data

*Insert the panelist agreement data here*

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### Impact Data – Entire Test

*Insert the impact data for the entire test here*

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### Impact Data – Reading

*Insert the impact data for the Reading domain here*

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### Impact Data – Writing

*Insert the impact data for the Writing domain here*

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### Completion of Day2

- Please check in your materials.
- Initial on the Secure Material Sign-in sheet.
- See you back tomorrow morning at 7:30 for breakfast.
- Meeting starts at 8:00 here.

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### Standard Setting on Arizona English Language Learner Assessment (AZELLA)

Stage *INSERT STAGE HERE(I-V)*  
Breakout Session

# 3

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### Day 3 Agenda

Time	Activity
8:30-9:00	Round 3.5 Standard Setting - Reading
9:00-9:30	Round 3.5 Standard Setting - Writing
9:30-10:00	BREAK
10:00-10:30	Round 3.5 Standard Setting Results
10:30-10:45	BREAK
10:45-12:00	Vertical Articulation
12:00-1:00	LUNCH
1:00-2:30	Vertical Articulation (Continued)
2:30-3:30	PLD Refinement Discussion
3:30-4:00	Completion of Standard Setting Evaluation Survey
4:00-5:00	PLD Modification Across Stages (Table Leaders Only)

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### Round 3.5 Standard Setting

- You will modify the page numbers for Proficient on Reading and Writing OIB at this round.
  - The procedure will be the same as it was for the entire test.
  - Now you will focus on the Reading and Writing Domains.
- First, you will evaluate the Proficient page number on Reading OIB.

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### Round 3.5 Reading

- We determined the page number for Proficient on Reading OIB based on the committee level median page number for Proficient on the entire test OIB from Round 3.
  - The page number is **INSERT PAGE NUMBER HERE**.
  - Please mark the page.
- Impact data on Reading from Round 3 will be presented on the next slide.

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### Impact Data on Reading from Round 3

*INSERT IMPACT DATA ON READING FROM ROUND 3 HERE*

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### Round 3.5 Reading – What to do?

- Reflect on earlier ratings – yours and peers
- Reflect on the table and committee discussions
- Think about the panelist agreement data and impact data for the entire test
- Think about the domain page number cuts and the impact data.

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### Round 3.5 Reading – Readiness Survey

- Consider the task we ask of you.
- Answer the questions on the Readiness Survey for Round 3.5 Reading.
- Table leaders give the thumbs up when everyone at table is ready to go.

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### Complete Round 3.5 Reading Rating

- Once completed, your table leader and/or facilitator will collect and check in all of your materials.
- If you finish early, take a short break and reconvene in this room at 9:00.

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### Round 3.5 Writing

- We determined the page number for Proficient on Writing OIB based on the committee level median page number for Proficient on the entire test OIB from Round 3.
  - The page number is *INSERT PAGE NUMBER HERE*.
  - Please mark the page.
- Impact data on Writing from Round 3 will be presented on the next slide.

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### Impact Data on Writing from Round 3

*INSERT IMPACT DATA ON WRITING FROM ROUND 3 HERE*

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### Round 3.5 Writing – What to do?

- Reflect on earlier ratings – yours and peers
- Reflect on the table and committee discussions
- Think about the panelist agreement data and impact data for the entire test
- Think about the domain page number cuts and the impact data.

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### Round 3.5 Writing – Readiness Survey

- Consider the task we ask of you.
- Answer the questions on the Readiness Survey for Round 3.5 Writing.
- Table leaders give the thumbs up when everyone at table is ready to go.

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### Complete Round 3.5 Writing Rating

- Once completed, your table leader and/or facilitator will collect and check in all of your materials.
- Please reconvene in this room at 10:00.

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### Round 3.5 Feedback

- Panelist Agreement Data for Reading and Writing
  - Median, min, and max page numbers
    - For the entire committee
  - Graph summarizing page numbers for all panelists for the entire committee
- Student Performance Data
  - Impact Data
    - Entire Test
    - Reading
    - Writing

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### Round 3.5 Panelist Agreement Data - Reading

*Insert the panelist agreement data for Reading here*

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### Round 3.5 Panelist Agreement Data - Writing

*Insert the panelist agreement data for Writing here*

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### Impact Data – Entire Test

*Insert the impact data for the entire test here*

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### Impact Data – Reading

*Insert the impact data for the Reading domain here*

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### Impact Data – Writing

*Insert the impact data for the Writing domain here*

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### Move to General Session Room

- We will have a discussion on vertical articulation in the general session room.
  - The results of standard setting across all stages will be presented.

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### Standard Setting Evaluation

- Please complete the evaluation survey.
  - Final Standard Setting Evaluation Form
  - Decision Making Factor survey
  
- Then we will review the Performance Level Descriptors

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### Steps in PLD Review and Refinement

1. The ELP standards must be available as a reference for this activity.
2. Review the bullets for each domain. Determine if any bullets should move from one performance level to another.
3. Since some bullets are a combination of PIs, it may be necessary to break apart the bullet to place the separate parts in different performance levels.
4. Note the bullet's beginning action verb. The verb, along with the rest of the text, may be changed and kept at the original performance level or moved to another. The verb form must remain consistent as third-person, present tense (e.g., "s," "es," "ies")
5. New bullets may be added if appropriate and necessary; however, removal of bullets is not recommended. All assessments must conform to the test blueprint, and although not all the bullets will be covered in the current assessment, over time, the future assessments will include all the performance indicators identified in the bullets.
6. Table Leaders will share their tables' recommendations, and Track Changes will be made to the existing document. The Track Changes will be necessary later to make adjustments to the narratives used for reports.

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### **Please Return All Your Materials**

- The table leader will help you to coordinate the order of materials for easy check-in.
- The facilitator will pick up and check in the materials.
- Please sign the Secure Material Sign-in sheet.
  
- **THANK YOU FOR PARTICIPATING IN THE AZELLA STANDARD SETTING!**

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## Appendix H: Standard Setting Methodology Training Slides

### Standard Setting on Arizona English Language Learner Assessment (AZELLA)

Methodology Training  
May 6-8, 2013  
Phoenix, Arizona

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#### Purpose

- The purpose of this session is to introduce you to the process that we will use to establish recommended cut-scores on Arizona English Language Learners Assessment (AZELLA)

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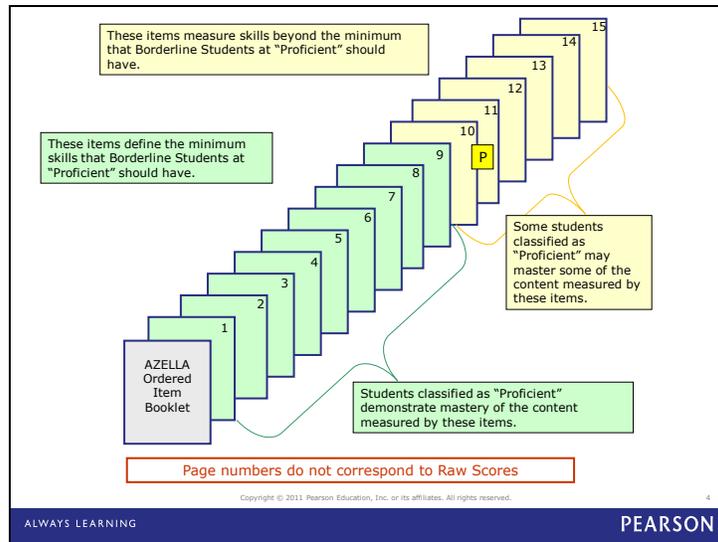
#### Standard Setting: Item Mapping Procedure

- Items are placed in order of difficulty in the ordered item booklet (OIB).
  - Easiest item is first.
  - Most difficult item is last.
  - Therefore, the likelihood of getting an item correct decreases as you move through the OIB.
- The OIB contains items with different score points.
  - Each score point of multi-point items are represented at their respective difficulty level.
  - In other words, each score point within these items has a numerical difficulty associated with it.
- Example on the next slide (Illustrative purposes):
  - Assume 15-item practice test
  - Assume one cut score with two categories

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### What is "Mastery"?

- Random House Dictionary Definition
  - "Command or grasp, as of a subject"
- As defined for AZELLA standard setting
  - "A group of students demonstrate mastery of the skills represented by an item if at least 2/3 of the borderline students answer the item correctly."

### Mastery Illustrative Example

Percentage of Students Obtaining the Correct Answer

Page	Group A	Group B	Group C
1	94	96	99
2	92	94	99
3	90	92	96
4	86	90	94
5	81	89	92
6	75	85	90
7	70	82	88
8	66	76	85
9	61	75	84
10	58	72	83
11	53	69	83
12	45	63	81
13	30	56	76
14	26	50	70
15	14	47	65

- Group A (Low Performing)
  - Mastered items 1-7
- Group B (Middle Performing)
  - Mastered Items 1-11
- Group C (High Performing)
  - Mastered Items 1-14

## Moving Through the Ordered Item Booklet

- Questions to consider:
  - What does this item measure?
  - What makes this item more difficult than the items that precede it?
- Read each page and consider the knowledge, skills, and abilities required to successfully answer the item.

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## Page Cut: "Proficient"

- The page cut for "Proficient" is placed to distinguish the content that borderline students at "Proficient" **should** answer correctly from the content that they **may not** answer correctly.
  - Should most (67%) borderline students at "Proficient" be able to answer this item correctly?
    - If you answer "Yes", read on because you have likely not yet hit the beginning of "Proficient".
    - If you answer "No", then you have likely entered into the content that borderline students at "Proficient" may not answer correctly.
- Place your bookmark on the page **AFTER** the last item you expect the borderline students should be able to master.

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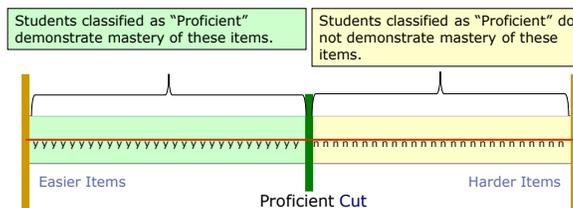
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## Establishing the Page Cut for "Proficient" (Theoretically)

### Working Through the Ordered Item Booklet (OIB)



The "Proficient" page cut is placed to separate the items that the borderline students at "Proficient" **should** answer correctly from those that they **may not** answer correctly.

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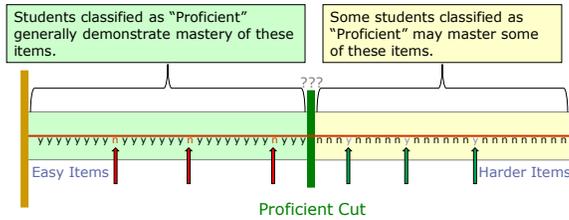
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## Establishing the Page Cut for "Proficient" (In-Practice)

### Working Through the Ordered Item Booklet (OIB)



The "Proficient" page cut is placed to separate the items that the borderline students at "Proficient" should answer correctly from those that they may not answer correctly.

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## Page Cut Point Summary

- The page cut for "**Proficient**" is placed to distinguish the content that borderline students at "Proficient" should answer correctly from the content that they may not answer correctly.
- The page cut for "**Intermediate**" is placed to distinguish the content that borderline students at "Intermediate" should answer correctly from the content that they may not answer correctly.
- The page cut for "**Basic**" is placed to distinguish the content that borderline students at "Basic" should answer correctly from the content that they may not answer correctly.

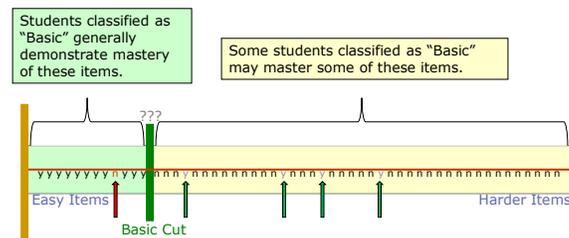
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## Establishing the Page Cut for "Basic"

### Working Through the Ordered Item Booklet (OIB)



The "Basic" page cut is placed to separate the items that the borderline students at "Basic" should answer correctly from those that they may not answer correctly.

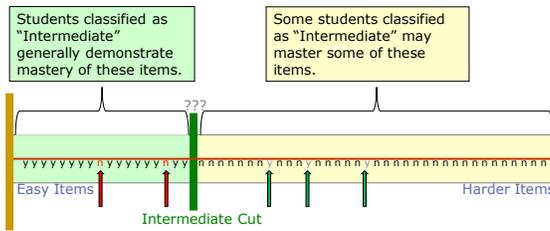
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## Establishing the Page Cut for "Intermediate"

### Working Through the Ordered Item Booklet (OIB)



The "Intermediate" page cut is placed to separate the items that the borderline students at "Intermediate" **should** answer correctly from those that they **may not** to answer correctly.

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## Advice in Placing Your Page Selections

- Items do not differ a great deal in difficulty from one item to the next in the ordered item booklet
  - Items may seem misplaced sometimes.
  - As the item difficulty increases, the likelihood of answering the item correctly decreases.
- Find the "ballpark" first, then consider each item in that range to determine where to place your bookmark to indicate your selected page.

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## Advice in Placing Your Page Selection

- Place your bookmark on the page **AFTER** the last item you expect that a borderline student for that proficiency level should be able to master.
  - First cut: "Proficient"
  - Second cut: "Basic"
  - Third cut: "Intermediate"

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### “How do I know if I’m right?”

- There is no “right”.
- Remember to keep in mind:
  - “Should”
  - The *borderline* students
    - Specifically, 67% of borderline students
  - All Arizona ELL students taking AZELLA
  - Group discussions

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### Rounds of Ratings

- Round 1 Ratings
  - Independently
- Round 2 Ratings
  - Independently, but after discussion with your table group
- Round 3 Ratings
  - Independently, but after discussion with your table group and entire committee
- Round 3.5 Ratings – Reading and Writing
  - Independently, but after discussion with your table group and entire committee

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### Standard Setting Item Map and Rating Sheet

- You will be provided with an item map that provides information about each items.
- You will record your recommended page number on a page number recording sheet.

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### Vertical Articulation Process

- Each group will go through the same rounds of standard setting.
- All five committees will convene on Wednesday afternoon for vertical articulation.
  - Review the cut points across stages.
  - Review impact data across stages.

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### Break

- ANY Questions?
- The next activity will be a practice round that you will work on in your table group.
- Please take a 10-minute break to move back to your break-out room.

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## Appendix I: First General Session Slides

# Standard Setting on Arizona English Language Learner Assessment (AZELLA)

General Session Results 1  
 May 6, 2013  
 Phoenix, Arizona

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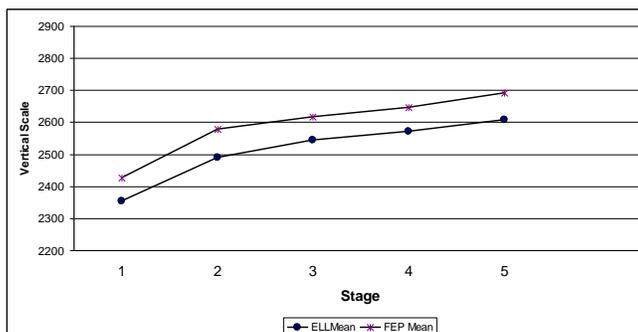
### Revised Agenda

DAY 3	
TIME	ACTIVITY
7:30-8:00	Breakfast
8:00-8:30	General Session - Review of results across stages
8:30-8:40	Move to Breakout Rooms
8:40-10:00	<ul style="list-style-type: none"> <li>Discussion of results within and across Stages</li> <li>Review of Borderline Descriptors</li> <li>Readiness check</li> <li>Round 4 Total Test ratings</li> </ul>
10:00-10:45	BREAK
10:45-11:00	Round 4 Results <ul style="list-style-type: none"> <li>Total Test</li> <li>Reading and Writing</li> </ul>
11:00-11:30	Round 3.5 Standard Setting - Reading <ul style="list-style-type: none"> <li>Readiness check</li> <li>Round 3.5 Reading ratings</li> </ul>
11:30-12:00	Round 3.5 Standard Setting - Writing <ul style="list-style-type: none"> <li>Readiness check</li> <li>Round 3.5 Writing ratings</li> </ul>
12:00-12:45	Lunch
12:45-1:00	Round 3.5 Reading and Writing Results <ul style="list-style-type: none"> <li>Group discussion of recommended domain level cut scores</li> <li>Group discussion of domain level impact data</li> </ul>
1:00-1:10	BREAK to Move to General Session Room
1:10-3:00	Vertical Articulation <ul style="list-style-type: none"> <li>Results of each panel</li> <li>Group discussion of results for Stages I - V</li> <li>Suggestions for revisions of cuts for Stages I - V</li> </ul>
3:00-3:45	Standard setting evaluation
	PLD Refinement Discussion
3:45-4:00	Dismissal of Participants
4:00-5:00	PLD Modification Across Stages (Table Leaders only)

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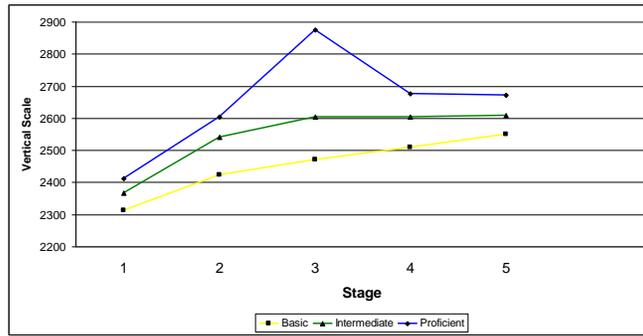
### Mean Scores for ELL and FEP Students



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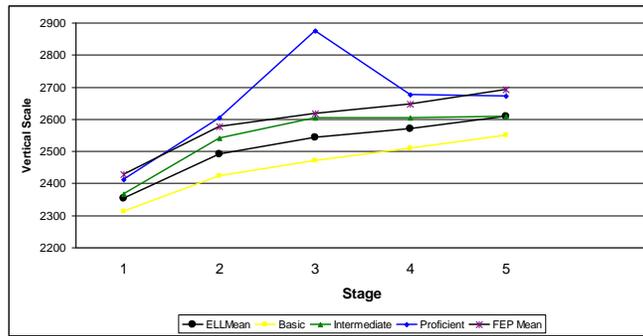
### Current Cut Scores



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### Means and Cuts

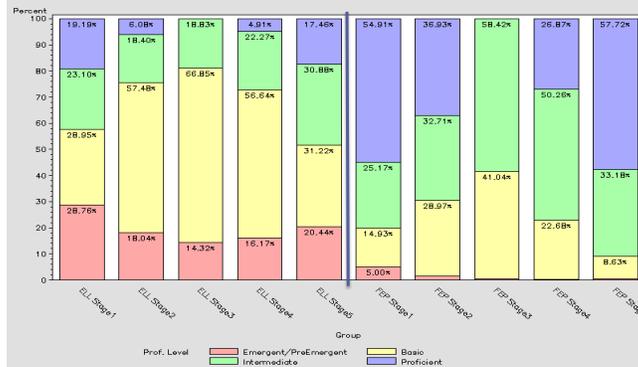


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### Round 3 Results

Vertical Articulation Data on Total at Round 3



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## Some Data from AZELLA2



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## What Next?

- Return to your Breakout room
- Review this information
- Reconsider your Borderline Student Descriptions
  - Are there some skills currently in Intermediate that would allow a student to benefit in a regular classroom?
  - If so, move that skill to Proficient
- Same for Basic/Intermediate
- Focus on BORDERLINE students
- The existing PLDs are not carved in stone
- You will be able to revise them after Rounds 4 and 3.5

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## Remember

- Focus on Language
- How much is enough English to benefit from regular instruction
- This is a Language Proficiency Test
- It is NOT an ELA Achievement Test

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## Appendix J: Vertical Articulation Session Slides

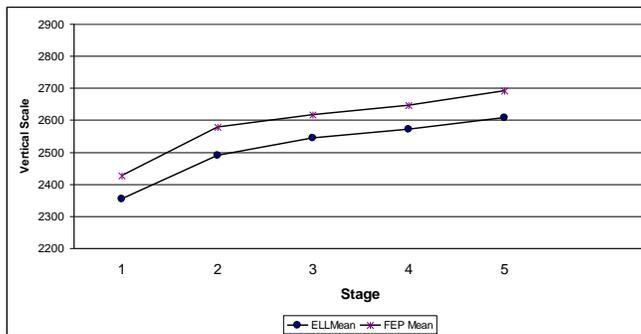
### Standard Setting on Arizona English Language Learner Assessment (AZELLA)

General Session Results 2  
 May 6, 2013  
 Phoenix, Arizona

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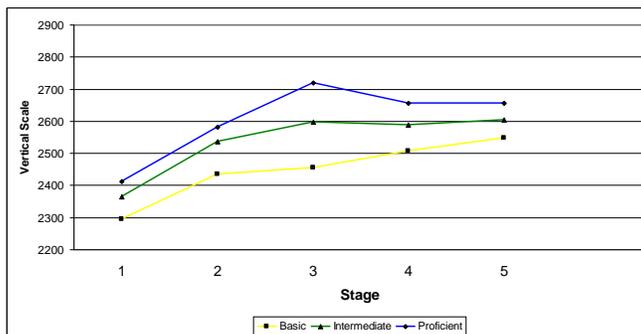
#### Mean Scores for ELL and FEP Students



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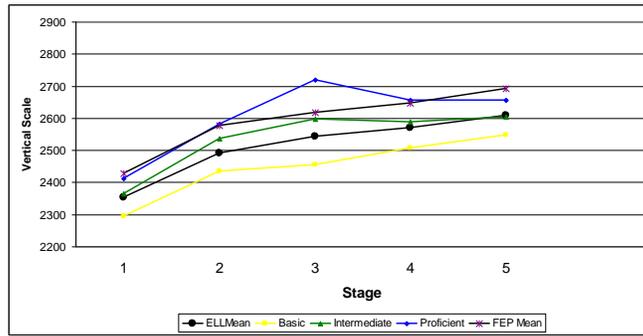
#### Current Cut Scores



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### Means and Cuts

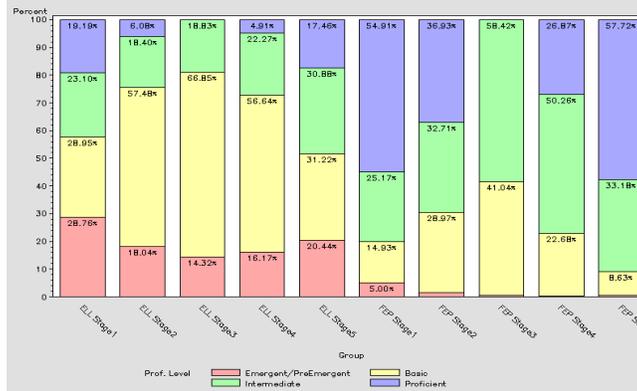


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### Round 3 Results

Vertical Articulation Data on Total at Round 3

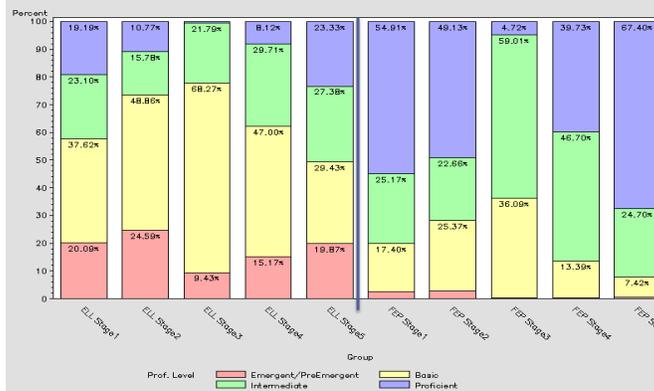


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### Round 4 Results

Vertical Articulation Data on Total at Round 4



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## Appendix K: Standard Setting Panelist Readiness Form

### Appendix K.1: Standard Setting Panelist Readiness Form for Total Combined



**ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA)  
STANDARD SETTING  
ROUND READINESS FORM**



Panelist ID: \_\_\_\_\_

Instructions: Please circle your response to the following questions.

<b>Round 1</b>		
I understand my task for Round 1.	<b>No</b>	<b>Yes</b>
I am ready to begin Round 1.	<b>No</b>	<b>Yes</b>

<b>Round 2</b>		
I understand my task for Round 2.	<b>No</b>	<b>Yes</b>
I understand the data that was presented from Round 1.	<b>No</b>	<b>Yes</b>
I am ready to begin Round 2.	<b>No</b>	<b>Yes</b>

<b>Round 3</b>		
I understand my task for Round 3.	<b>No</b>	<b>Yes</b>
I understand the data that was presented from Round 2.	<b>No</b>	<b>Yes</b>
I am ready to begin Round 3.	<b>No</b>	<b>Yes</b>

**Appendix K.2: Standard Setting Panelist Readiness Form for Reading Domain****ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA)  
STANDARD SETTING  
READING ROUND READINESS FORM**

Panelist ID: \_\_\_\_\_

Instructions: Please circle your response to the following questions.

<b>Round 3.5 – Reading</b>		
I understand my task for Round 3.5.	<b>No</b>	<b>Yes</b>
I understand the data that was presented from Round 3.	<b>No</b>	<b>Yes</b>
I am ready to begin Round 3.5.	<b>No</b>	<b>Yes</b>

**Appendix K.3: Standard Setting Panelist Readiness Form for Writing Domain**



**ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA)  
STANDARD SETTING  
WRITING ROUND READINESS FORM  
STAGE I**



Panelist ID: \_\_\_\_\_

Instructions: Please circle your response to the following questions.

<b>Round 3.5 - Writing</b>		
I understand my task for Round 3.5.	<b>No</b>	<b>Yes</b>
I understand the data that was presented from Round 3.	<b>No</b>	<b>Yes</b>
I am ready to begin Round 3.5.	<b>No</b>	<b>Yes</b>

## Appendix L: Page Number Recording Sheet

### ***Appendix L.1: Page Number Recording Sheet for Total Combined***



**ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT  
STANDARD SETTING  
PAGE NUMBER RECORDING SHEET**



Table Number \_\_\_\_\_

Panelist ID \_\_\_\_\_

Please enter the page number that corresponds to your bookmark for Proficient, Intermediate, and Basic. Please make sure that you enter your page numbers in the appropriate column for each round.

	<b>Round 1</b>	<b>Round 2</b>	<b>Round 3</b>
<b>Proficient</b>			
<b>Intermediate</b>			
<b>Basic</b>			

**Appendix L.2: Page Number Recording Sheet for Reading Domain**



**ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT  
STANDARD SETTING  
READING PAGE NUMBER RECORDING SHEET**



Table Number \_\_\_\_\_

Panelist ID \_\_\_\_\_

Please enter the page number that corresponds to your bookmark for Proficient for Reading. Please make sure that you enter your page numbers in the appropriate column for each round.

**Reading**

	<b>*Round 2</b>	<b>*Round 3</b>	<b>Round 3.5</b>
<b>Proficient</b>			

**\*Based on the median committee page number for the entire test**

**Appendix L.3: Page Number Recording Sheet for Writing Domain**



**ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT  
STANDARD SETTING  
WRITING PAGE NUMBER RECORDING SHEET**



Table Number \_\_\_\_\_

Panelist ID \_\_\_\_\_

Please enter the page number that corresponds to your bookmark for Proficient for Writing. Please make sure that you enter your page numbers in the appropriate column for each round.

**Writing**

	<b>*Round 2</b>	<b>*Round 3</b>	<b>Round 3.5</b>
<b>Proficient</b>			

**\*Based on the median committee page number for the entire test**

## Appendix M: Standard Setting Evaluation Forms with Responses



### ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA) STANDARD SETTING FINAL STANDARD SETTING EVALUATION FORM STAGE I



Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion. If you have any additional comments, please write them in the space provided at the end of this form.

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	Statement	SD	D	A	SA	NR
1	The workshop was well organized.	1	1	4	9	0
2	The training materials were helpful.	1	1	4	9	0
3	The item mapping method for providing the ratings was conceptually clear.	1	1	5	7	1
4	I had a good understanding of what the test was intended to measure.	1	1	4	9	0
5	I had a good understanding of Performance Level Descriptors.	1	1	3	9	1
6	Borderline Performance Level Descriptors helped me determine the rating of each item.	0	2	3	10	0
7	The practice round of ratings was helpful to understand what to do at Round 1.	5	3	3	4	0
8	After the <u>first</u> round of ratings, I felt comfortable with the standard setting procedure.	0	3	9	3	0
9	I found the feedback on empirical item difficulty (item mean) after Round 1 useful.	0	3	7	5	0
10	I found the feedback on the frequency of page numbers after Round 1 useful.	1	1	5	8	0
11	I found the feedback on median page numbers for the entire test at my table after Round 1 useful.	1	1	6	7	0
12	I found the feedback on median page numbers for the entire test for the committee after Round 2 useful.	1	1	6	7	0
13	I found the feedback on median page numbers for Reading and Writing for the committee after Round 2 useful	1	1	6	7	0
14	I found the feedback on median page numbers for the entire test for the committee after Round 3 useful.	1	1	6	7	0
15	I found the feedback on median page numbers for Reading and Writing for the committee after Round 3 useful	1	1	6	7	0
16	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 2 useful.	1	1	4	9	0
17	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 2 useful.	1	1	4	9	0
18	I found the feedback on the percentage of the students tested that would be classified at each	1	1	4	9	0

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
	performance level (Impact Data) for the entire test after Round 3 useful.					
19	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 3 useful.	1	1	4	9	0
20	Discussion after Rounds 1, 2, and 3 was open and honest.	1	1	4	8	1
21	I believe that my opinions were considered and valued by my group.	1	1	4	9	0
22	I am confident that my round 3 ratings for "Basic" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	2	5	8	0
23	I am confident that my round 3 ratings for "Basic" reflect the knowledge, skills, and abilities described in the performance level descriptors.	2	0	6	7	0
24	I am confident that my round 3 ratings for "Intermediate" reflect the knowledge, skills, and abilities described in the performance level descriptors.	2	0	7	6	0
25	I am confident that my round 3 ratings for "Proficient" reflect the knowledge, skills, and abilities described in the performance level descriptors.	2	0	7	6	0
26	I would defend the performance standards recommended by our committee.	2	0	5	8	0
27	Overall, I valued the workshop as a professional development experience.	1	1	3	10	0

Please feel free to add comments on any of your responses above, make suggestions to improve future standard settings, and/ or tell us what you liked and did not like about this workshop. Thank you.

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## The Comment Made on the Evaluation Form by the Panelists

I am disappointed that more "alignment" was not achieved during our vertical alignment. I think it would have been beneficial to have a structured multi-stage task during "vertical alignment" time. I also would have liked to complete round 4 after vertical alignment instead of prior to. There was no motivation or reason to apply the results of the conversation. More structure/task might also have cut back on off-topic tangents.

The practice was not helpful because it was not my stages level and questions were all over the place.

#7 Practice activity should have been directly related to assigned stage. Feedback from DOE & Pearson b/w Rd1 & Rd 2 about our assigned task to determine the cut score at each level to identify where S can be expected to know "enough" language proficiency to access instruction and the "reminder" that our efforts were advisory only seemed both harsh and disrespectful of our mission as educators = success for all. We respect data as a tool for driving our practices but data alone discounts the personal, social & emotional domains we must also consider as we address the needs of our students.

Practice should be at our stage. Tracy is an outstanding team facilitator. She kept us on tract in a positive manner and valued our opinions/discussions.

The practice activity was difficult because it wasn't related directly to Stage I.

Practice round would have been better or more helpful if it was at the stage we were working with.

This process was very helpful in understanding the assessment and how are students are scored and actually what we need to make sure our teachers are focusing on instruction of ELP Standards.

Fantastic organization, great group of highly passionate individuals

The practice round would have been (more) useful if Steve had modeled (think-aloud) first then at our break out session we had the specific grade or grade-band that we were actually going to be working on evaluating. I would like to say that our facilitator Tracy was exemplary in professionalism, humor & poise. She moved us along through each assignment & task and held us to high expectations. The feed-back data was well explained with patience and honored the diversity of our "panelists".

This workshop opened up a whole new world for me as to how assessments are created and the countless hours put into a single assessment. The intensity & deeper understanding of the verbiage used w/n the workshop itself (language vs content) truly aided in coming to consensus w/n our group. Thank you ADE, Pearson & colleagues for the opportunity to be a part of this committee.

I understand that the beginning of the process was laid out the way it was for a reason. But I believe that frontloading some of the documents before Round 1 would have been helpful. Reiterating the importance of basing our bookmarks on language versus content would have given us a better focus. Also, I would have liked it if we could have shared our individual scores after the end of each round & impact data had been shown. I would like to have known the reasons some people gave low or high page bookmarks. Sometimes it helps to hear the "far ends" perspectives.

I suggest reviewing the "Borderline Descriptors" a couple of times as a whole group. All members pf a specific "stage" before moving on to the next round. This prevents unnecessary revisions.



# ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT (AZELLA)



## STANDARD SETTING DECISION MAKING FACTOR SURVEY STAGE I

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
1	Your experience in education	0	0	3	4	8	0
2	Prior to this standard setting meeting, your perceptions about students in each of the three performance levels	0	2	2	7	4	0
3	Your prior knowledge about standard setting	3	1	3	5	3	0
4	The orientation on standard setting	0	1	2	8	3	1
5	Your perception of the high stakes versus low stakes context of AZELLA	1	0	4	4	4	2
6	Your thinking about students in each performance level with whom you have had experience	0	1	4	5	5	0
7	The consequences of your decisions for No Child Left Behind (NCLB)	3	2	1	4	4	1
8	Your concerns about district or state political or economic issues	3	3	3	2	4	0
9	Your understanding of the performance level descriptors	0	0	1	7	7	0
10	Your understanding of the borderline performance level descriptors	0	0	1	8	6	0
11	The empirical item difficulty (item mean) presented after Round 1	0	1	6	7	1	0
12	Frequency of page numbers presented at your table after Round 1	0	3	7	4	1	0
13	Median page numbers at your table presented for the entire test after Round 1	0	2	7	4	2	0
14	Median page numbers for the committee presented for the entire test after Round 2	0	2	6	4	3	0
15	Median page numbers for the committee presented for Reading and Writing after Round 2	0	2	6	4	3	0
16	Median page numbers for the committee presented for the entire test after Round 3	0	1	7	3	3	1
17	Median page numbers for the committee presented for Reading and Writing after Round 3	0	1	7	3	3	1
18	The impact data presented for the entire test after Round 2	0	1	3	7	4	0
19	The impact data presented for Reading and Writing after Round 2	0	1	3	7	4	0
20	The impact data presented for the entire test after Round 3	0	0	5	5	5	0
21	The impact data presented for Reading and Writing after Round 3	0	0	5	5	5	0

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
22	Your interactions with your fellow panelists before <b>Round 2</b>	0	1	7	4	3	0
23	Your interactions with your fellow panelists before <b>Round 3</b>	1	0	4	7	3	0
24	Your interactions with your fellow panelists before <b>Round 3.5</b>	0	1	5	6	3	0
25	Discussion on vertical articulation	3	2	3	3	4	0

Directions: Please respond to each statement by placing an "X" next to the category that best describes your school.

1. In general, my school/educational institution **mostly** serves students in the following socioeconomic status (choose one):

Lower    Lower/Middle    Middle    Upper Middle    Upper    No Response

2. My educational institution is a charter school (choose one):  Yes    No    No Response



**ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA)  
STANDARD SETTING  
FINAL STANDARD SETTING EVALUATION FORM  
STAGE II**



Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion. If you have any additional comments, please write them in the space provided at the end of this form.

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
1	The workshop was well organized.	0	0	8	7	0
2	The training materials were helpful.	0	0	7	8	0
3	The item mapping method for providing the ratings was conceptually clear.	0	7	5	3	0
4	I had a good understanding of what the test was intended to measure.	0	1	7	7	0
5	I had a good understanding of Performance Level Descriptors.	0	0	7	8	0
6	Borderline Performance Level Descriptors helped me determine the rating of each item.	0	1	8	6	0
7	The practice round of ratings was helpful to understand what to do at Round 1.	3	6	4	2	0
8	After the <u>first</u> round of ratings, I felt comfortable with the standard setting procedure.	0	2	9	4	0
9	I found the feedback on empirical item difficulty (item mean) after Round 1 useful.	0	2	6	6	1
10	I found the feedback on the frequency of page numbers after Round 1 useful.	0	0	9	6	0
11	I found the feedback on median page numbers for the entire test at my table after Round 1 useful.	0	1	9	5	0
12	I found the feedback on median page numbers for the entire test for the committee after Round 2 useful.	0	1	7	7	0
13	I found the feedback on median page numbers for Reading and Writing for the committee after Round 2 useful	0	1	7	7	0
14	I found the feedback on median page numbers for the entire test for the committee after Round 3 useful.	0	0	8	7	0
15	I found the feedback on median page numbers for Reading and Writing for the committee after Round 3 useful	0	0	8	7	0
16	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 2 useful.	0	0	7	8	0
17	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 2 useful.	0	0	8	7	0
18	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 3 useful.	0	0	7	8	0

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
19	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 3 useful.	0	0	8	7	0
20	Discussion after Rounds 1, 2, and 3 was open and honest.	0	0	1	14	0
21	I believe that my opinions were considered and valued by my group.	0	0	2	13	0
22	I am confident that my round 3 ratings for "Basic" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	5	10	0
23	I am confident that my round 3 ratings for "Basic" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	5	10	0
24	I am confident that my round 3 ratings for "Intermediate" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	11	0
25	I am confident that my round 3 ratings for "Proficient" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	5	10	0
26	I would defend the performance standards recommended by our committee.	0	0	3	12	0
27	Overall, I valued the workshop as a professional development experience.	0	0	4	11	0

Please feel free to add comments on any of your responses above, make suggestions to improve future standard settings, and/ or tell us what you liked and did not like about this workshop. Thank you.

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The Comment Made on the Evaluation Form by the Panelists

<p>A lot of waiting on Day 2 &amp; 3 where we could have been working on the PLD's.</p>
<p>There seemed to be a lot of waiting time for data that we could have moved on to something else instead of wasting over an hour at several points in the day.</p>
<p>The workshop was very well organized. Mary Kino was a very effective and helpful facilitator. Thanks for the opportunity to serve on the committee!</p>
<p>Please take a close look at the rubrics we used. Thank you for this opportunity.</p>
<p>I am so glad to have experienced this kind of task as I realized how important it is as a classroom teacher.</p>
<p>I appreciate the organization and facilitation of the process we have taken. I was very fortunate to be with a strong group of professionals who not only shared their knowledge but listened to others. I feel that the results were honest and very close to what I see happening in our classroom. As professionals we must consider other variables that are reflected on the results. Our main objective at the end of the road is for our ELL to pass AIMS and really achieve academically. AZELLA is the milestone on the path. It is then, extremely difficult to divorce content from language, especially in first and second grade when reading and writing ARE our main content. I then, ask you to consider that may be is not the cut offs of the levels that is our end of the discussion but the emphasis we are given to the quality of our curriculum (content &amp; strategies &amp; methodologies) we are using in our SEI classrooms and the manner we are scaffolding them. I don't believe we are wrong in what we are doing in our classrooms, but we are not being systematic - the whole reason why Bilingualism didn't work. We can't expect AZELLA alone to fix our data to demonstrate we are being successful. Respectfully, Alma Sandigo</p>
<p>Our facilitator was fabulous and truly kept us on task. The process was very enlightening and I appreciated working independently but valued the time that we were able to process as a group.</p>
<p>Practice round was confusing because it didn't match our Stage Standards and PLDs.</p>



# ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT (AZELLA)



## STANDARD SETTING DECISION MAKING FACTOR SURVEY STAGE II

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
1	Your experience in education	0	0	0	1	14	0
2	Prior to this standard setting meeting, your perceptions about students in each of the three performance levels	0	0	0	5	9	1
3	Your prior knowledge about standard setting	7	1	2	1	4	0
4	The orientation on standard setting	1	1	5	4	4	0
5	Your perception of the high stakes versus low stakes context of AZELLA	2	0	2	6	4	1
6	Your thinking about students in each performance level with whom you have had experience	0	0	0	4	11	0
7	The consequences of your decisions for No Child Left Behind (NCLB)	2	1	2	4	6	0
8	Your concerns about district or state political or economic issues	2	0	7	3	3	0
9	Your understanding of the performance level descriptors	0	0	2	5	8	0
10	Your understanding of the borderline performance level descriptors	0	1	1	5	8	0
11	The empirical item difficulty (item mean) presented after Round 1	0	1	3	7	4	0
12	Frequency of page numbers presented at your table after Round 1	1	3	3	4	4	0
13	Median page numbers at your table presented for the entire test after Round 1	1	3	1	6	4	0
14	Median page numbers for the committee presented for the entire test after Round 2	1	2	2	6	4	0
15	Median page numbers for the committee presented for Reading and Writing after Round 2	1	2	3	5	4	0
16	Median page numbers for the committee presented for the entire test after Round 3	1	1	2	7	4	0
17	Median page numbers for the committee presented for Reading and Writing after Round 3	1	1	3	6	4	0
18	The impact data presented for the entire test after Round 2	1	1	1	7	5	0
19	The impact data presented for Reading and Writing after Round 2	1	1	2	6	5	0
20	The impact data presented for the entire test after Round 3	1	1	2	6	5	0
21	The impact data presented for Reading and Writing after Round 3	2	1	2	6	4	0

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
22	Your interactions with your fellow panelists before <b>Round 2</b>	2	2	1	3	7	0
23	Your interactions with your fellow panelists before <b>Round 3</b>	2	1	1	2	9	0
24	Your interactions with your fellow panelists before <b>Round 3.5</b>	2	1	1	4	7	0
25	Discussion on vertical articulation	3	3	4	2	2	1

Directions: Please respond to each statement by placing an "X" next to the category that best describes your school.

1. In general, my school/educational institution **mostly** serves students in the following socioeconomic status (choose one):

\_6\_ Lower \_7\_ Lower/Middle \_2\_ Middle \_0\_ Upper Middle \_0\_ Upper \_0\_ No Response

2. My educational institution is a charter school (choose one): \_14\_ Yes \_13\_ No \_1\_ No Response



**ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA)  
STANDARD SETTING  
FINAL STANDARD SETTING EVALUATION FORM  
STAGE III**



Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion. If you have any additional comments, please write them in the space provided at the end of this form.

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
1	The workshop was well organized.	0	0	6	6	0
2	The training materials were helpful.	0	0	4	7	1
3	The item mapping method for providing the ratings was conceptually clear.	0	1	5	6	0
4	I had a good understanding of what the test was intended to measure.	0	1	5	6	0
5	I had a good understanding of Performance Level Descriptors.	0	0	5	7	0
6	Borderline Performance Level Descriptors helped me determine the rating of each item.	0	2	4	6	0
7	The practice round of ratings was helpful to understand what to do at Round 1.	0	0	6	6	0
8	After the first round of ratings, I felt comfortable with the standard setting procedure.	0	1	4	7	0
9	I found the feedback on empirical item difficulty (item mean) after Round 1 useful.	0	1	6	4	1
10	I found the feedback on the frequency of page numbers after Round 1 useful.	0	3	6	3	0
11	I found the feedback on median page numbers for the entire test at my table after Round 1 useful.	0	0	7	5	0
12	I found the feedback on median page numbers for the entire test for the committee after Round 2 useful.	0	0	6	6	0
13	I found the feedback on median page numbers for Reading and Writing for the committee after Round 2 useful	0	0	6	6	0
14	I found the feedback on median page numbers for the entire test for the committee after Round 3 useful.	0	0	6	6	0
15	I found the feedback on median page numbers for Reading and Writing for the committee after Round 3 useful	0	0	6	6	0
16	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 2 useful.	0	3	6	3	0
17	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 2 useful.	0	2	7	3	0
18	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 3 useful.	0	2	7	3	0

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
19	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 3 useful.	0	2	7	3	0
20	Discussion after Rounds 1, 2, and 3 was open and honest.	0	0	1	11	0
21	I believe that my opinions were considered and valued by my group.	0	0	2	10	0
22	I am confident that my round 3 ratings for " <i>Basic</i> " reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	7	1
23	I am confident that my round 3 ratings for " <i>Basic</i> " reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	7	1
24	I am confident that my round 3 ratings for " <i>Intermediate</i> " reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	7	1
25	I am confident that my round 3 ratings for " <i>Proficient</i> " reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	7	1
26	I would defend the performance standards recommended by our committee.	0	0	4	7	1
27	Overall, I valued the workshop as a professional development experience.	0	0	3	9	0

Please feel free to add comments on any of your responses above, make suggestions to improve future standard settings, and/ or tell us what you liked and did not like about this workshop. Thank you.

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## The Comment Made on the Evaluation Form by the Panelists

I believe that the facilitator kept a tight rein on the integrity of the process. There was ample time for discussion and expressing individual opinions and pacing was effective. The process was well organized and the progression built better understanding of the process. My recommendation would be to hold Round One independent ratings earlier in the day as the round required a fair amount of time and consideration. The group was professional and committed to this process and I am proud of our efforts.

Out facilitator kept the group organized and moving toward the goals set for these 3 days. There were factors that lead the group to make the cut points so high that at this time the group did not have control of; such as: performance data of student; rubrics; test items that may have been problematic.

I question the professionalism and ethics of our "visit" from ADE at the end of Day 1, as I question the whole group display of results on the last morning. Our group was wonderful, very intelligent and dedicated to the process, to have it questioned so vigorously and publicly was insulting. I felt my table leader was wonderful! She helped clarify and work through questions we were having. Our group facilitator was just terrific! His strong belief in this process and our ability to complete this process well was exceptional! His steadfast encouragement and explanations were appreciated by this panelist! I feel good about the work we completed here and the role I was able to play in the process!

I really don't think we had the same child in our head as we did this. I think that we (as a whole) did the best we could given the parameters. If we had spent more time coming to a consensus about the "Borderline/Threshold" child, we may have changed our median. I think the separation of each domain may have resulted in a different score (ie: speaking items then listening items, then reading items, etc. The anomalies may not have been strung together then, an may have been excused. Our group had issues w/phonemic items at beyond proficiency threshold. I think the word "proficient" is an issue - maybe labels like enough to access content; needs help to access content; can't access content. I felt a little rushed through RD1 - I was tired, and I could have spent more time with the docs. I felt there were many docs, pages, etc. provided to help, but I didn't understand how they could help - not a statistician re: item means. How does the item mean relate to intermediates. Info that may have helped but wasn't present might be item means & where they'd fall on old test, i.e. ER 2.8 falls in Int. 98% of time. Whole Grp ppt material needs to be larger.

Mark was a great facilitator. He kept everyone involved and engaged. The group was from a wide range of areas and expertise. Their knowledge and skills helped us collaborate. During vertical conversations with the whole group, I felt misrepresented by one table leader. I felt we used all the data and information we were given to provide an appropriate outcome.

I appreciate the clear and unbiased information that our group received from Marc, our facilitator. He was skilled at keeping our focus on the specific task at hand and was also able to keep the pace of the group.

I feel very confident with the work we did as a group. We kept our focus on the standards and the descriptors when deciding our cut numbers. I was taken a bit when ADE & Steve came into our room to discuss our numbers after Round 2.

There were discrepancies between the descriptors and the standards/exemplars. In the listening part, students should be allowed to write on the test books (taking notes is an important skill). What is the purpose of the Kinder Placement Assessment being so easy and most of the students pass it, and then in the assessment in February, a lot of them regress?

I didn't think that actually "seeing" the impact data was a good thing after the 1st round. Perhaps after all of the training (1st day), applying it to the smaller reading & writing segment would have been better. This process was much better in structure than the last time I participated, Pearson's design and leadership really helped guide our determinations. I didn't appreciate comments made by Steve & Irene regarding decisions made by the panel and the seemingly dismissive comments on day 2 and large group day 3. The better response would have been - why did you come to this decision rather than well, we didn't give you the directions you needed to make an informed decision.

In order not to short change our students learning and instruction, the state needs to support/fund best practices, materials and training to have effective schools across the board.

Being publicly "shamed" this morning was inappropriate and did nothing but draw negative attention to a conundrum of the process. Being approached by educators who said, "maybe you and your group don't understand the process/are you all fighting? Perhaps someone can explain the process to you/etc" only cause frustration and humiliation. ADE needs to look closely at the rubrics provided as well as the descriptors. Perhaps there is a disconnect with the reality of a newly proficient student (borderline) who will most likely drop in their classification rank or worse, fail mainstream class expectations. Suggestions: If the data is not "regular" send an ADE rep to observe and speak directly to the stage committee. It was handled in a poor way.

Our Pearson facilitator, Marc, was incredibly professional and ensured that we followed the standard setting process and took our role seriously. He answered all our questions thoroughly to ensure accuracy in our decision making. He facilitated our use of all the evidence presented to us, and gave us ample time to discuss and process through our concerns. ADE's involvement was intimidating, and at times, threatening. We were publicly chastised for our impact data, and encouraged to lower the expectations we have of our students. The test items are written below the proficient performance level descriptors, and often match the "Basic" performance indicators in the ELPs. If students cannot correctly answer those items, they will not be successful in a mainstream classroom. Therefore, the fact that the Stage III impact data is so low suggests there is a problem with something more than the test items and cut points. It needs to be taken into consideration that our ELL students were not permitted to take notes in their test books, and that they were required to take 3/4 of the test in one sitting. These testing conditions create a much more stressful and hostile testing environment than AIMS. If mainstream students are permitted to take notes in their books, why aren't our ELL students? If mainstream students take reading and writing subtests on different days, why don't our ELL students? Although altering the testing environment may not drastically change the results, it needs to be considered. All students need to be provided with equal opportunities to demonstrate success. Throughout this process, it felt as though our facilitator was encouraging us to remain objective and faithful to the process, but ADE was encouraging us to create an arbitrary cut point that would reclassify large numbers of ELLs so as to avoid negative political consequences.



# ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT (AZELLA)



## STANDARD SETTING DECISION MAKING FACTOR SURVEY STAGE III

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
1	Your experience in education	0	1	1	4	6	0
2	Prior to this standard setting meeting, your perceptions about students in each of the three performance levels	3	1	0	3	5	0
3	Your prior knowledge about standard setting	3	2	3	3	1	0
4	The orientation on standard setting	1	1	4	4	2	0
5	Your perception of the high stakes versus low stakes context of AZELLA	0	1	4	6	1	0
6	Your thinking about students in each performance level with whom you have had experience	1	1	3	5	2	0
7	The consequences of your decisions for No Child Left Behind (NCLB)	5	4	0	3	0	0
8	Your concerns about district or state political or economic issues	5	4	1	0	2	0
9	Your understanding of the performance level descriptors	0	0	1	6	5	0
10	Your understanding of the borderline performance level descriptors	0	0	1	8	2	1
11	The empirical item difficulty (item mean) presented after Round 1	1	0	6	3	1	1
12	Frequency of page numbers presented at your table after Round 1	0	0	7	4	0	1
13	Median page numbers at your table presented for the entire test after Round 1	0	0	7	3	2	0
14	Median page numbers for the committee presented for the entire test after Round 2	0	0	5	6	1	0
15	Median page numbers for the committee presented for Reading and Writing after Round 2	0	0	5	5	1	1
16	Median page numbers for the committee presented for the entire test after Round 3	0	0	5	5	2	0
17	Median page numbers for the committee presented for Reading and Writing after Round 3	0	0	5	5	2	0
18	The impact data presented for the entire test after Round 2	0	2	5	4	1	0
19	The impact data presented for Reading and Writing after Round 2	0	3	4	4	1	0
20	The impact data presented for the entire test after Round 3	1	2	3	5	1	0
21	The impact data presented for Reading and Writing after Round 3	1	2	3	5	1	0

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
22	Your interactions with your fellow panelists before <b>Round 2</b>	0	1	3	8	0	0
23	Your interactions with your fellow panelists before <b>Round 3</b>	0	0	6	4	1	1
24	Your interactions with your fellow panelists before <b>Round 3.5</b>	0	1	5	5	1	0
25	Discussion on vertical articulation	2	4	4	0	1	1

Directions: Please respond to each statement by placing an "X" next to the category that best describes your school.

1. In general, my school/educational institution **mostly** serves students in the following socioeconomic status (choose one):

  5   Lower   7   Lower/Middle   0   Middle   0   Upper Middle   0   Upper   0   No Response

2. My educational institution is a charter school (choose one):   0   Yes  12  No   0   No Response

**ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA)  
STANDARD SETTING  
FINAL STANDARD SETTING EVALUATION FORM  
STAGE IV**

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion. If you have any additional comments, please write them in the space provided at the end of this form.

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
1	The workshop was well organized.	0	0	6	6	0
2	The training materials were helpful.	0	0	4	7	1
3	The item mapping method for providing the ratings was conceptually clear.	0	1	5	6	0
4	I had a good understanding of what the test was intended to measure.	0	1	5	6	0
5	I had a good understanding of Performance Level Descriptors.	0	0	5	7	0
6	Borderline Performance Level Descriptors helped me determine the rating of each item.	0	2	4	6	0
7	The practice round of ratings was helpful to understand what to do at Round 1.	0	0	6	6	0
8	After the <u>first</u> round of ratings, I felt comfortable with the standard setting procedure.	0	1	4	7	0
9	I found the feedback on empirical item difficulty (item mean) after Round 1 useful.	0	1	6	4	1
10	I found the feedback on the frequency of page numbers after Round 1 useful.	0	3	6	3	0
11	I found the feedback on median page numbers for the entire test at my table after Round 1 useful.	0	0	7	5	0
12	I found the feedback on median page numbers for the entire test for the committee after Round 2 useful.	0	0	6	6	0
13	I found the feedback on median page numbers for Reading and Writing for the committee after Round 2 useful	0	0	6	6	0
14	I found the feedback on median page numbers for the entire test for the committee after Round 3 useful.	0	0	6	6	0
15	I found the feedback on median page numbers for Reading and Writing for the committee after Round 3 useful	0	0	6	6	0
16	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 2 useful.	0	3	6	3	0
17	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 2 useful.	0	2	7	3	0
18	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 3 useful.	0	2	7	3	0

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
19	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 3 useful.	0	2	7	3	0
20	Discussion after Rounds 1, 2, and 3 was open and honest.	0	0	1	11	0
21	I believe that my opinions were considered and valued by my group.	0	0	2	10	0
22	I am confident that my round 3 ratings for " <i>Basic</i> " reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	7	1
23	I am confident that my round 3 ratings for " <i>Basic</i> " reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	7	1
24	I am confident that my round 3 ratings for " <i>Intermediate</i> " reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	7	1
25	I am confident that my round 3 ratings for " <i>Proficient</i> " reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	7	1
26	I would defend the performance standards recommended by our committee.	0	0	4	7	1
27	Overall, I valued the workshop as a professional development experience.	0	0	3	9	0

Please feel free to add comments on any of your responses above, make suggestions to improve future standard settings, and/ or tell us what you liked and did not like about this workshop. Thank you.

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The Comment Made on the Evaluation Form by the Panelists

For someone who did not know statistics, the facilitator needed more compassion. Just because a Pearson person doesn't usually work with Arizona, we shouldn't have to hear about it as an excuse. More time to talk in groups! We had to follow an agenda, then sat waiting an hour for results.

I felt the need for the ADE to come in and "remind" us about "borderline" students/PLD's was not needed. The concept reminder could have been placed throughout the powerpoint & been more effective. However, it did make me really verify what I believed. I did not allow pressure for proficiency to change my response/cut score. Our groups decision to review borderline on day three & then check cut scores immediately after P/I/B was more helpful too.

I feel that the process was meticulous. The level of expertise was high in my group and stage. It is unfortunate that the data after the cuts scores was not well received by the ADE/Pearson. My facilitator, Mike, did an extremely great job of explaining the process, and making sure that the integrity of the process is preserved.

It would more helpful if the data was broken down into "ALL" EID sections. Also teachers should be able to adapt to the plan under the idea that it is what is best for students.

1) While I appreciate the presence of the psychometrician to provide clarification on the research & statistics, it may be wiser to have a skilled facilitator - i.e. a teacher or a coach serve as the group facilitator. I felt the 3rd day's morning discussion that was facilitated by one of the teachers was much more helpful & truthful. 2) I was very puzzled, baffled & shocked to have the ADE Team visit our group in the afternoon of the 2nd day to remind us about the cut scores. There seemed to be a covert message that the scores that our group had arrived at was not quite kosher & that regardless of what we recommended as an advisory group, ultimately, Supt. Hupenthal would make the final decision on the cut scores! I felt pressured & coerced in a way to rethink or question my earlier decisions that were based on the English Language Descriptors. I question the validity & reliability of this entire process. If ADE wants to set the cut scores, why bother with assembling us - a so called group of experts?

Our facilitator, Mike, was excellent, available when needed, but otherwise "invisible" as he moved us through the process. He was encouraging & supportive when we struggled & very professionally neutral during our decision-making.

Day 1 practice test was confusing, did not have exemplars, and was not very useful. I also do not feel like the supplemental materials (i.e. the exemplars) were sufficient for the task . . . Not everyone had access to a copy and it was very difficult to share. I did not feel that the people of Pearson nor the ADE valued our work as experts. I feel that they had their own agenda and ideas about the cut scores they want/need to see regardless of our opinions. I hope they value the work we did b/c it was guaranteed and viable, even though we all would like to see the proficient %'s higher, the PLDs and ELP standards tell us our students are clearly not ready.

Mike was very professional - very knowledgeable. An asset to your institution. Very committed to the integrity of the process. Very respectful of our judgment.

I liked the professionalism of our facilitator and staff involved. I did not like feeling my participation may not have been for the stated purpose.

It would have been useful to have exemplars for each person, or stagger items & switch. I feel confident that my cuts & those of our entire panel accurately reflect what students at each level are able to do in order to participate and adjust to the linguistic demands of the classrooms to which they are assigned. Beyond the standards setting, I have questions about collapsing levels & not matching the PI's in the standards - i.e. PE/E/B and low & high intermediate collapsed together.

Some of the questions that say "were useful" might be more specific in how "useful" or change term to "influence your ratings". Did not like that we did not reach "consensus" but rather medians were used as cut scores. If a person wanted to lower the cut score you could bookmark a lower page to change the median & thus the cut score.

\*Didn't like how Stage III ppl were put on the spot in the general mtg. Should have been discussed within the group. \*Have a mechanism to follow up on feedback w/other depts. Ex - the question regarding the broad range of students in Stage III. Should the Stage be broken down into smaller groups.

Mike was an amazing facilitator that gently guided our process, asked questions, answered questions, and ensured we had the autonomy to make our own decisions. He was very clear, always professional, and consistently dependable in his approach.



# ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT (AZELLA)



## STANDARD SETTING DECISION MAKING FACTOR SURVEY STAGE IV

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
1	Your experience in education	0	0	0	3	10	1
2	Prior to this standard setting meeting, your perceptions about students in each of the three performance levels	0	2	2	4	6	0
3	Your prior knowledge about standard setting	4	0	4	0	6	0
4	The orientation on standard setting	0	3	3	4	3	1
5	Your perception of the high stakes versus low stakes context of AZELLA	2	2	3	4	3	0
6	Your thinking about students in each performance level with whom you have had experience	0	2	2	5	5	0
7	The consequences of your decisions for No Child Left Behind (NCLB)	8	2	2	1	1	0
8	Your concerns about district or state political or economic issues	6	3	2	3	0	0
9	Your understanding of the performance level descriptors	0	0	0	7	7	0
10	Your understanding of the borderline performance level descriptors	0	0	0	4	10	0
11	The empirical item difficulty (item mean) presented after Round 1	1	3	4	3	3	0
12	Frequency of page numbers presented at your table after Round 1	2	4	4	2	2	0
13	Median page numbers at your table presented for the entire test after Round 1	1	5	4	2	2	0
14	Median page numbers for the committee presented for the entire test after Round 2	1	5	3	3	2	0
15	Median page numbers for the committee presented for Reading and Writing after Round 2	1	4	5	2	2	0
16	Median page numbers for the committee presented for the entire test after Round 3	0	6	2	4	2	0
17	Median page numbers for the committee presented for Reading and Writing after Round 3	0	4	4	3	2	1
18	The impact data presented for the entire test after Round 2	0	5	4	3	2	0
19	The impact data presented for Reading and Writing after Round 2	0	5	5	3	1	0
20	The impact data presented for the entire test after Round 3	0	5	4	3	2	0
21	The impact data presented for Reading and Writing after Round 3	0	5	5	2	2	0

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
22	Your interactions with your fellow panelists before <b>Round 2</b>	4	1	3	4	2	0
23	Your interactions with your fellow panelists before <b>Round 3</b>	1	4	3	2	4	0
24	Your interactions with your fellow panelists before <b>Round 3.5</b>	1	4	2	3	4	0
25	Discussion on vertical articulation	4	2	3	2	2	1

Directions: Please respond to each statement by placing an "X" next to the category that best describes your school.

1. In general, my school/educational institution **mostly** serves students in the following socioeconomic status (choose one):

  8   Lower   3   Lower/Middle   2   Middle   1   Upper Middle   0   Upper   0   No Response

2. My educational institution is a charter school (choose one):   0   Yes  14  No   0   No Response

**ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA)**  
**STANDARD SETTING**  
**FINAL STANDARD SETTING EVALUATION FORM**  
**STAGE V**

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion. If you have any additional comments, please write them in the space provided at the end of this form.

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
1	The workshop was well organized.	0	0	2	12	0
2	The training materials were helpful.	0	0	7	7	0
3	The item mapping method for providing the ratings was conceptually clear.	0	0	9	5	0
4	I had a good understanding of what the test was intended to measure.	0	0	5	9	0
5	I had a good understanding of Performance Level Descriptors.	0	0	8	6	0
6	Borderline Performance Level Descriptors helped me determine the rating of each item.	0	1	7	5	1
7	The practice round of ratings was helpful to understand what to do at Round 1.	1	1	7	5	0
8	After the first round of ratings, I felt comfortable with the standard setting procedure.	0	3	5	6	0
9	I found the feedback on empirical item difficulty (item mean) after Round 1 useful.	0	0	5	8	1
10	I found the feedback on the frequency of page numbers after Round 1 useful.	0	0	4	10	0
11	I found the feedback on median page numbers for the entire test at my table after Round 1 useful.	0	0	5	9	0
12	I found the feedback on median page numbers for the entire test for the committee after Round 2 useful.	0	0	4	10	0
13	I found the feedback on median page numbers for Reading and Writing for the committee after Round 2 useful	0	0	4	10	0
14	I found the feedback on median page numbers for the entire test for the committee after Round 3 useful.	0	0	4	10	0
15	I found the feedback on median page numbers for Reading and Writing for the committee after Round 3 useful	0	0	4	10	0
16	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 2 useful.	0	0	3	11	0
17	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 2 useful.	0	0	3	11	0
18	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for the entire test after Round 3 useful.	0	0	3	11	0

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NR</b>
19	I found the feedback on the percentage of the students tested that would be classified at each performance level (Impact Data) for Reading and Writing after Round 3 useful.	0	0	3	11	0
20	Discussion after Rounds 1, 2, and 3 was open and honest.	0	0	4	10	0
21	I believe that my opinions were considered and valued by my group.	0	0	3	11	0
22	I am confident that my round 3 ratings for "Basic" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	10	0
23	I am confident that my round 3 ratings for "Basic" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	4	10	0
24	I am confident that my round 3 ratings for "Intermediate" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	5	9	0
25	I am confident that my round 3 ratings for "Proficient" reflect the knowledge, skills, and abilities described in the performance level descriptors.	0	0	3	11	0
26	I would defend the performance standards recommended by our committee.	0	0	4	10	0
27	Overall, I valued the workshop as a professional development experience.	0	0	1	13	0

Please feel free to add comments on any of your responses above, make suggestions to improve future standard settings, and/ or tell us what you liked and did not like about this workshop. Thank you.

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The Comment Made on the Evaluation Form by the Panelists

Thank you! I learned bunches!!!
Our facilitator was awesome & our group was extremely professional
I enjoyed the process as usual. The dialogue was nonthreatening and professional. Sonier did a fantastic job facilitating.
I feel that the facilitator for the group was very helpful.
Sonya was terrific! Mt table was also honest & communicate & as professional.
I appreciate the teamwork and dedication of <u>everyone</u> in our stage group. We had fairly clear directions and followed the protocol. I stand by our cuts.
Sonya did an excellent job guiding us and facilitating such a complex process. I truly enjoyed the experience.
Yes, (#23, 24, & 25) I feel it was important that ELL practitioners have a voice in the process. I am so glad I came!
I would recommend allowing more time for Round 1 and less for R's 2-4. It felt as if we were rushed at first w/way too much time for the other rounds.



# ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT (AZELLA)



## STANDARD SETTING DECISION MAKING FACTOR SURVEY STAGE V

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
1	Your experience in education	0	0	0	4	10	0
2	Prior to this standard setting meeting, your perceptions about students in each of the three performance levels	1	1	3	4	5	0
3	Your prior knowledge about standard setting	6	2	2	1	3	0
4	The orientation on standard setting	0	3	4	4	3	0
5	Your perception of the high stakes versus low stakes context of AZELLA	1	0	0	7	6	0
6	Your thinking about students in each performance level with whom you have had experience	0	1	2	3	8	0
7	The consequences of your decisions for No Child Left Behind (NCLB)	7	1	2	3	1	0
8	Your concerns about district or state political or economic issues	8	1	3	1	0	1
9	Your understanding of the performance level descriptors	0	0	3	4	7	0
10	Your understanding of the borderline performance level descriptors	0	0	1	5	8	0
11	The empirical item difficulty (item mean) presented after Round 1	0	0	1	6	6	1
12	Frequency of page numbers presented at your table after Round 1	0	1	4	5	4	0
13	Median page numbers at your table presented for the entire test after Round 1	0	1	3	5	5	0
14	Median page numbers for the committee presented for the entire test after Round 2	0	1	3	5	5	0
15	Median page numbers for the committee presented for Reading and Writing after Round 2	0	1	3	5	5	0
16	Median page numbers for the committee presented for the entire test after Round 3	0	1	3	5	5	0
17	Median page numbers for the committee presented for Reading and Writing after Round 3	0	1	3	5	5	0
18	The impact data presented for the entire test after Round 2	0	1	0	8	5	0
19	The impact data presented for Reading and Writing after Round 2	0	1	0	8	5	0
20	The impact data presented for the entire test after Round 3	0	0	1	8	5	0
21	The impact data presented for Reading and Writing after Round 3	0	0	1	8	5	0

Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion.

<b>How much did each of the following factors influence your decisions on the cut score recommendations for the Arizona English Language Learner Assessment?</b>		Not at All	Somewhat	Moderately	Strongly	Very Strongly	No Response
22	Your interactions with your fellow panelists before <b>Round 2</b>	0	2	2	4	6	0
23	Your interactions with your fellow panelists before <b>Round 3</b>	0	1	1	6	6	0
24	Your interactions with your fellow panelists before <b>Round 3.5</b>	0	1	0	5	7	1
25	Discussion on vertical articulation	2	1	1	4	6	0

Directions: Please respond to each statement by placing an "X" next to the category that best describes your school.

1. In general, my school/educational institution **mostly** serves students in the following socioeconomic status (choose one):

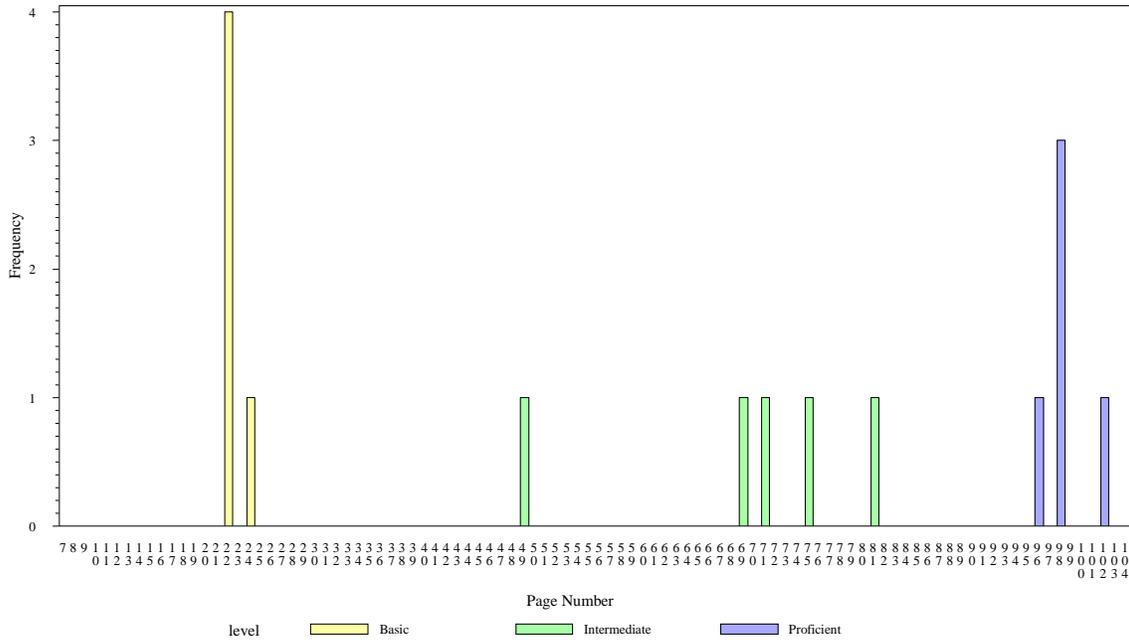
\_3\_ Lower \_7\_ Lower/Middle \_2\_ Middle \_1\_ Upper Middle \_0\_ Upper \_0\_ No Response

2. My educational institution is a charter school (choose one): \_0\_ Yes \_14\_ No \_0\_ No Response



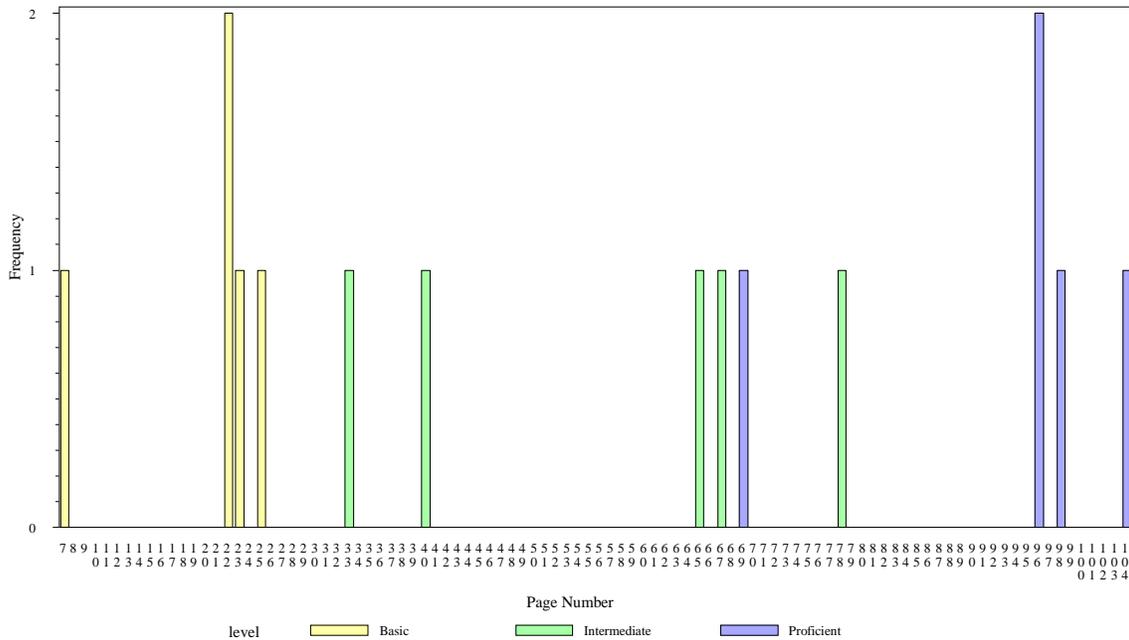
### Stage I: Table 2 Distributions of Page Numbers for Round 1

Table=2



### Stage I: Table 3 Distributions of Page Numbers for Round 1

Table=3



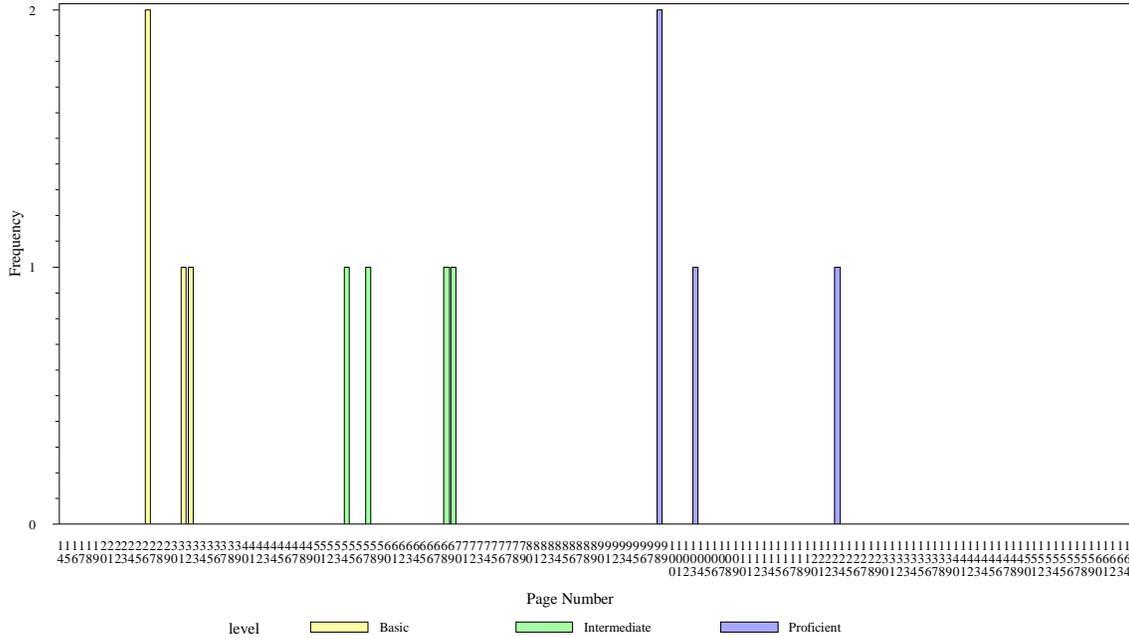






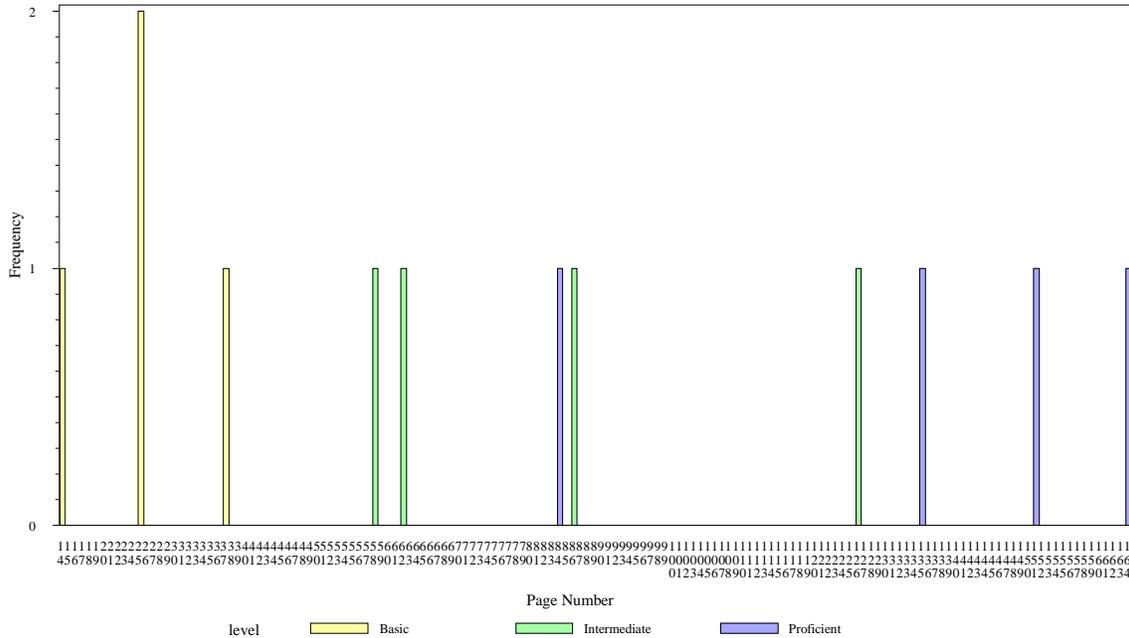
### Stage IV: Table 1 Distributions of Page Numbers for Round 1

Table=1



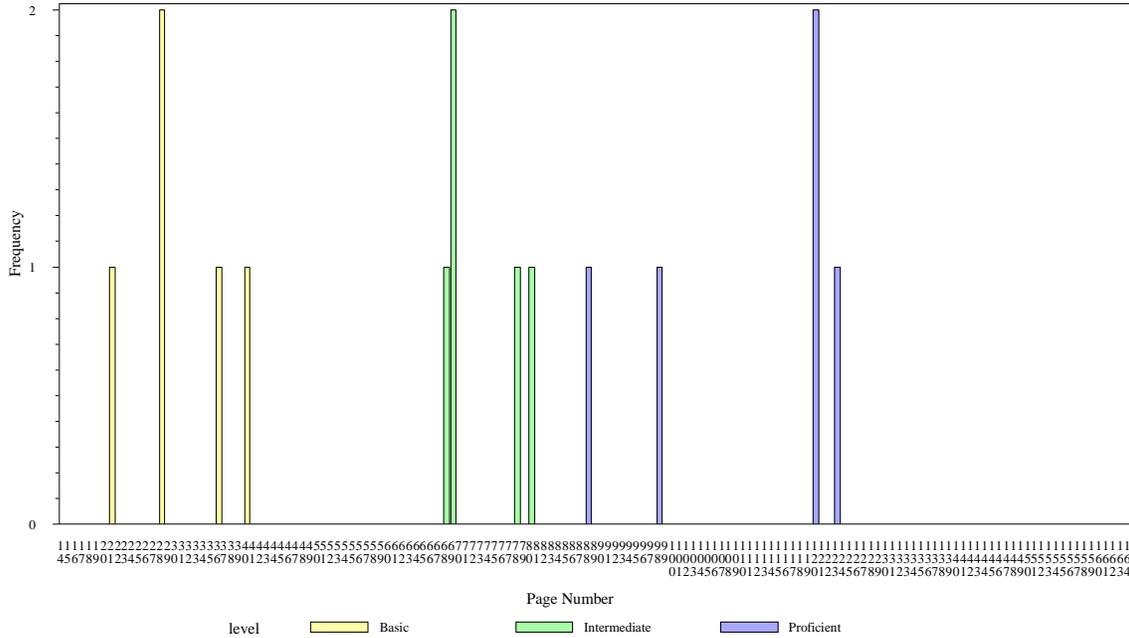
### Stage IV: Table 2 Distributions of Page Numbers for Round 1

Table=2



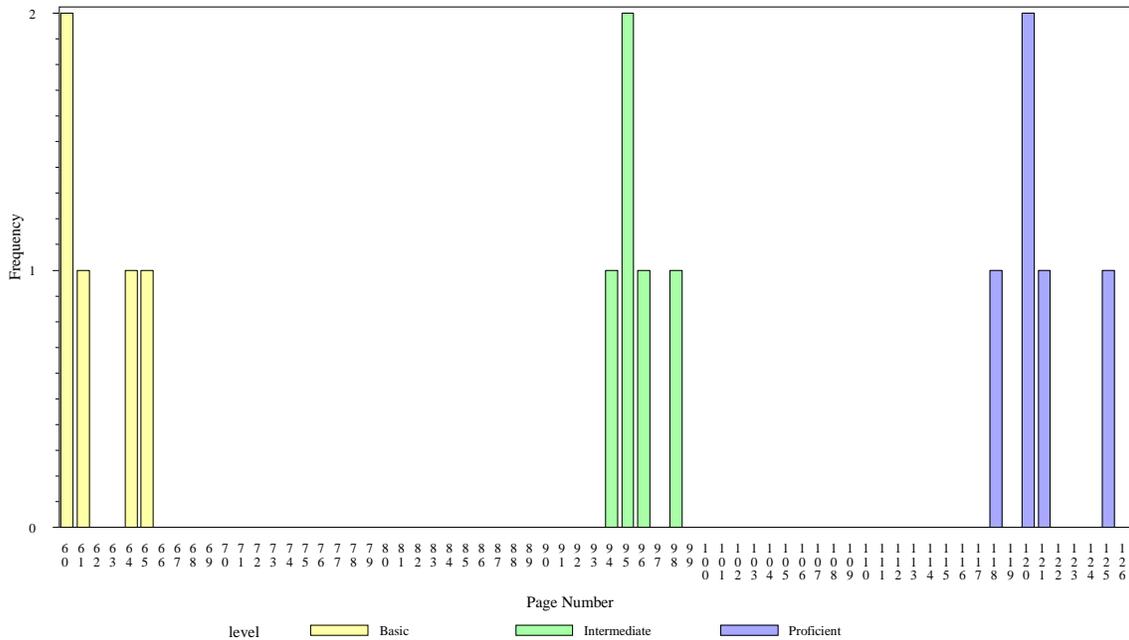
### Stage IV: Table 3 Distributions of Page Numbers for Round 1

Table=3



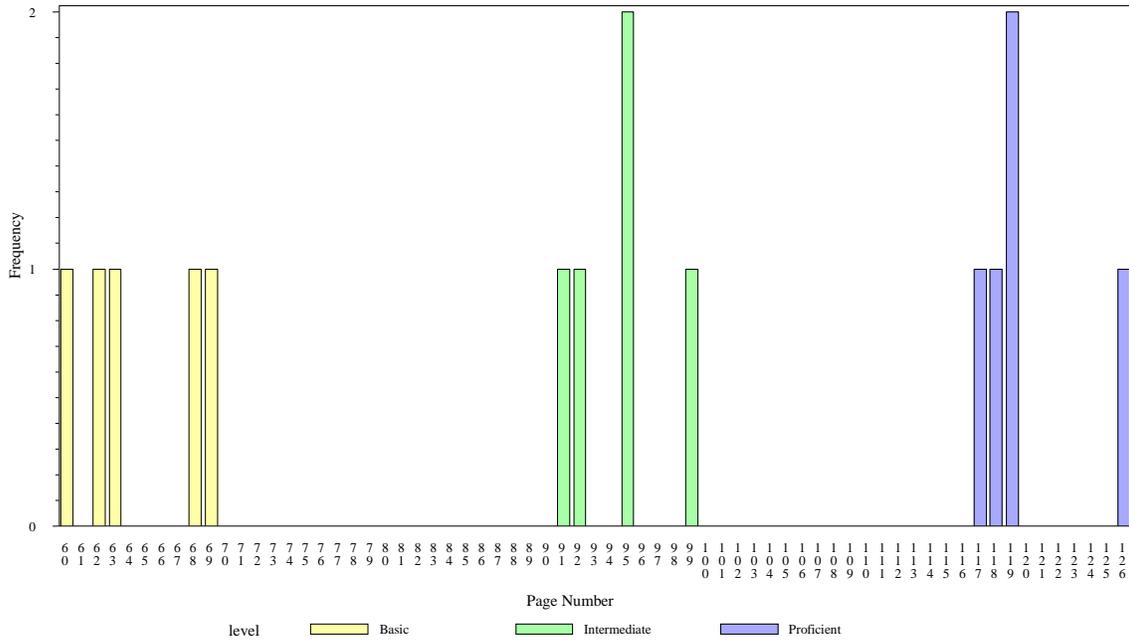
### Stage V: Table 1 Distributions of Page Numbers for Round 1

Table=1



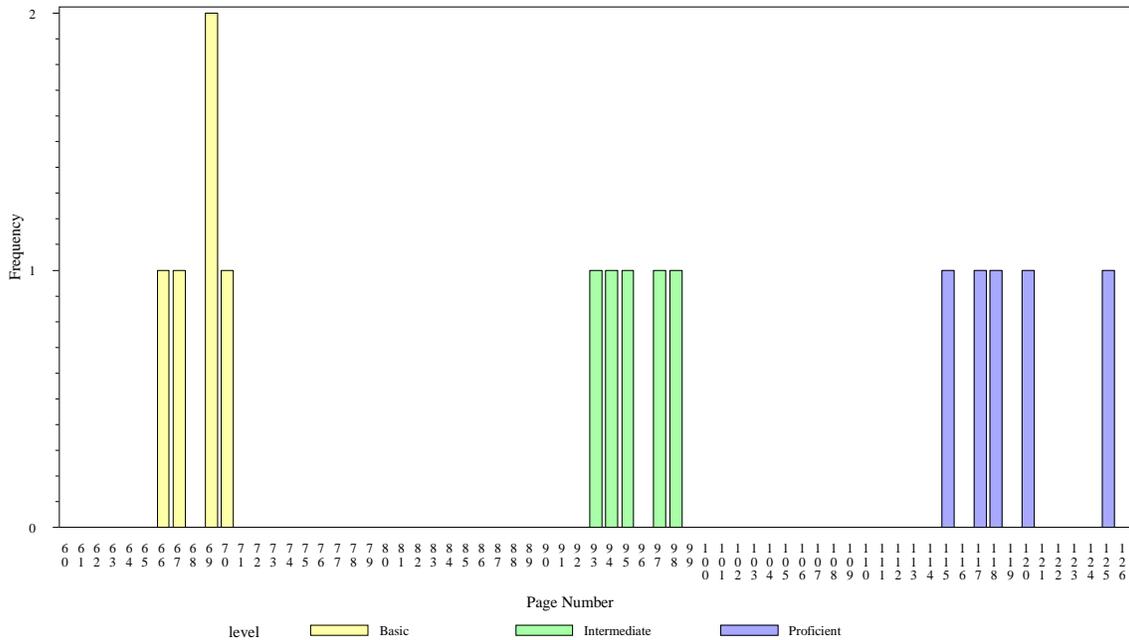
### Stage V: Table 2 Distributions of Page Numbers for Round 1

Table=2



### Stage V: Table 3 Distributions of Page Numbers for Round 1

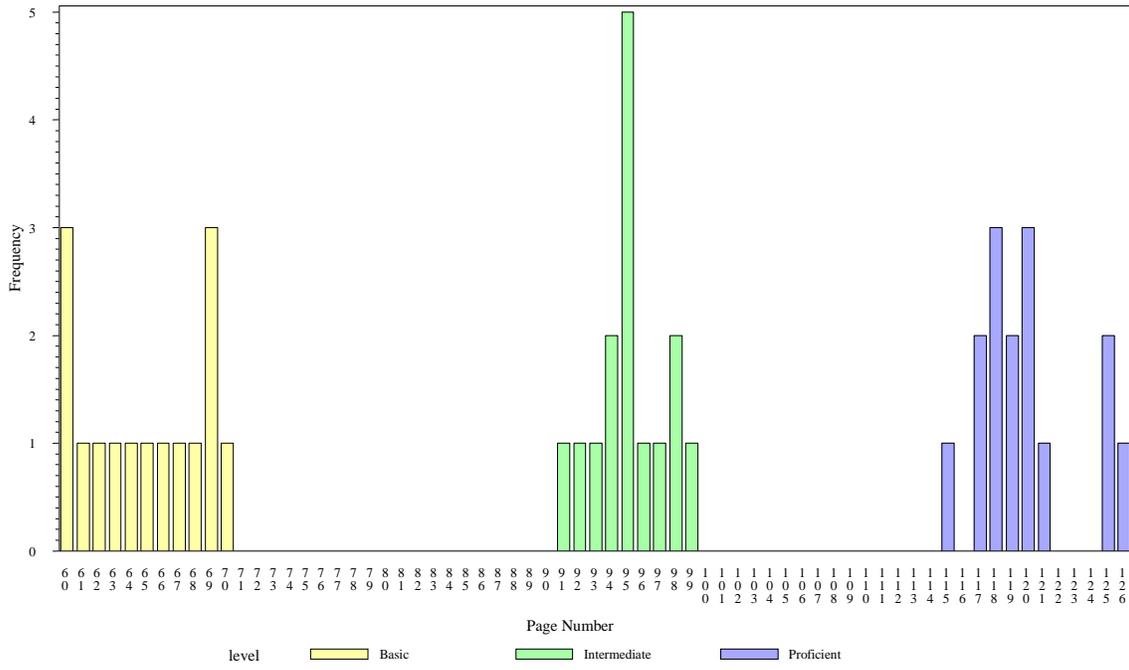
Table=3





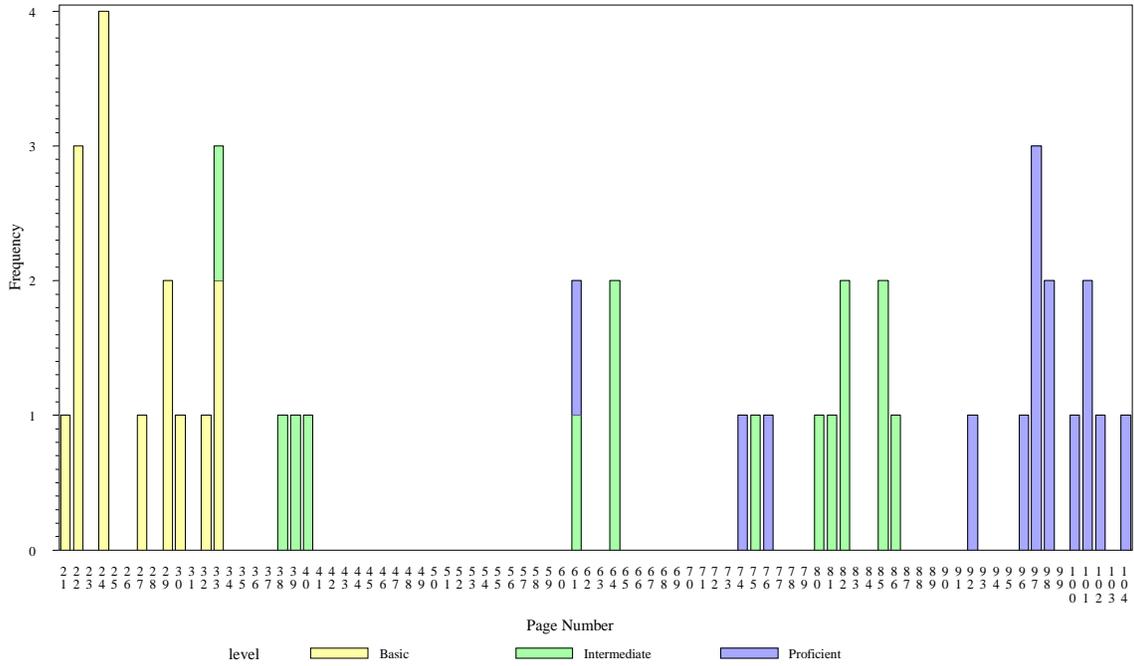


### Stage V Distributions of Page Numbers for Round 1

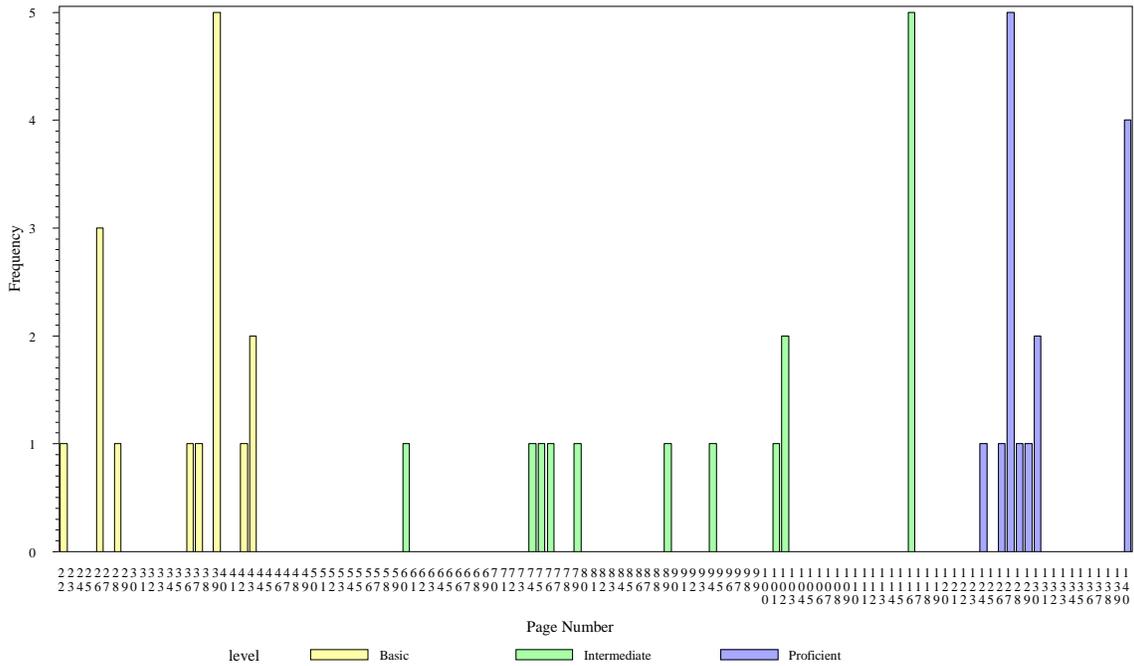


## Appendix N.2: Rating Distribution at Round 2

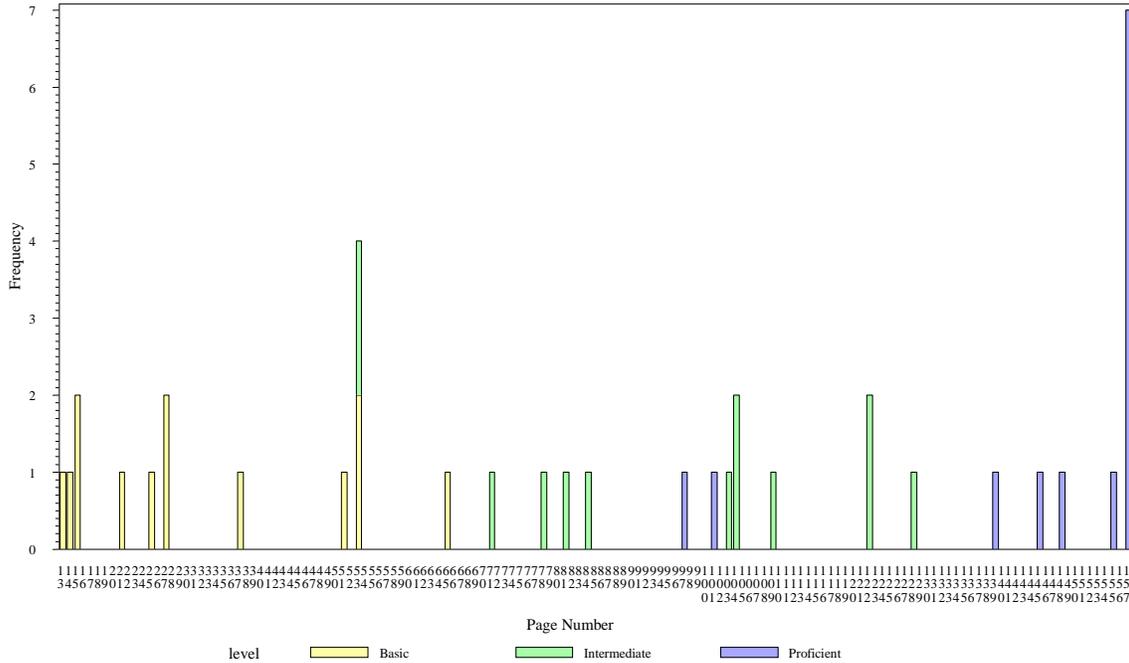
### Stage I Distributions of Page Numbers for Round 2



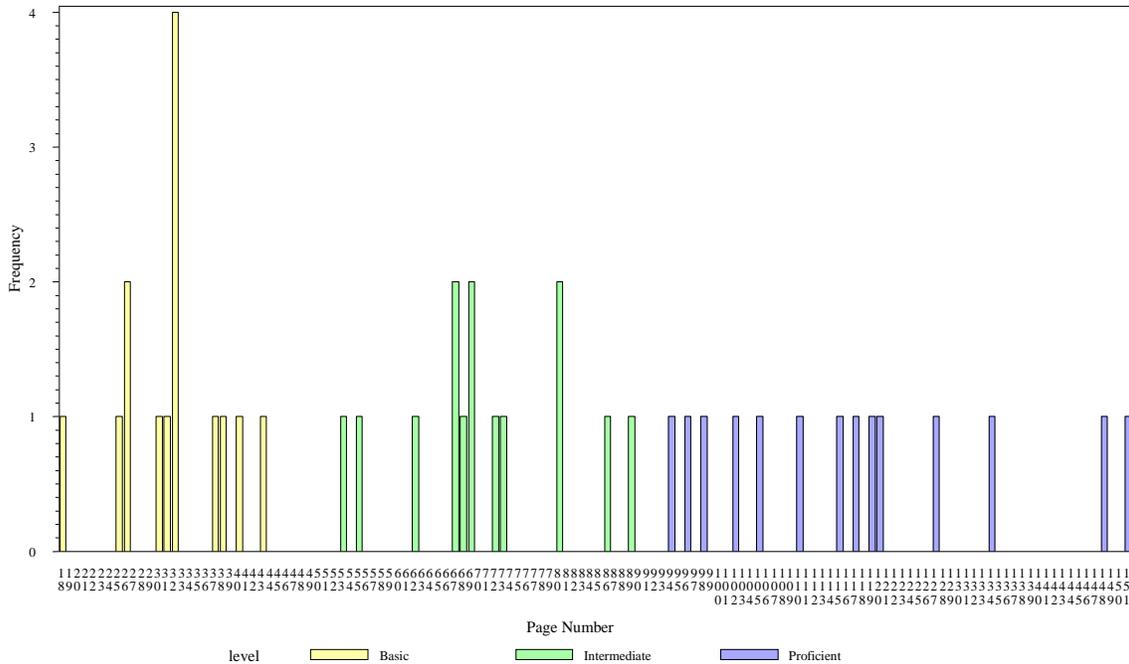
### Stage II Distributions of Page Numbers for Round 2



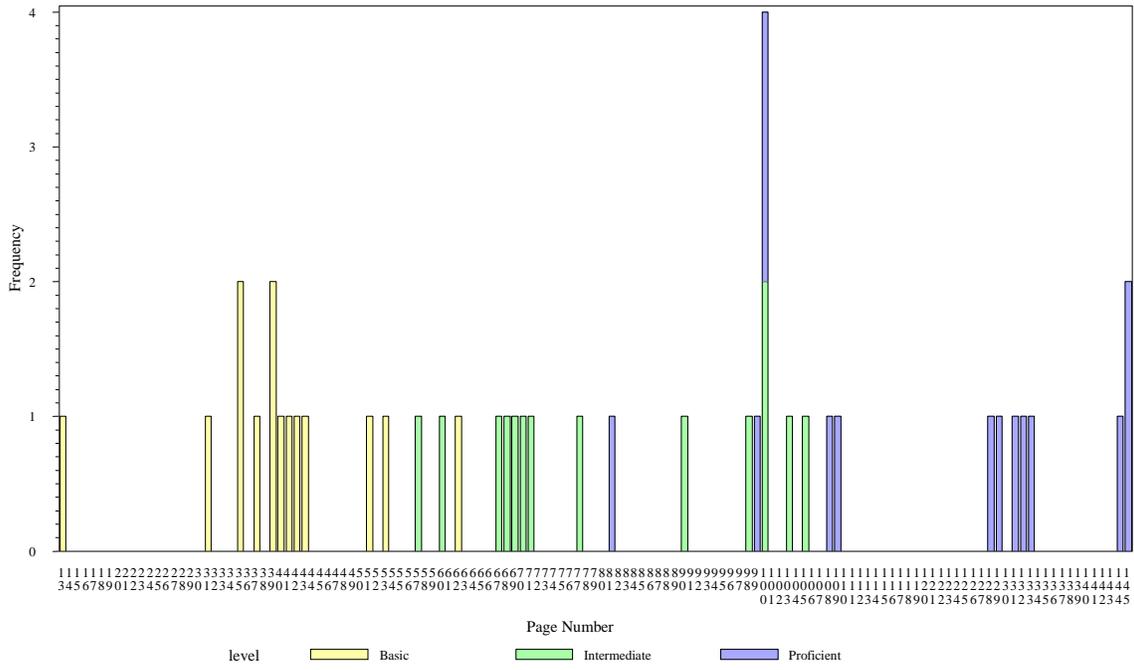
### Stage III Distributions of Page Numbers for Round 2



### Stage IV Distributions of Page Numbers for Round 2

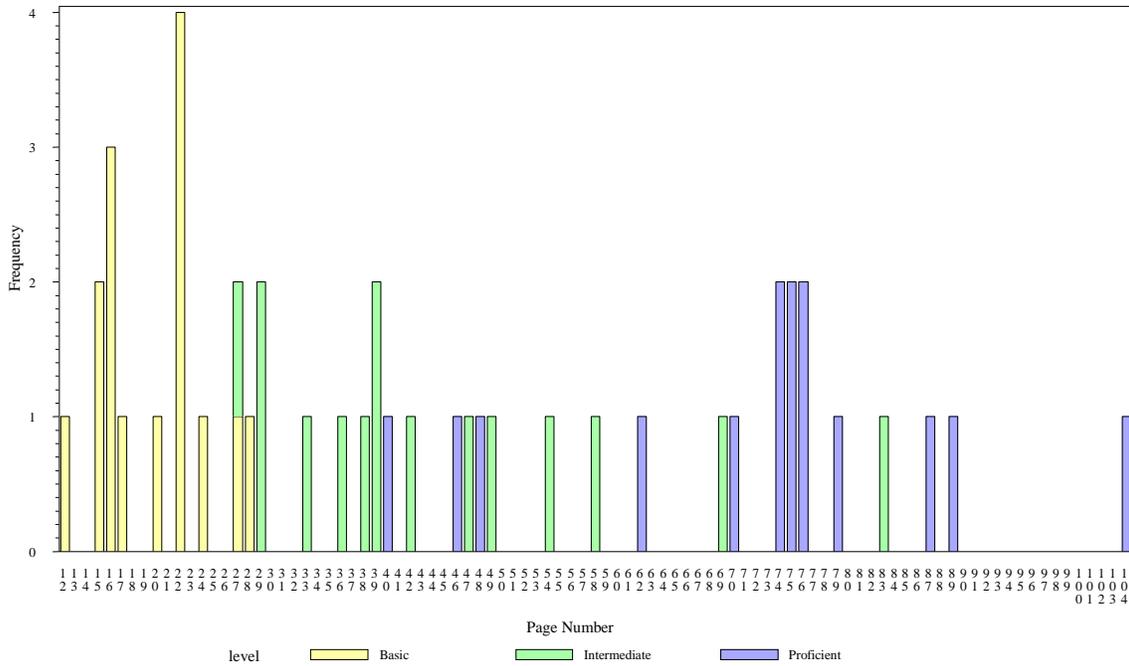


### Stage V Distributions of Page Numbers for Round 2

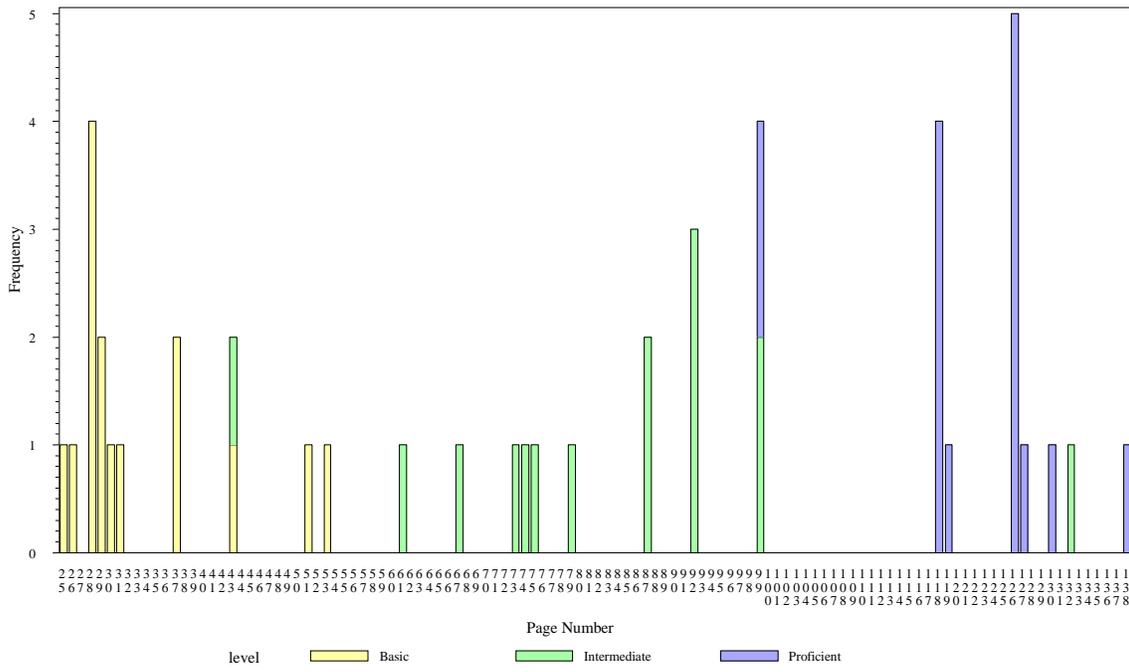


### Appendix N.3: Rating Distribution at Round 3

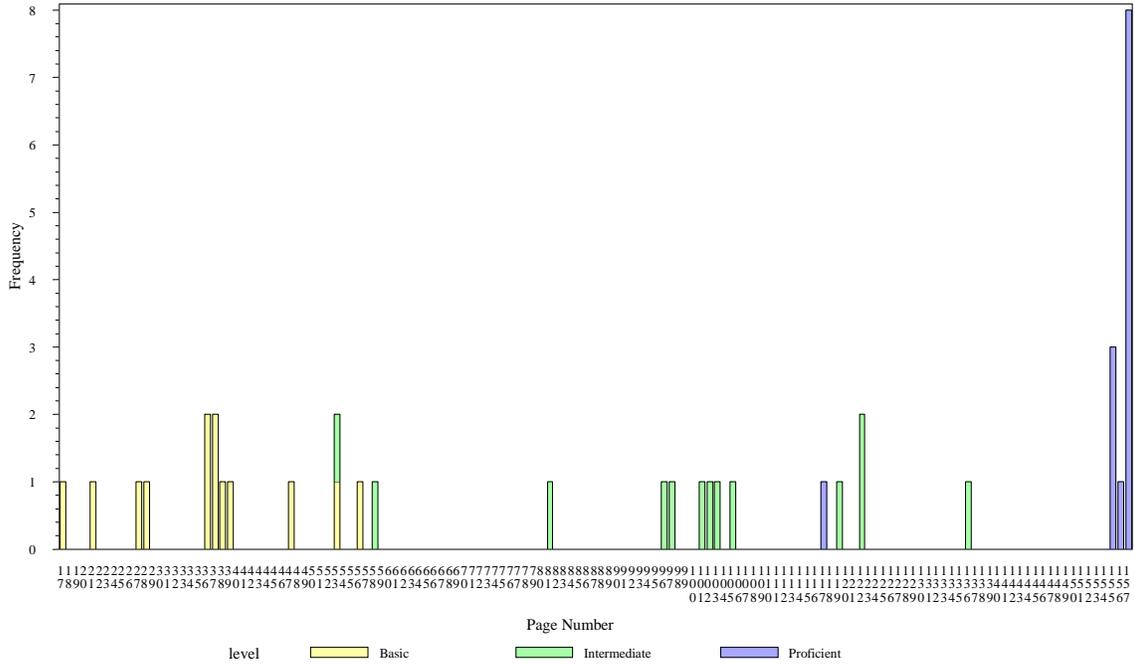
#### Stage I Distributions of Page Numbers for Round 3



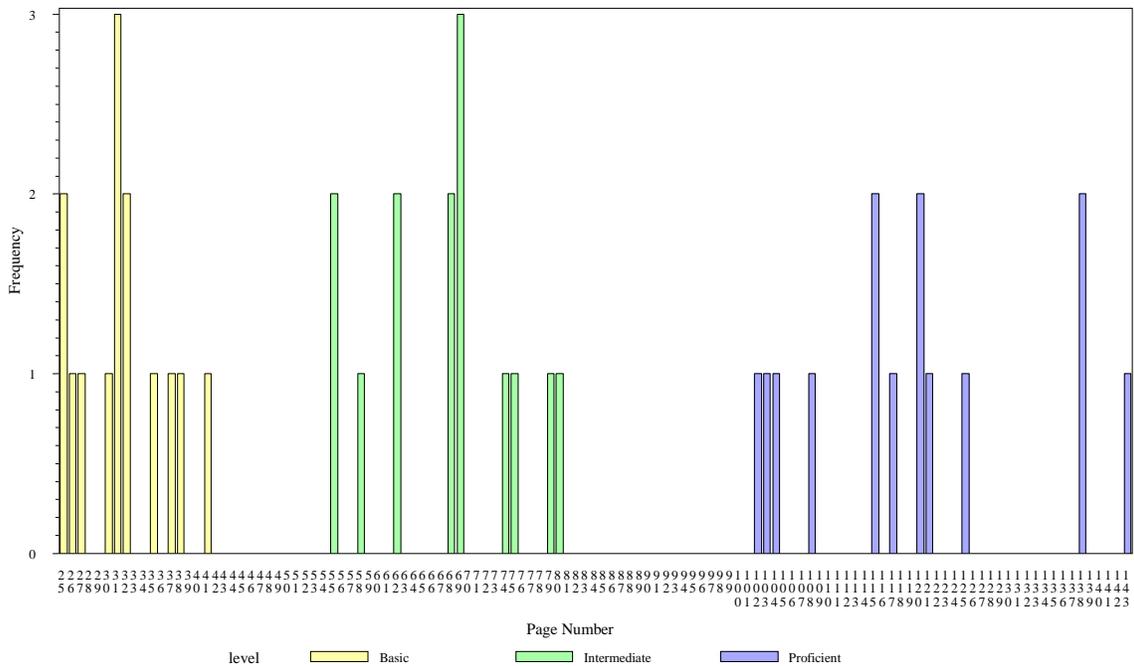
#### Stage II Distributions of Page Numbers for Round 3



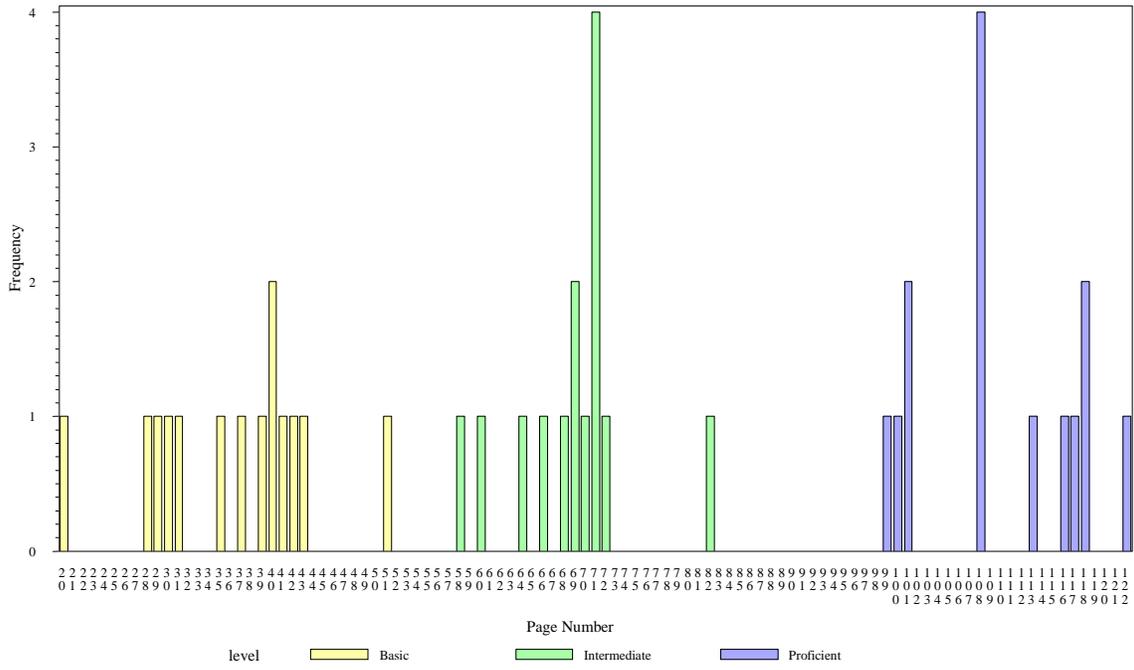
### Stage III Distributions of Page Numbers for Round 3



### Stage IV Distributions of Page Numbers for Round 3

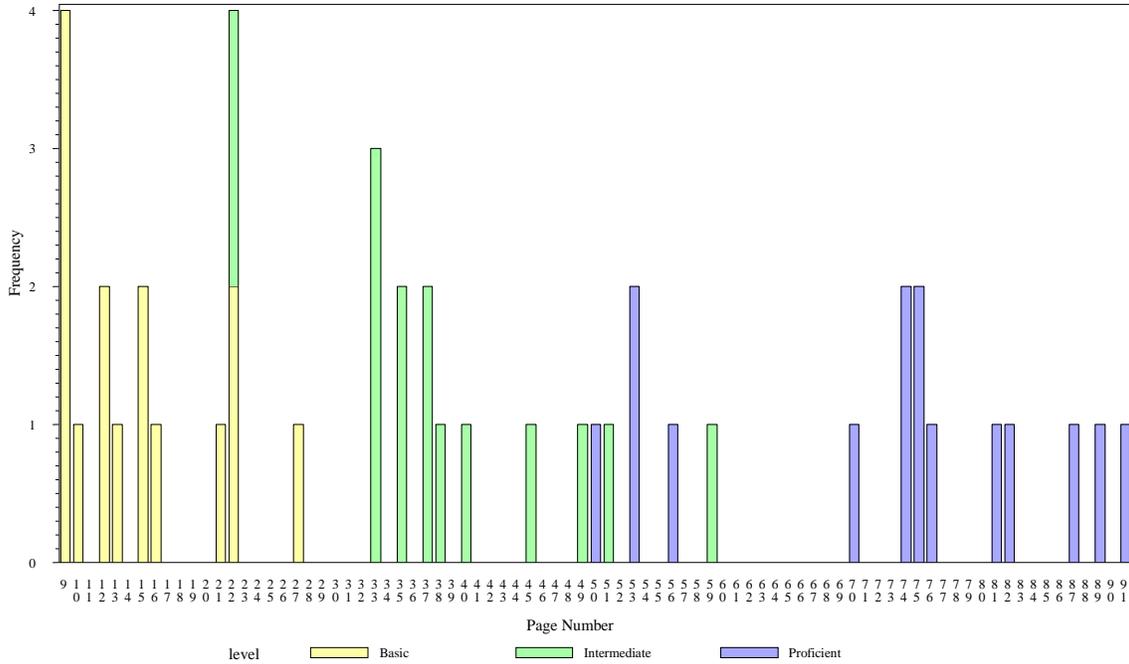


### Stage V Distributions of Page Numbers for Round 3

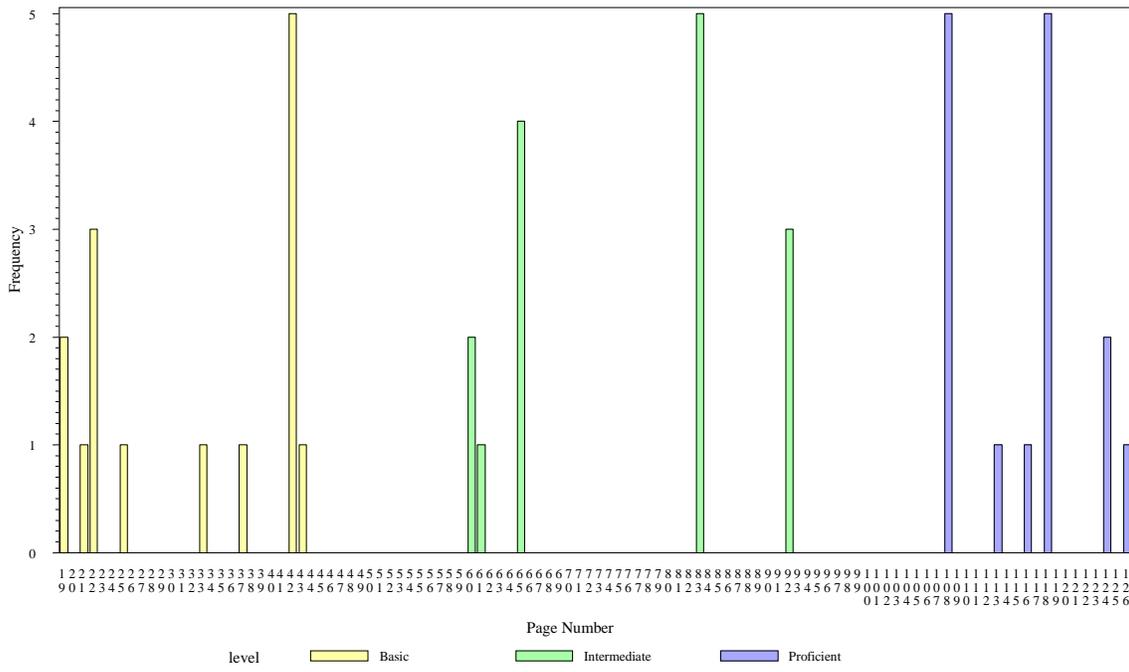


### Appendix N.4: Rating Distribution at Round 4

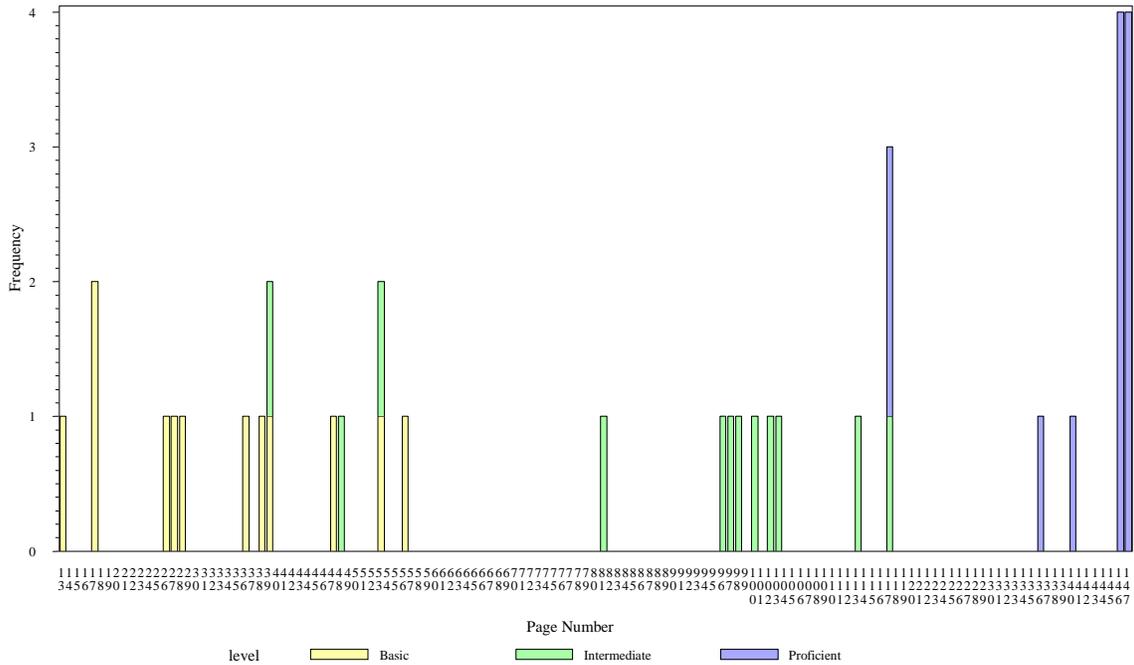
**Stage I**  
Distributions of Page Numbers for Round 4



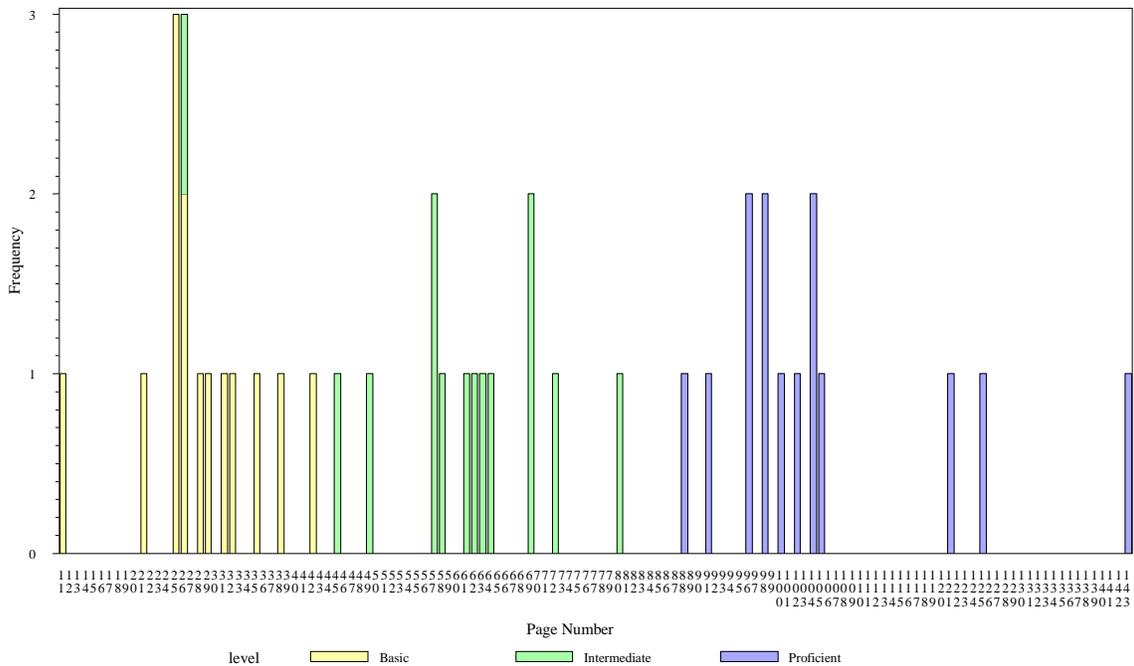
**Stage II**  
Distributions of Page Numbers for Round 4



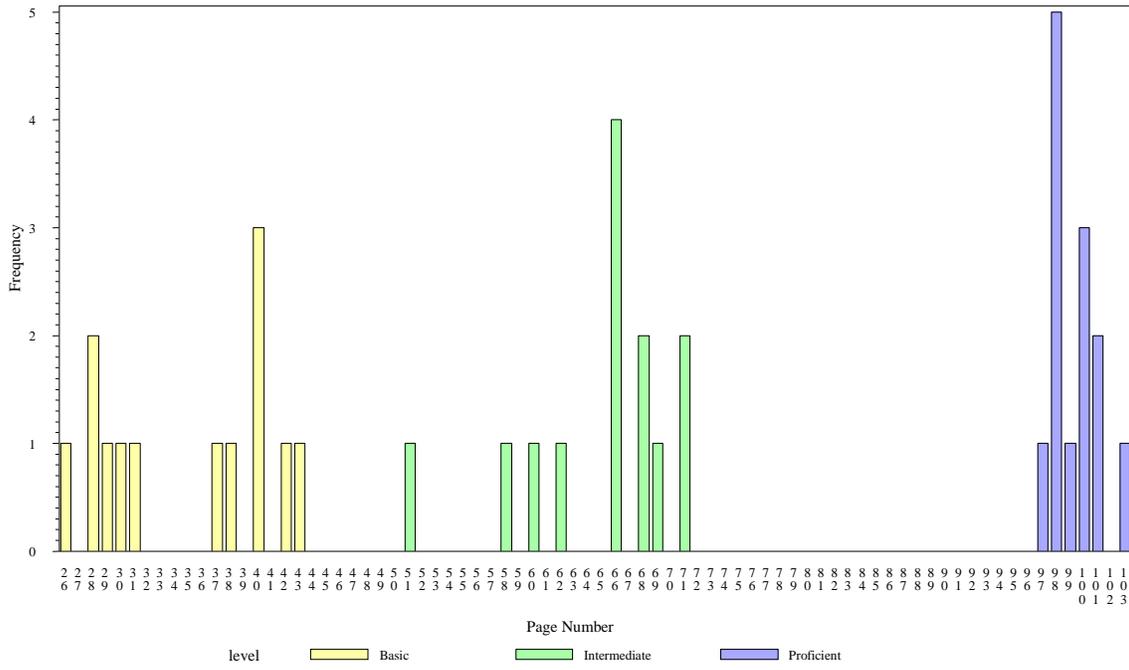
### Stage III Distributions of Page Numbers for Round 4



### Stage IV Distributions of Page Numbers for Round 4

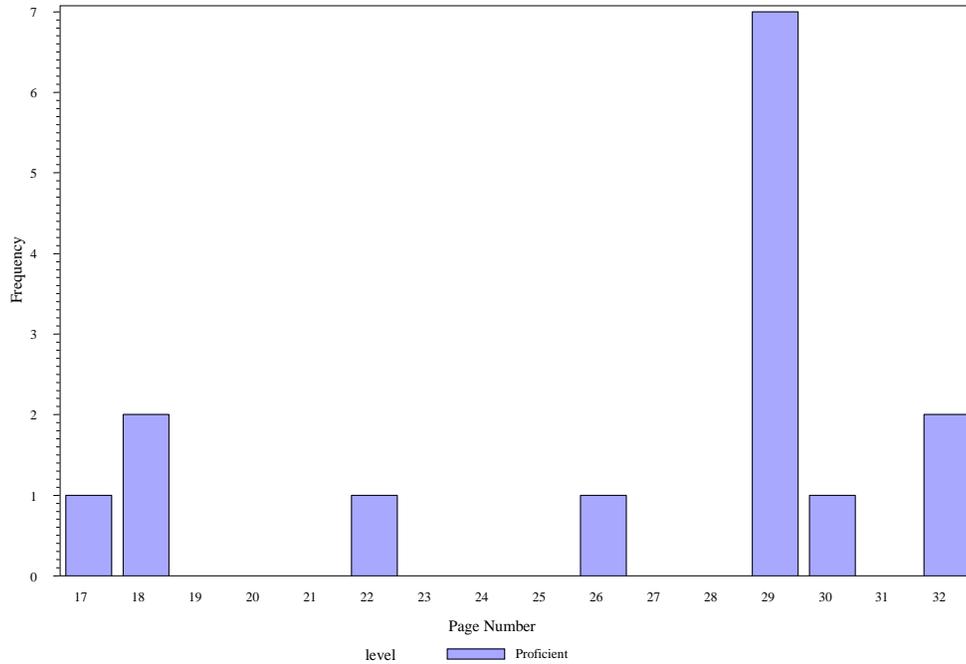


### Stage V Distributions of Page Numbers for Round 4

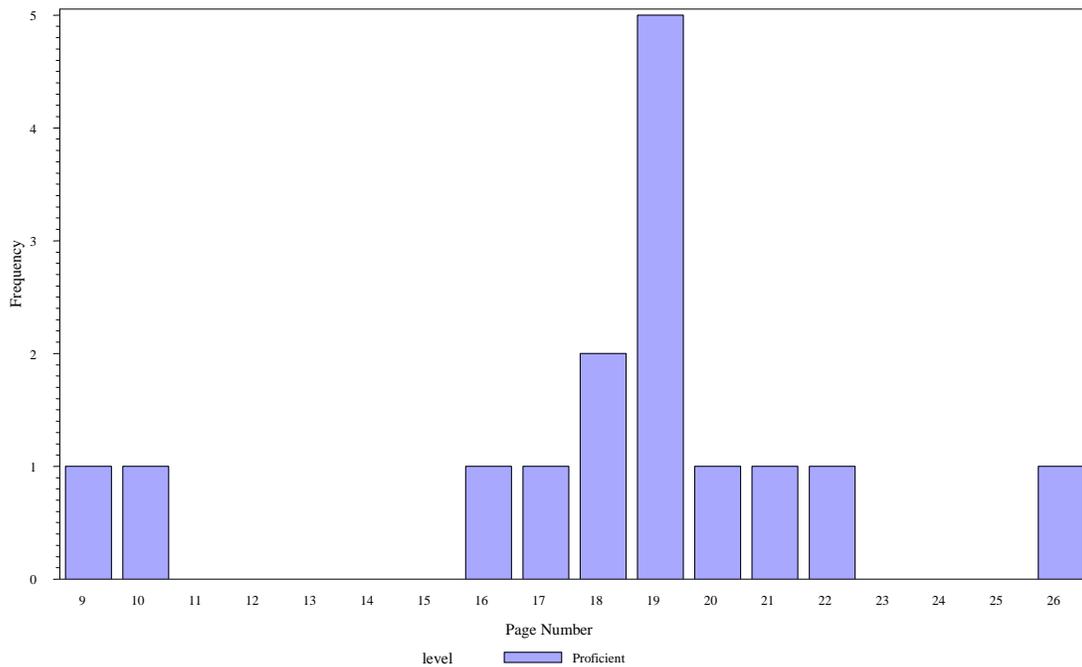


## Appendix N.5: Rating Distribution for Reading and Writing Domains at Round 3.5

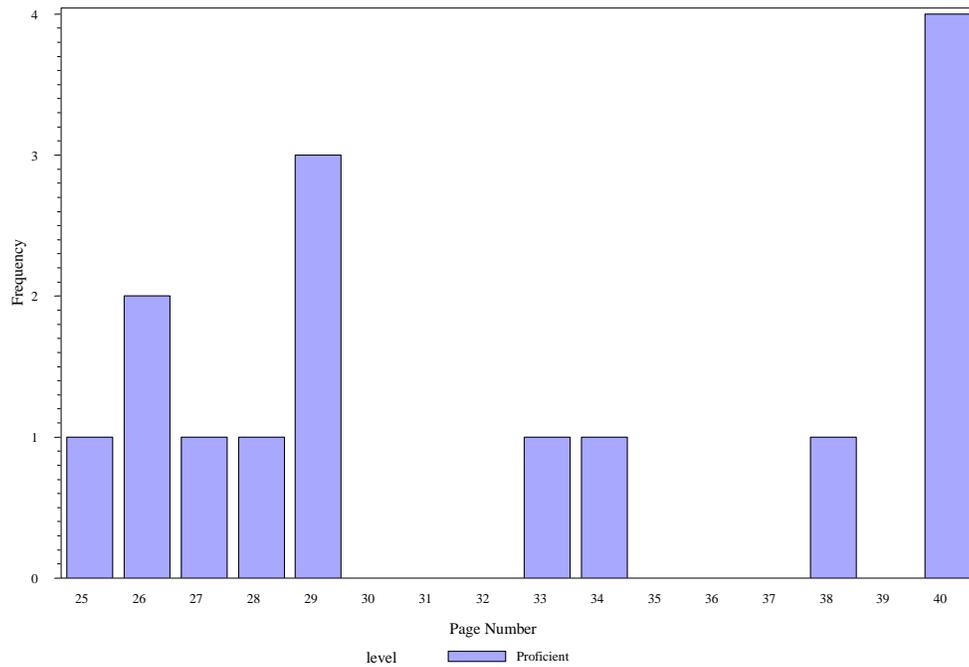
### Stage I: Reading Distributions of Page Numbers for Round 35 RD



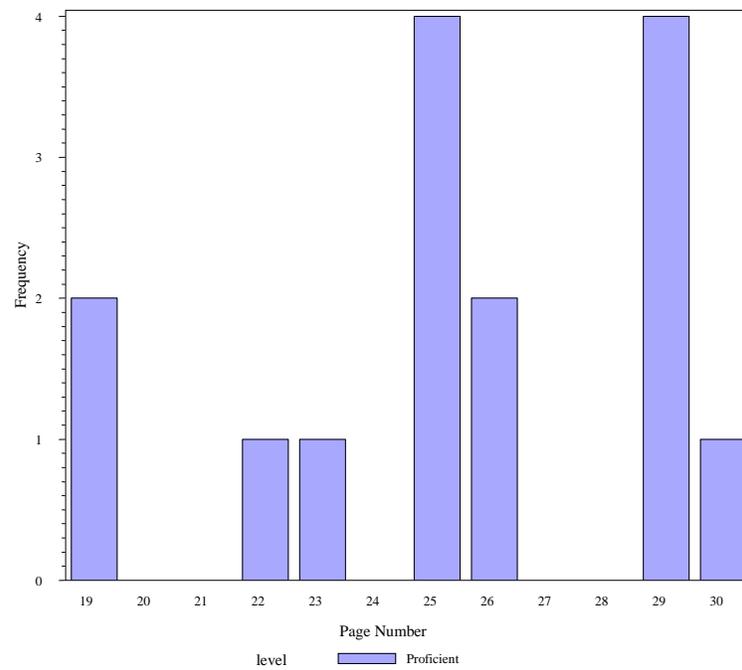
### Stage I: Writing Distributions of Page Numbers for Round 35 WR



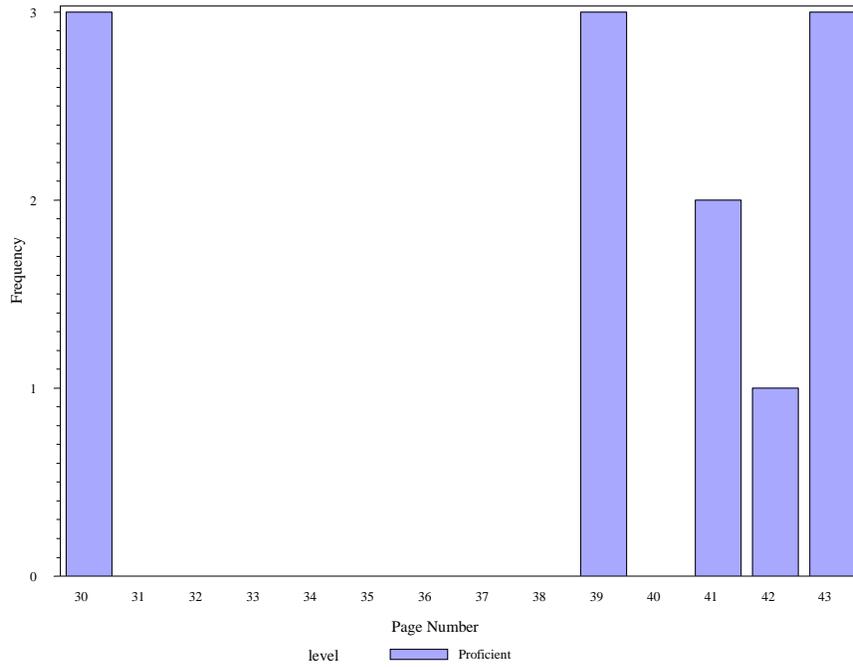
### Stage II: Reading Distributions of Page Numbers for Round 35 RD



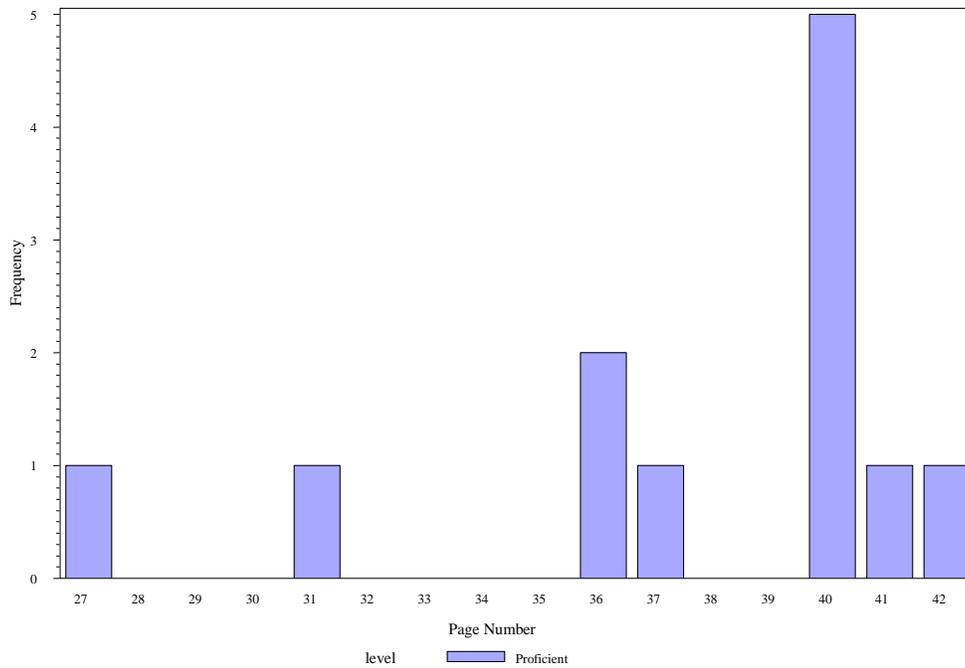
### Stage II: Writing Distributions of Page Numbers for Round 35 WR



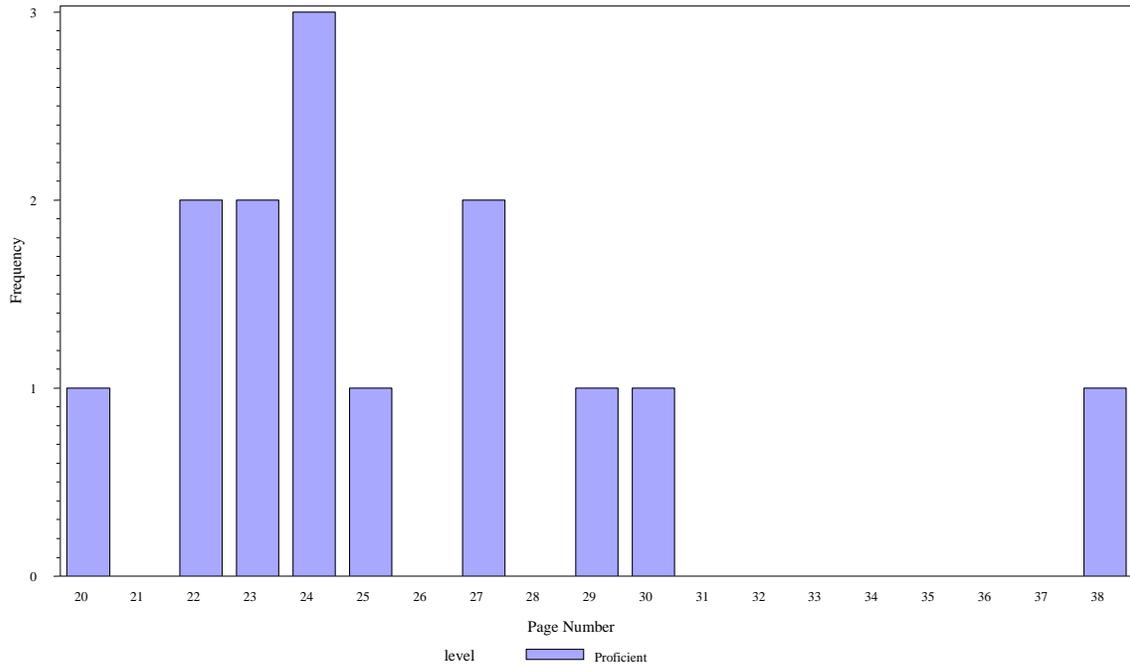
### Stage III: Reading Distributions of Page Numbers for Round 35 RD



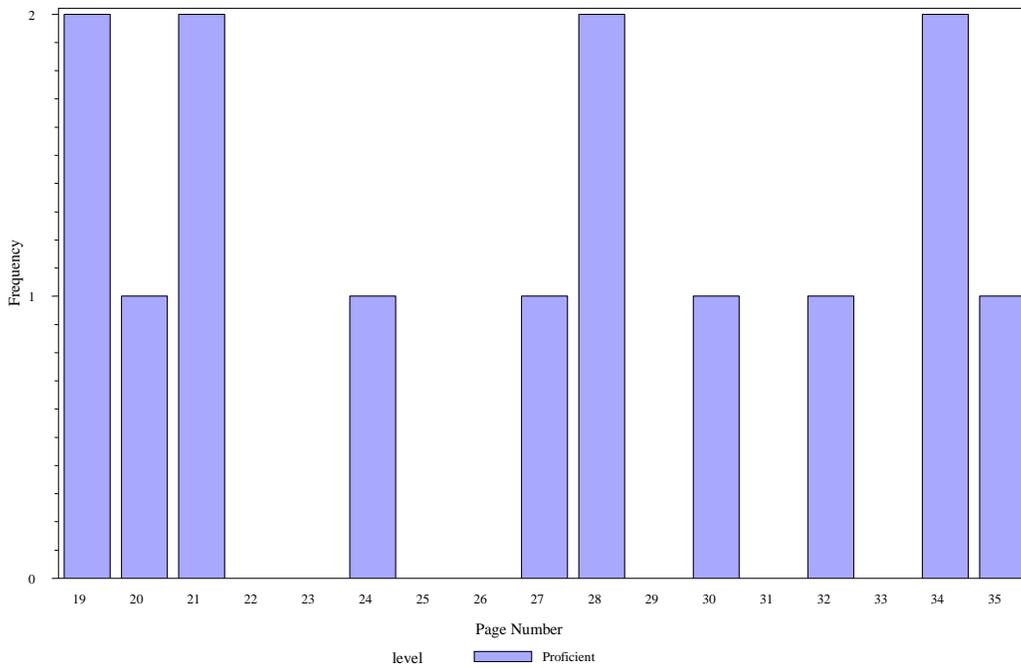
### Stage III: Writing Distributions of Page Numbers for Round 35 WR



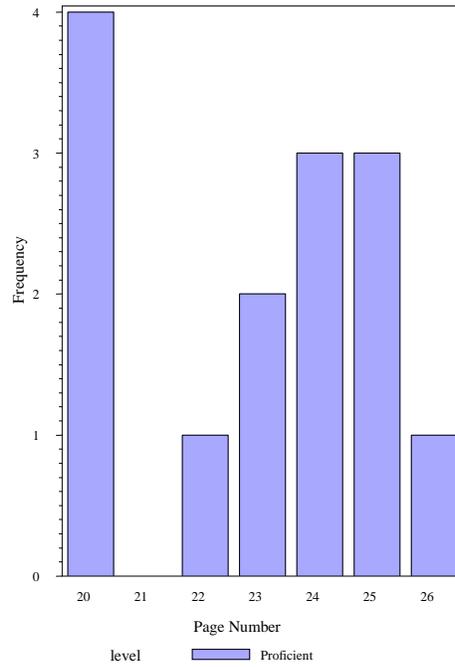
### Stage IV: Reading Distributions of Page Numbers for Round 35 RD



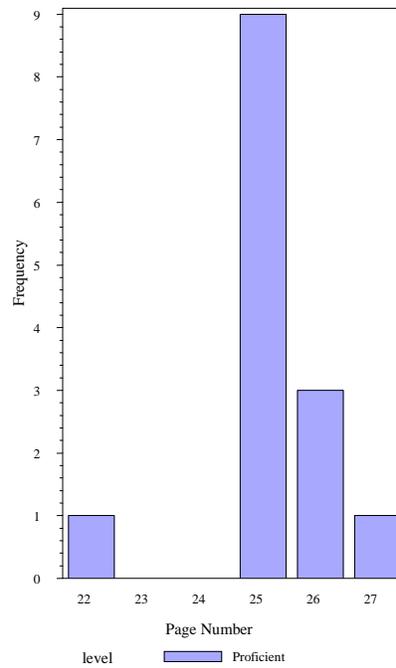
### Stage IV: Writing Distributions of Page Numbers for Round 35 WR



### Stage V: Reading Distributions of Page Numbers for Round 35 RD



### Stage V: Writing Distributions of Page Numbers for Round 35 WR



### **Appendix N.6: Standard Setting Results by Round on Total Combined**

#### **Stage I**

Round		Basic	Intermediate	Proficient
		Page Number Cuts		
1	Minimum	7	22	69
	Median	22	65	96
	Maximum	30	87	104
2	Minimum	21	33	61
	Median	24	75	97
	Maximum	33	86	104
3	Minimum	12	27	40
	Median	20	39	75
	Maximum	28	83	104
4	Minimum	9	22	50
	Median	13	37	75
	Maximum	27	59	91
		Theta Score Cuts		
1		-0.02	0.93	2.26
2		0.02	1.07	2.41
3		-0.10	0.53	1.07
4		-0.29	0.51	1.07

#### **Stage II**

Round		Basic	Intermediate	Proficient
		Page Number Cuts		
1	Minimum	19	42	87
	Median	28	87	126
	Maximum	125	146	140
2	Minimum	22	60	124
	Median	39	101	128
	Maximum	43	116	140
3	Minimum	25	43	99
	Median	29	87	126
	Maximum	53	132	138
4	Minimum	19	60	108
	Median	33	83	118
	Maximum	43	92	126
		Theta Score Cuts		
1		-0.47	0.93	1.67
2		-0.15	1.14	1.95
3		-0.45	0.93	1.67
4		-0.31	0.88	1.41

**Stage III**

Round		Basic	Intermediate	Proficient
Page Number Cuts				
1	Minimum	9	34	101
	Median	39	104	146
	Maximum	73	132	157
2	Minimum	13	53	97
	Median	27	103	157
	Maximum	65	128	157
3	Minimum	17	53	117
	Median	37	102	157
	Maximum	56	136	157
4	Minimum	13	39	117
	Median	32	97.5	146
	Maximum	56	117	147
Theta Score Cuts				
1		-0.71	0.87	2.15
2		-1.05	0.81	3.97
3		-0.76	0.80	3.97
4		-0.96	0.71	2.15

**Stage IV**

Round		Basic	Intermediate	Proficient
Page Number Cuts				
1	Minimum	14	54	84
	Median	28	69	120
	Maximum	40	126	164
2	Minimum	18	53	94
	Median	32	69	116
	Maximum	43	89	151
3	Minimum	25	55	102
	Median	31	68.5	118.5
	Maximum	41	80	143
4	Minimum	11	26	88
	Median	27	61.5	101
	Maximum	42	80	143
Theta Score Cuts				
1		-0.86	0.28	1.13
2		-0.81	0.28	1.08
3		-0.83	0.28	1.12
4		-0.86	0.08	0.88

**Stage V**

Round		Basic	Intermediate	Proficient
Page Number Cuts				
1	Minimum	60	91	115
	Median	65	95	119
	Maximum	70	99	126
2	Minimum	13	57	81
	Median	39.5	74	128.5
	Maximum	62	105	145
3	Minimum	20	58	99
	Median	38	69.5	108
	Maximum	51	82	122
4	Minimum	26	51	97
	Median	37	66	99
	Maximum	43	71	103
Theta Score Cuts				
1		0.04	0.65	1.06
2		-0.49	0.21	1.24
3		-0.59	0.11	0.86
4		-0.60	0.07	0.66

**Appendix N.7: Standard Setting Results by Round on Reading and Writing Domains**

**Stage I**

Round	Proficient		
	Reading	Writing	
Page Number Cuts			
1	*	25	
2	*	26	
3	29	17	
4	29	17	
3.5	Minimum	17	9
	Median	29	19
	Maximum	32	26
Theta Score Cuts			
1	*	2.26	
2	*	2.41	
3	1.13	1.10	
4	1.13	1.10	
3.5	1.13	1.65	

**Stage II**

Round	Proficient		
	Reading	Writing	
Page Number Cuts			
1	40	33	
2	40	*	
3	40	33	
4	40	29	
3.5	Minimum	25	19
	Median	29	25
	Maximum	40	30
Theta Score Cuts			
1	1.95	1.67	
2	1.95	*	
3	1.95	1.67	
4	1.95	1.41	
3.5	1.01	1.26	

**Stage III**

Round	Proficient	
	Reading	Writing
Page Number Cuts		
1	46	40
2	*	45
3	*	45
4	46	40
3.5	Minimum	30
	Median	40
	Maximum	43
Theta Score Cuts		
1	2.43	2.15
2	*	3.97
3	*	3.97
4	2.43	2.15
3.5	1.80	2.15

**Stage IV**

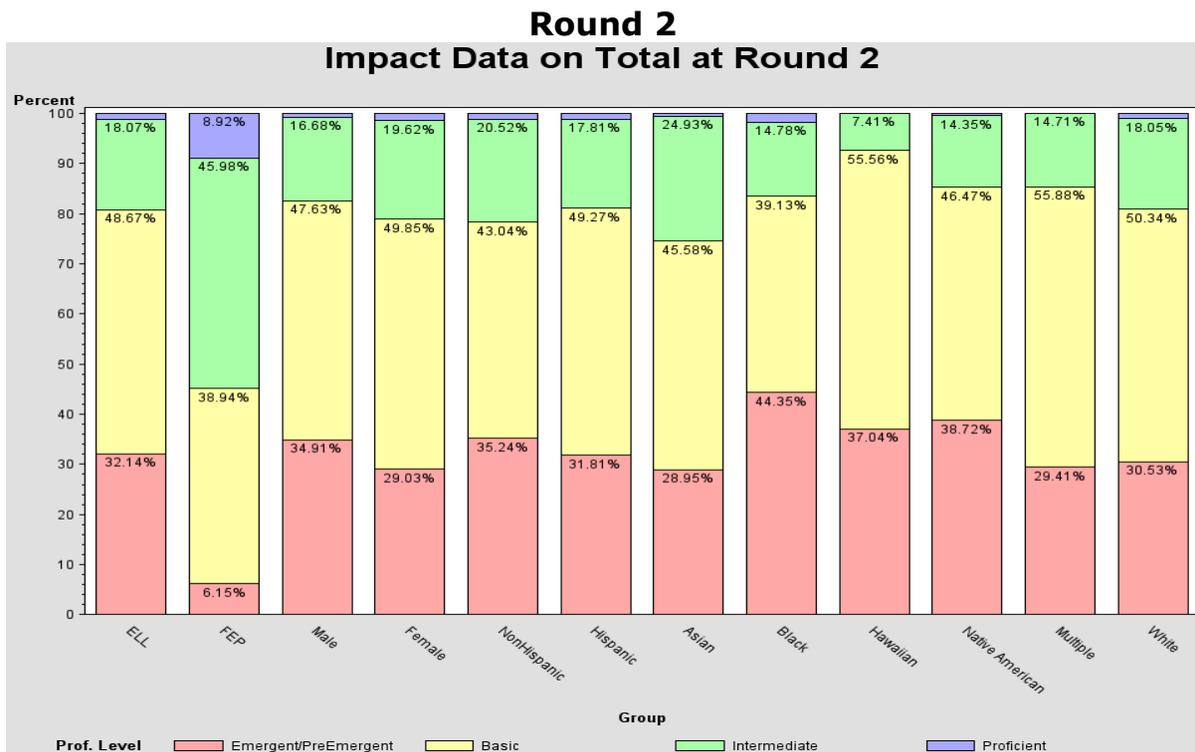
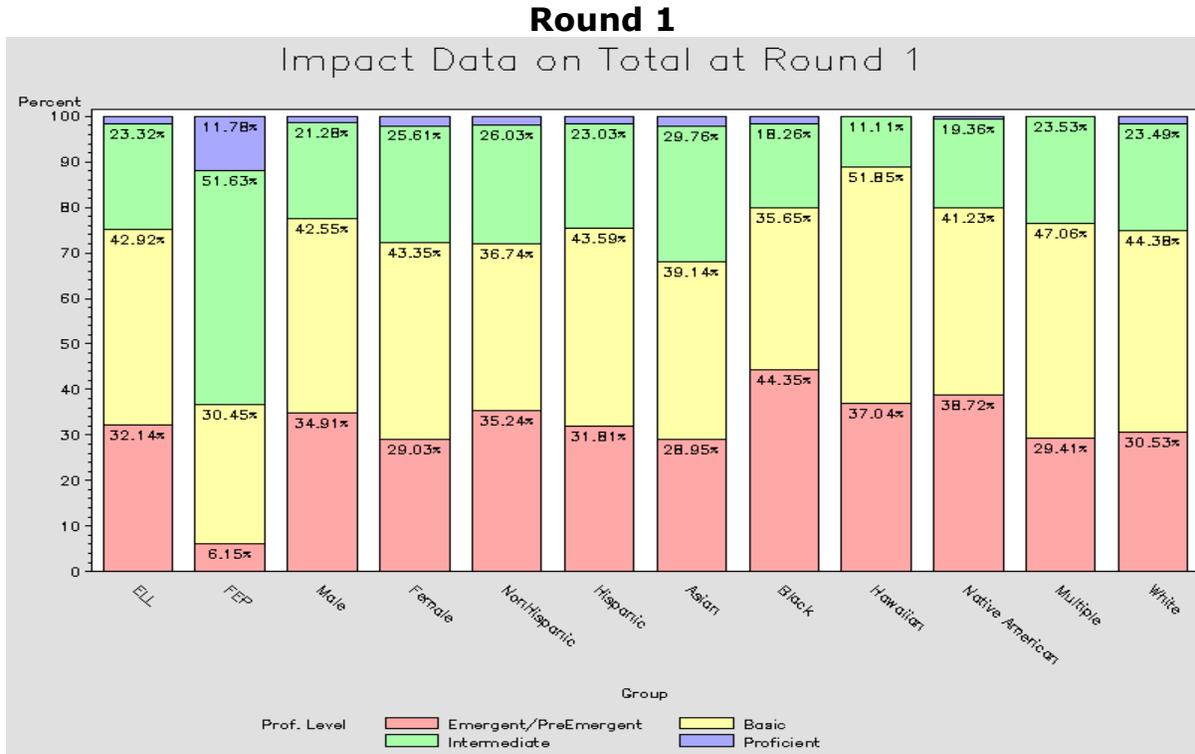
Round	Proficient	
	Reading	Writing
Page Number Cuts		
1	31	33
2	29	32
3	30	33
4	24	25
3.5	Minimum	20
	Median	24
	Maximum	38
Theta Score Cuts		
1	1.13	1.13
2	1.08	1.08
3	1.12	1.13
4	0.89	0.88
3.5	0.89	0.92

**Stage V**

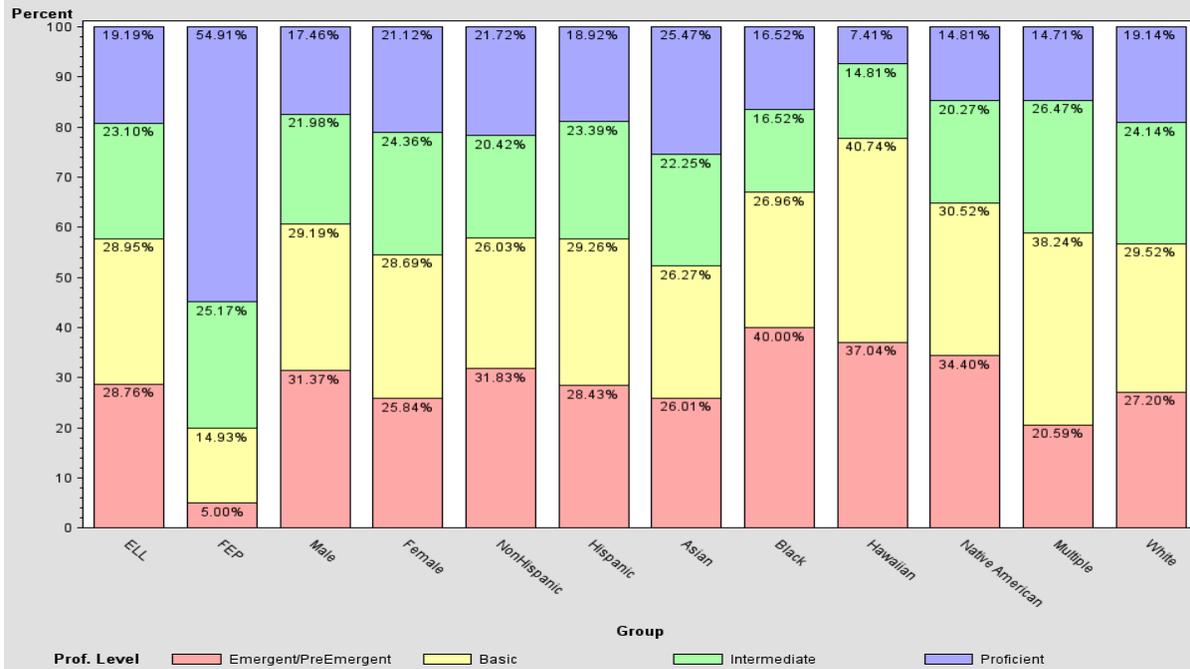
Round	Proficient	
	Reading	Writing
Page Number Cuts		
1	34	32
2	40	33
3	26	29
4	24	26
3.5	Minimum	20
	Median	23.5
	Maximum	26
Theta Score Cuts		
1	1.09	1.09
2	1.24	1.25
3	0.86	0.93
4	0.66	0.67
3.5	0.66	0.63

## Appendix O: Round by Round Impact Data

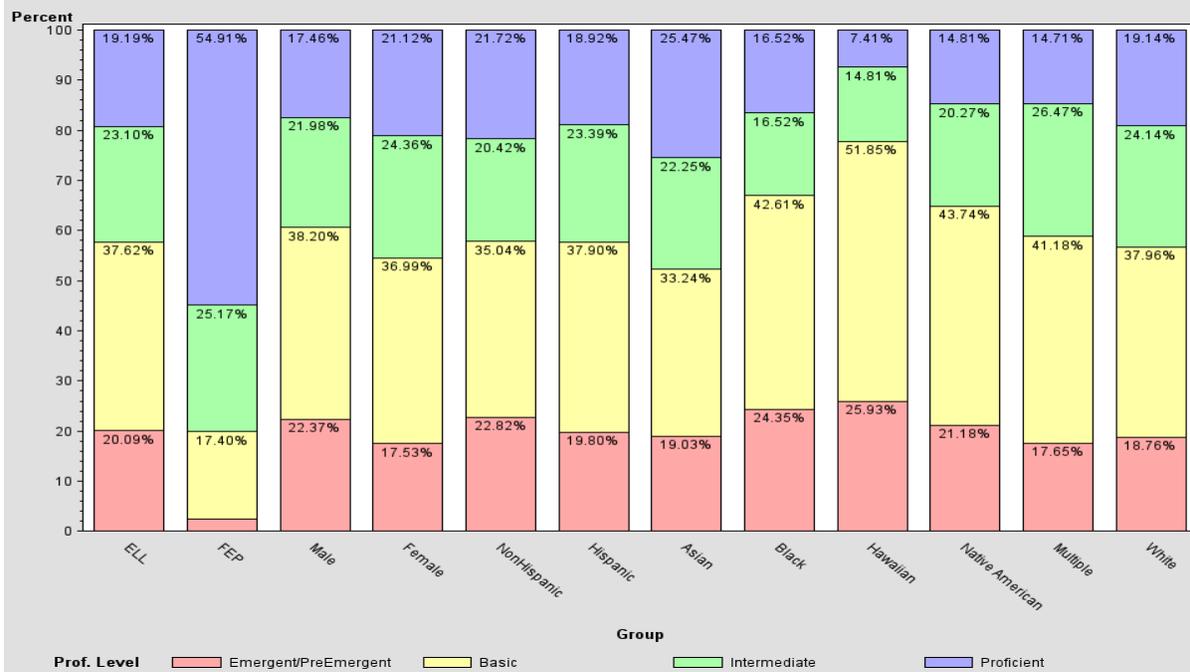
### Appendix O.1: Stage I Impact Data on Total Combined



### Round 3 Impact Data on Total at Round 3

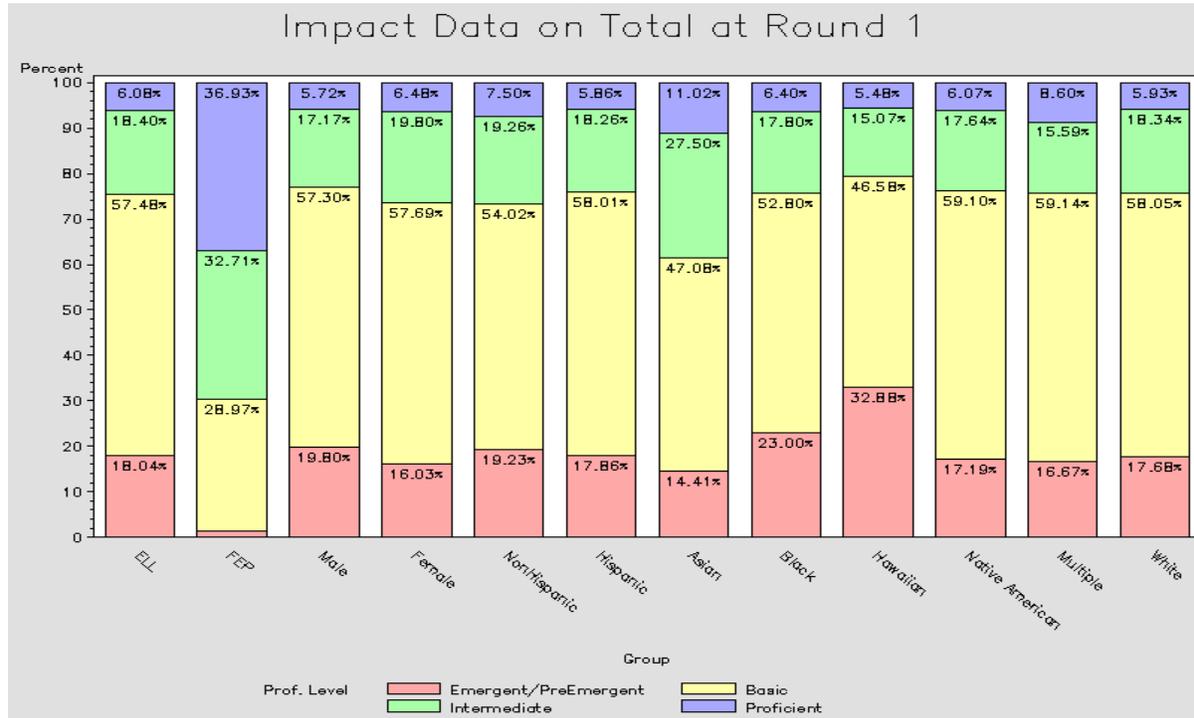


### Round 4 Impact Data on Total at Round 4

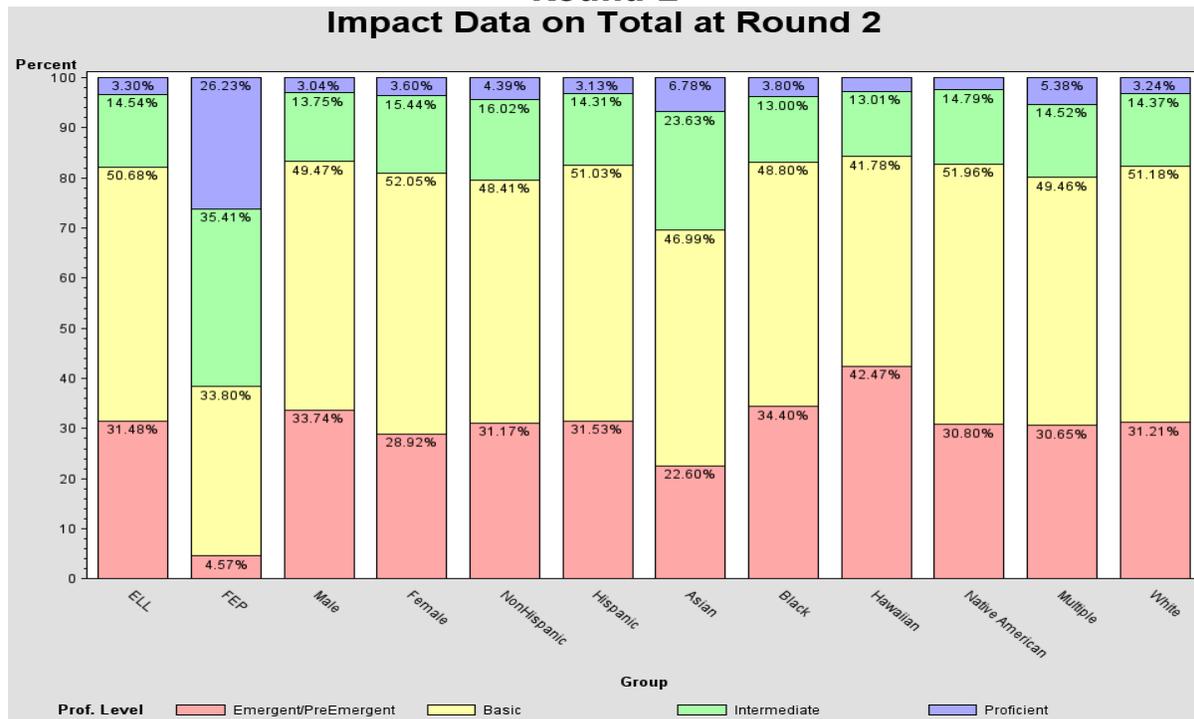


**Appendix O.2: Stage II Impact Data on Total Combined**

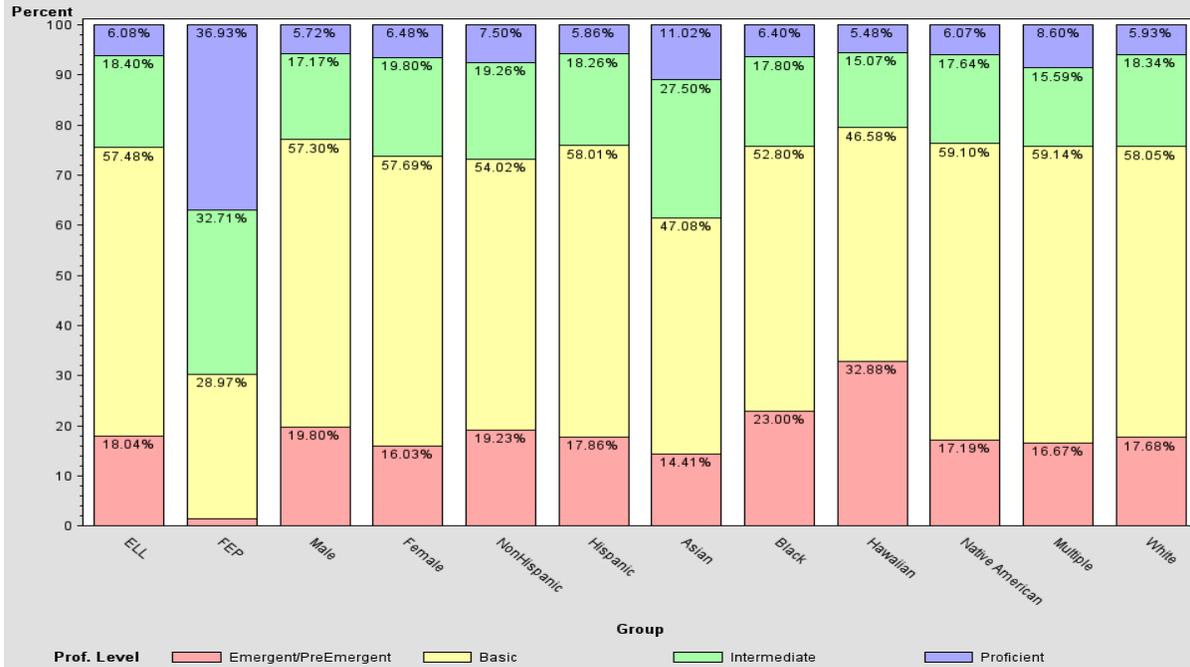
**Round 1**



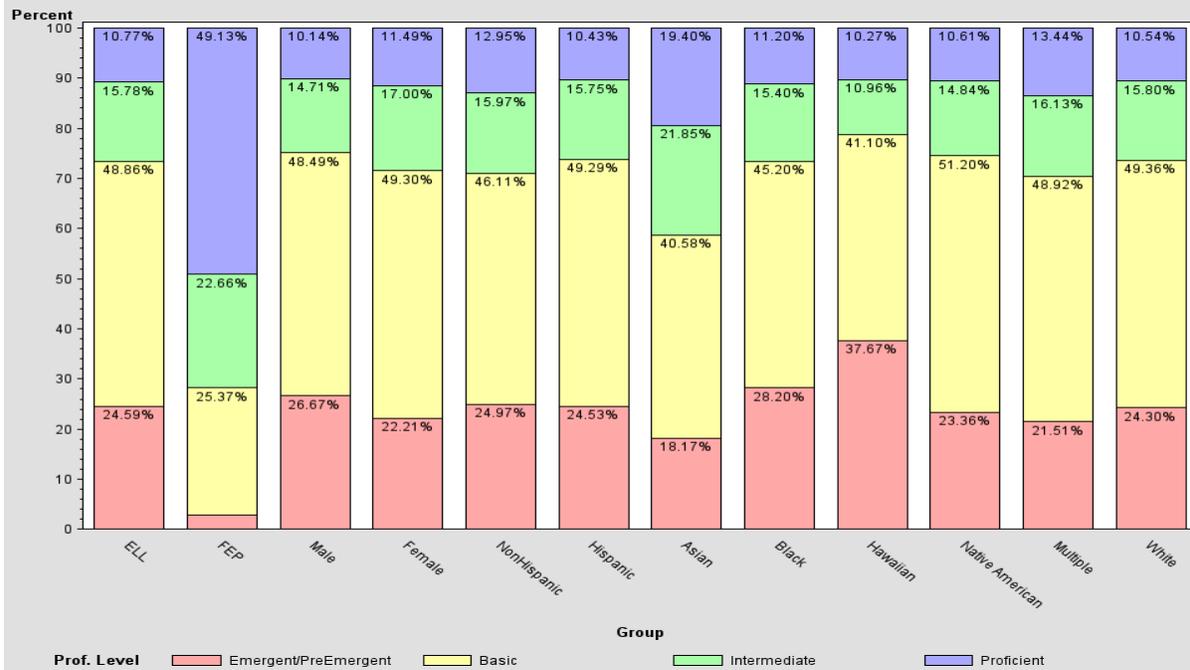
**Round 2**



### Round 3 Impact Data on Total at Round 3

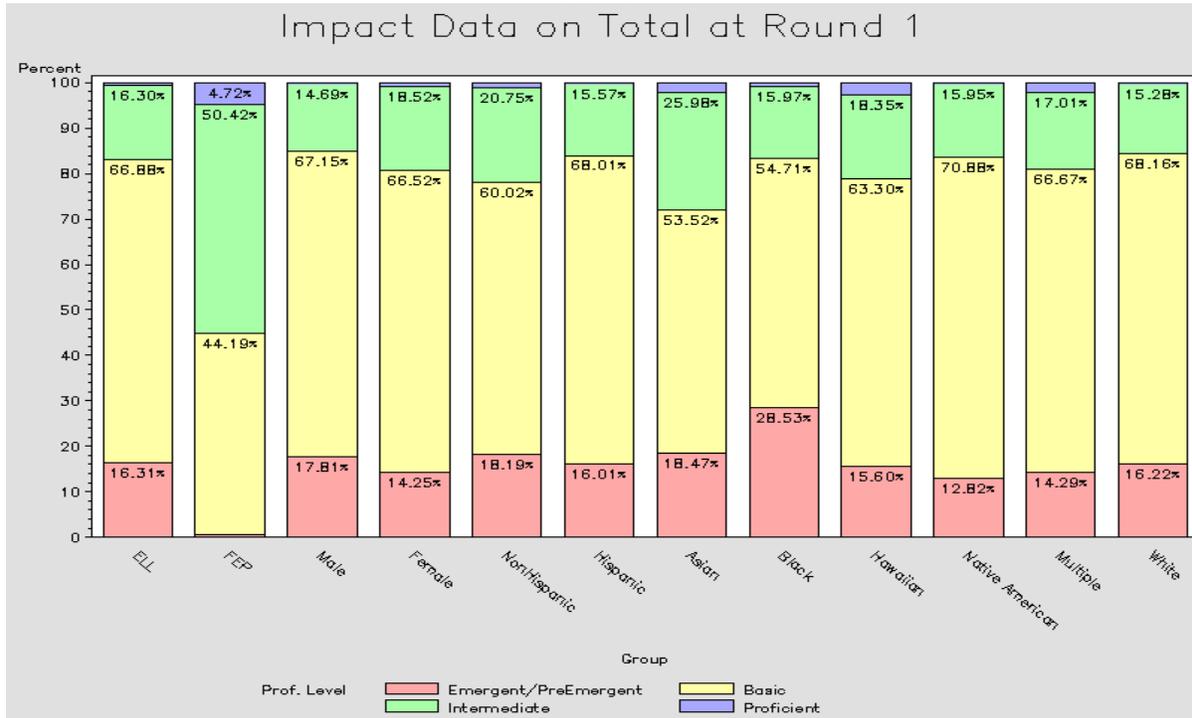


### Round 4 Impact Data on Total at Round 4

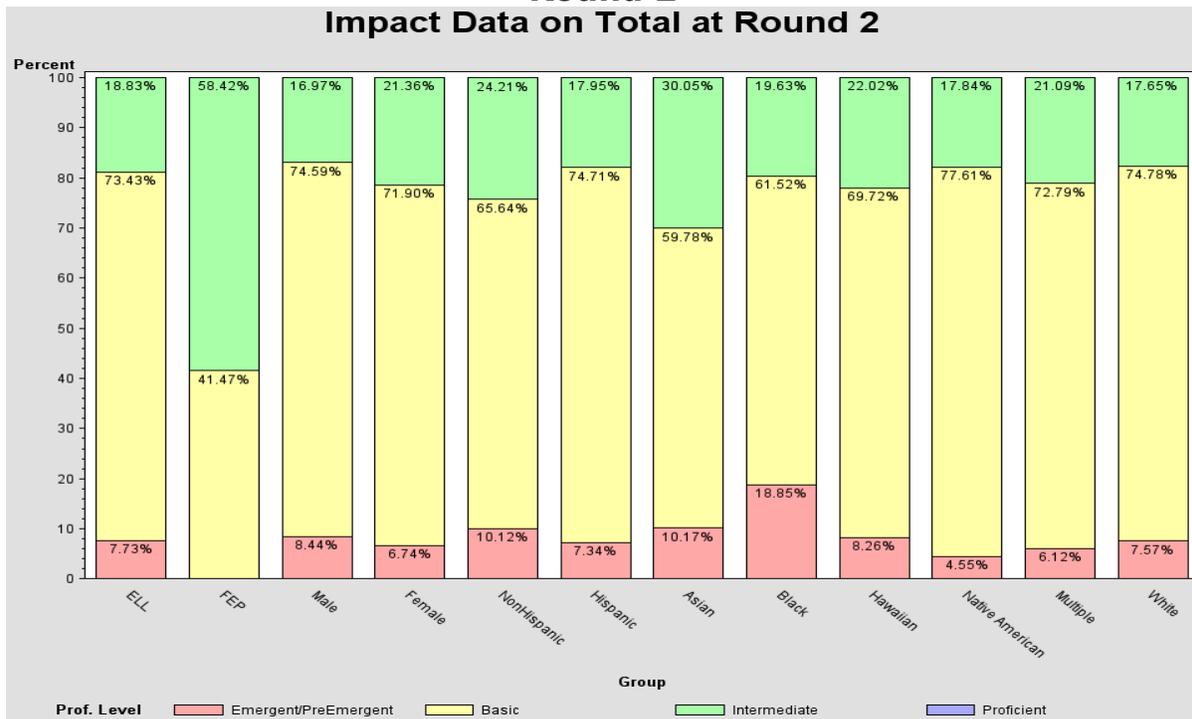


### Appendix O.3: Stage III Impact Data on Total Combined

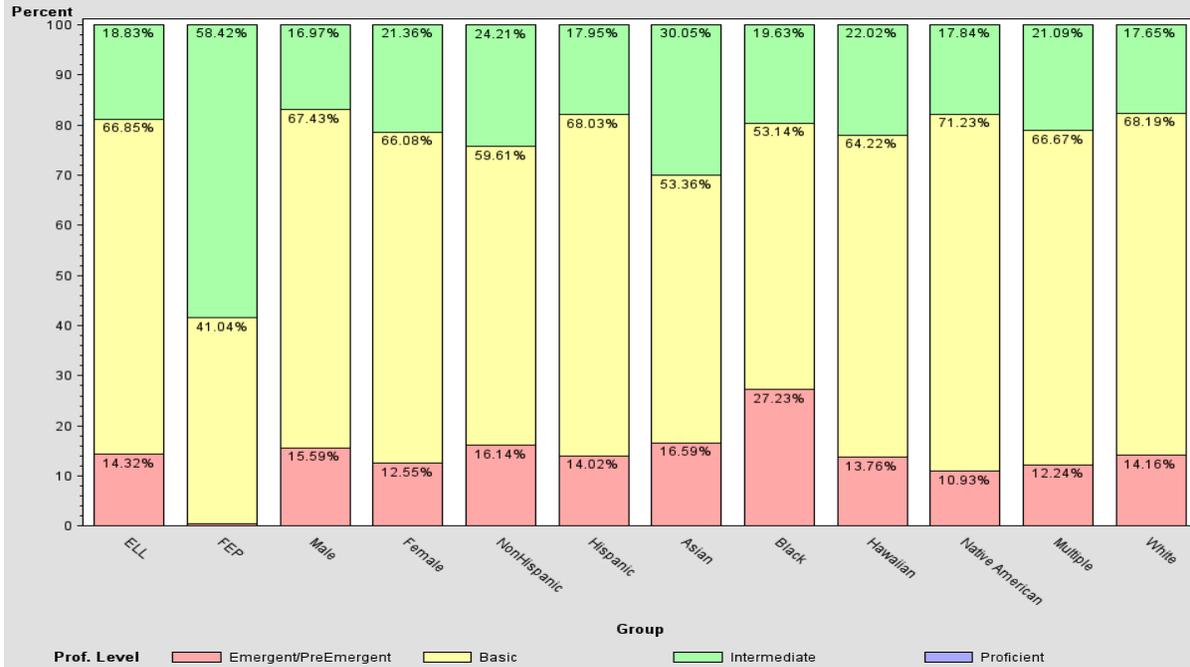
#### Round 1



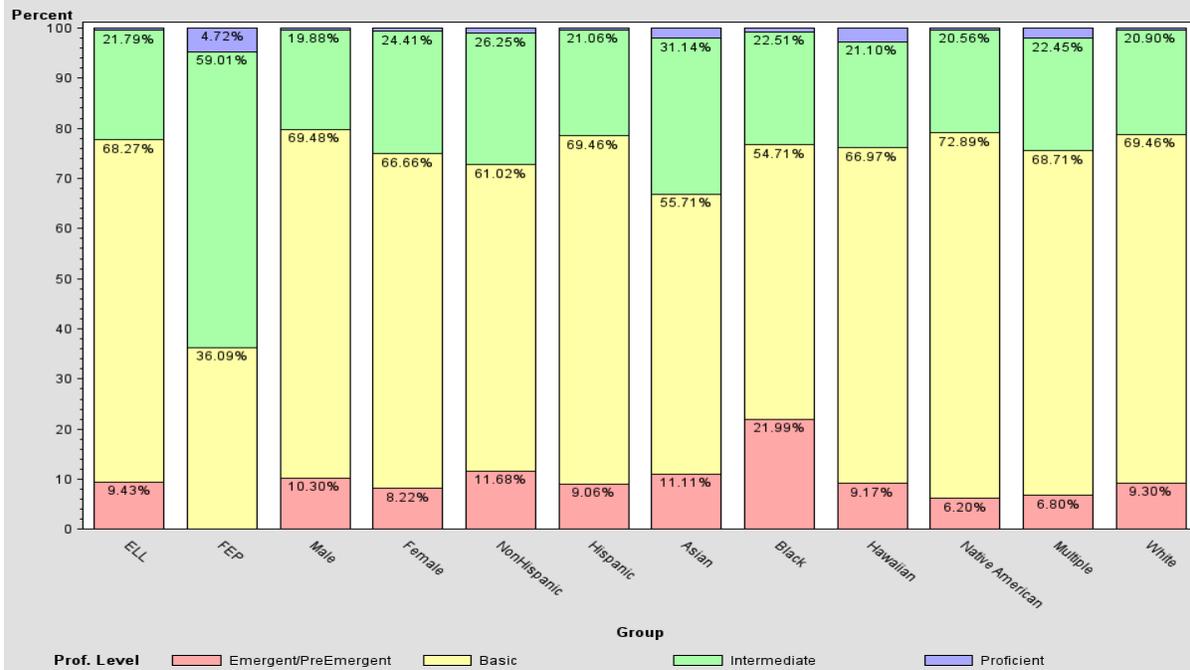
#### Round 2



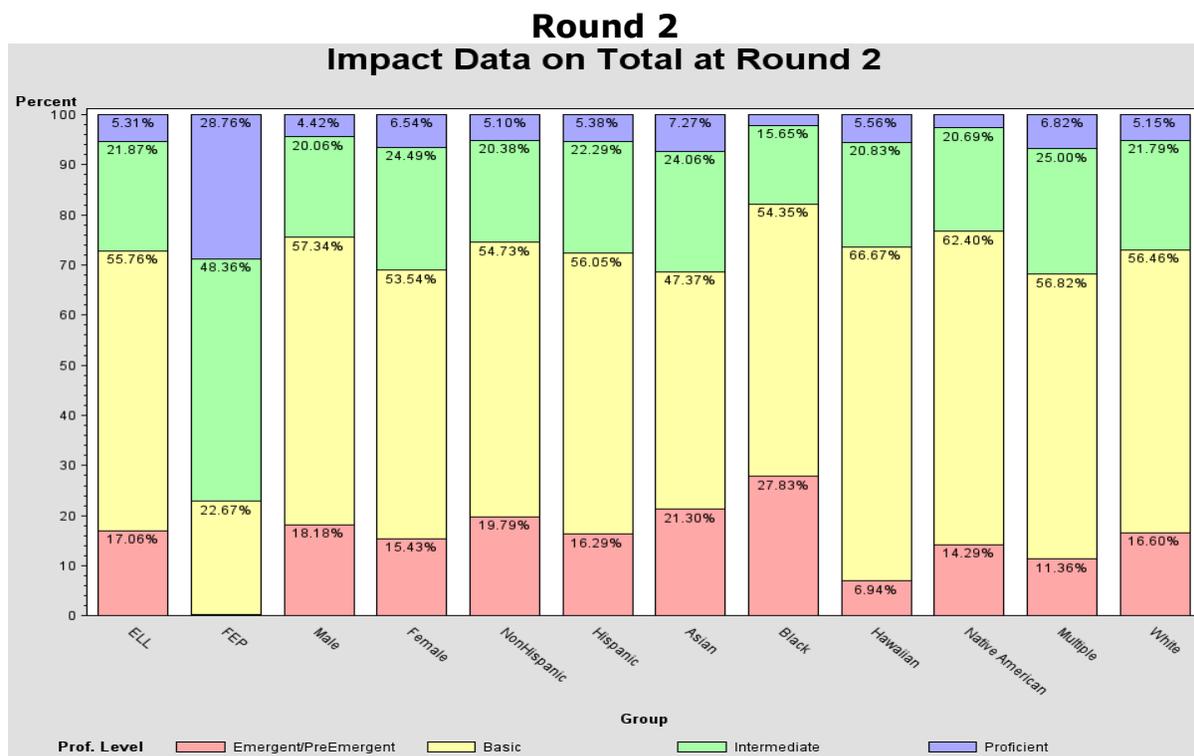
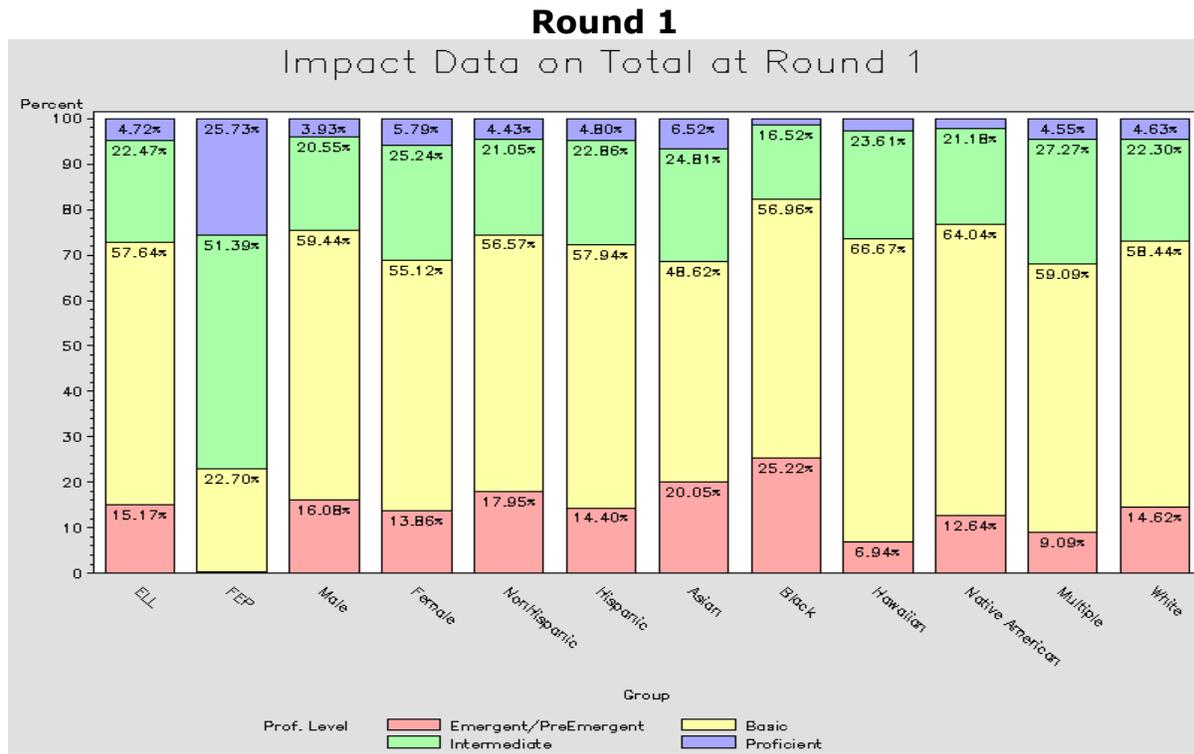
### Round 3 Impact Data on Total at Round 3



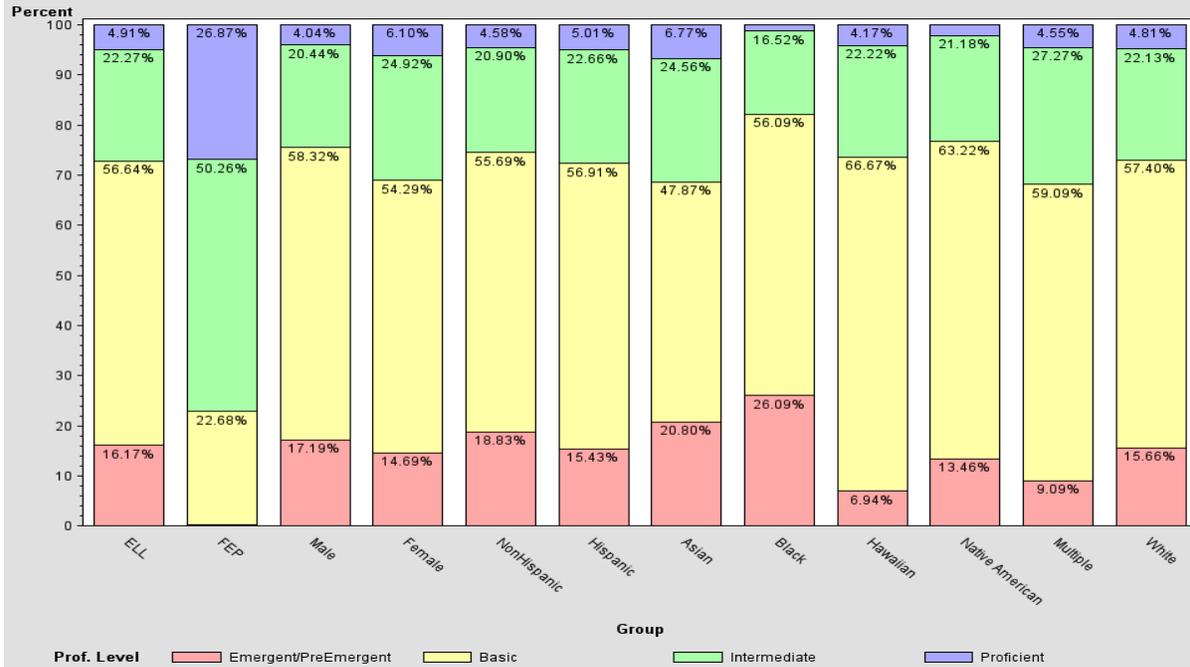
### Round 4 Impact Data on Total at Round 4



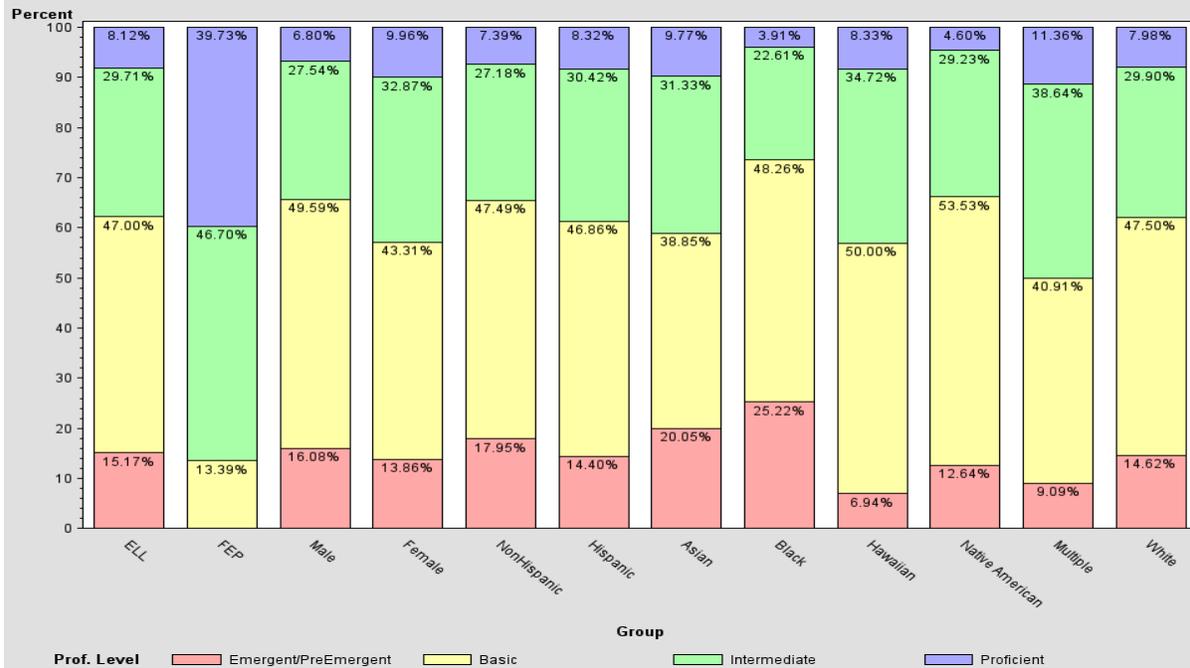
### Appendix O.4: Stage IV Impact Data on Total Combined



### Round 3 Impact Data on Total at Round 3

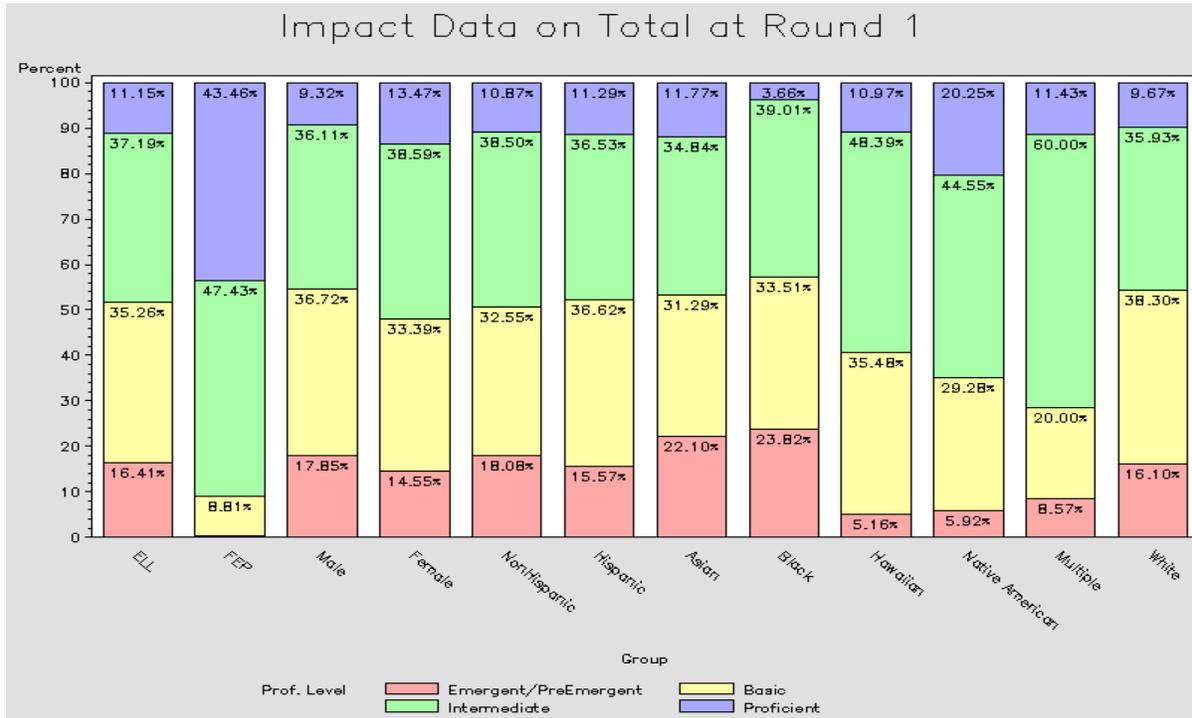


### Round 4 Impact Data on Total at Round 4

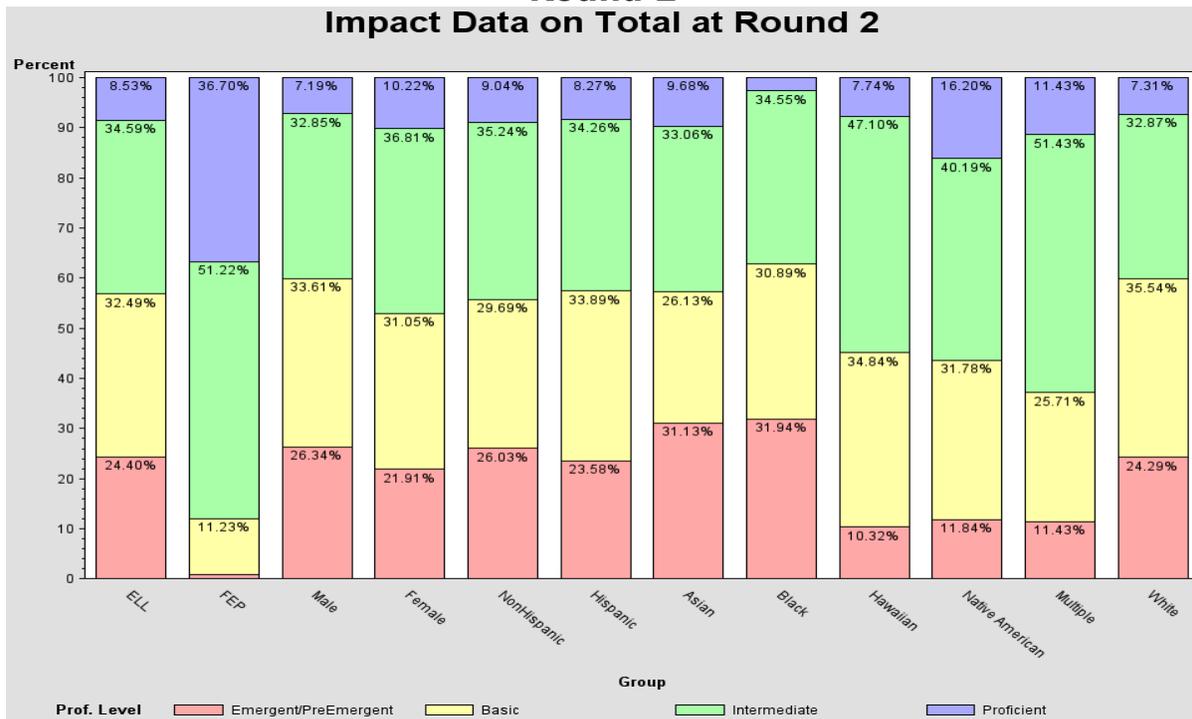


**Appendix O.5: Stage V Impact Data on Total Combined**

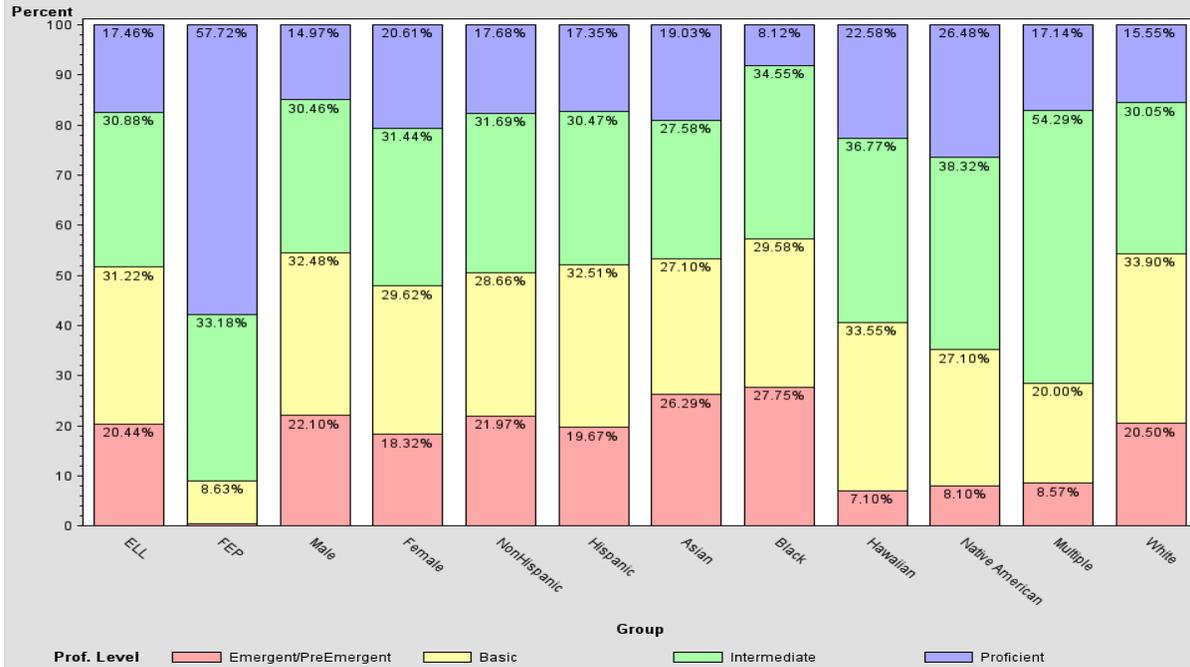
**Round 1**



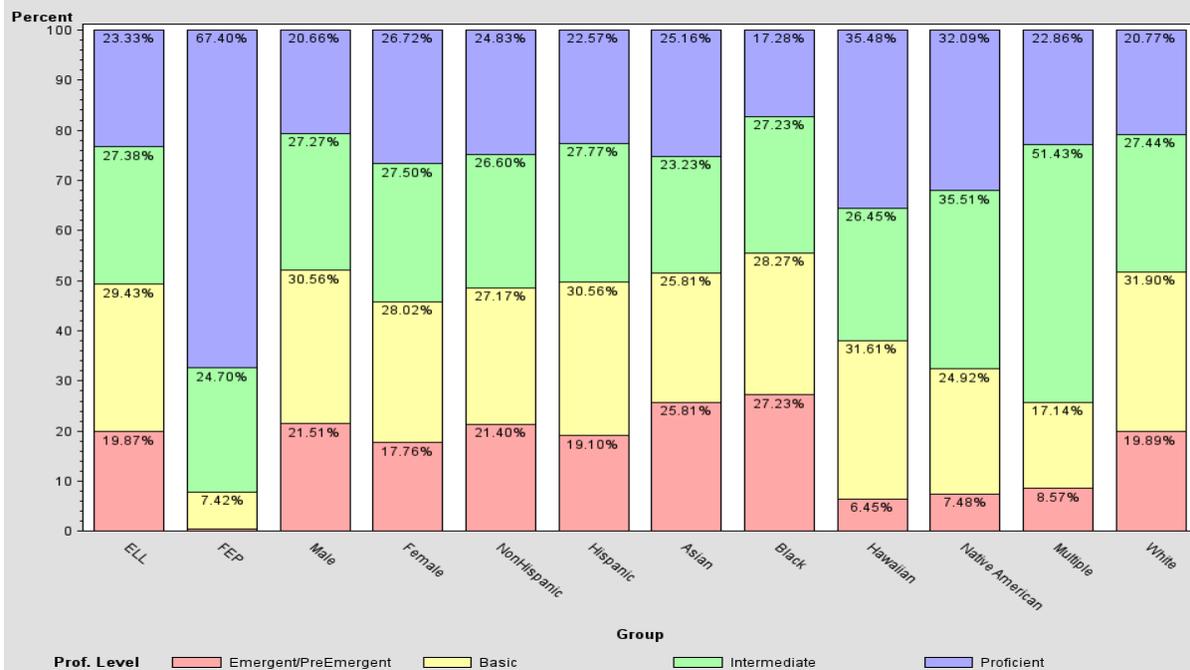
**Round 2**



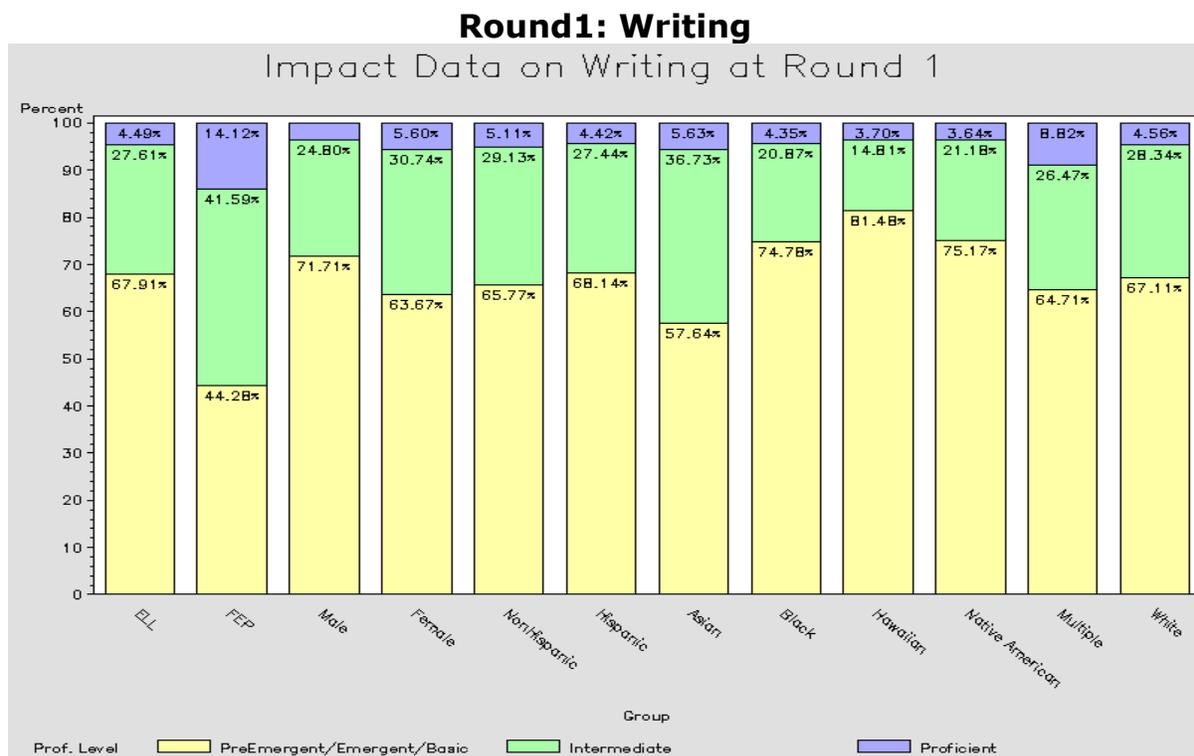
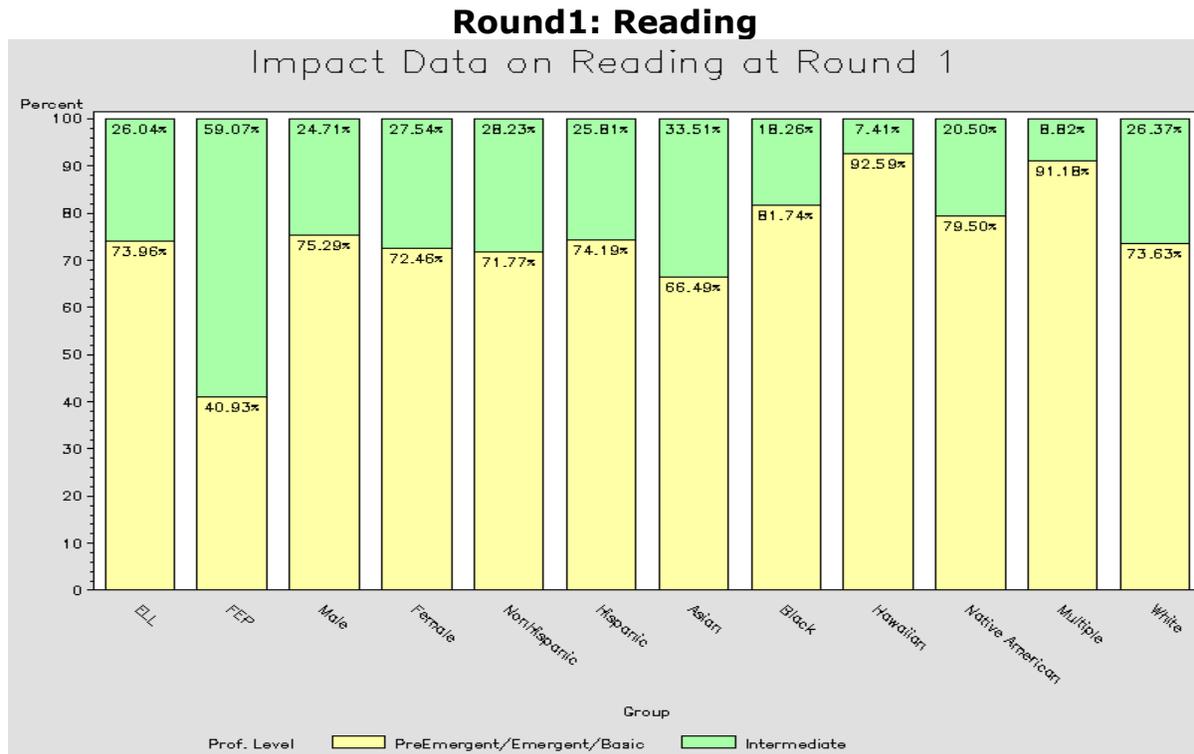
### Round 3 Impact Data on Total at Round 3



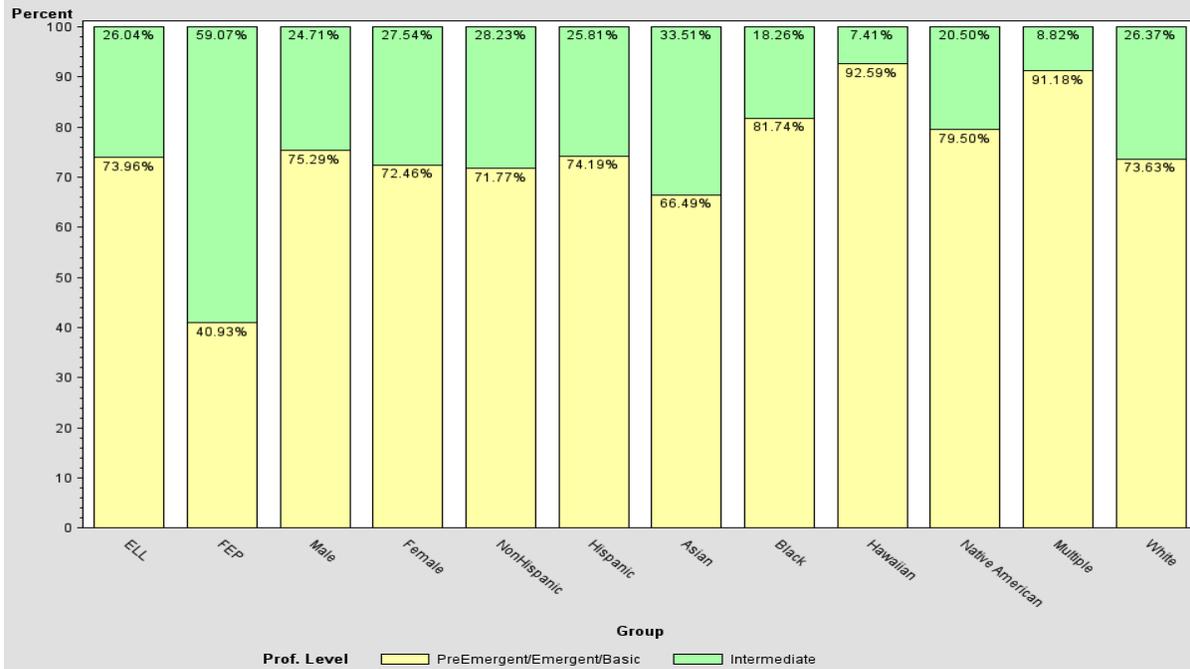
### Round 4 Impact Data on Total at Round 4



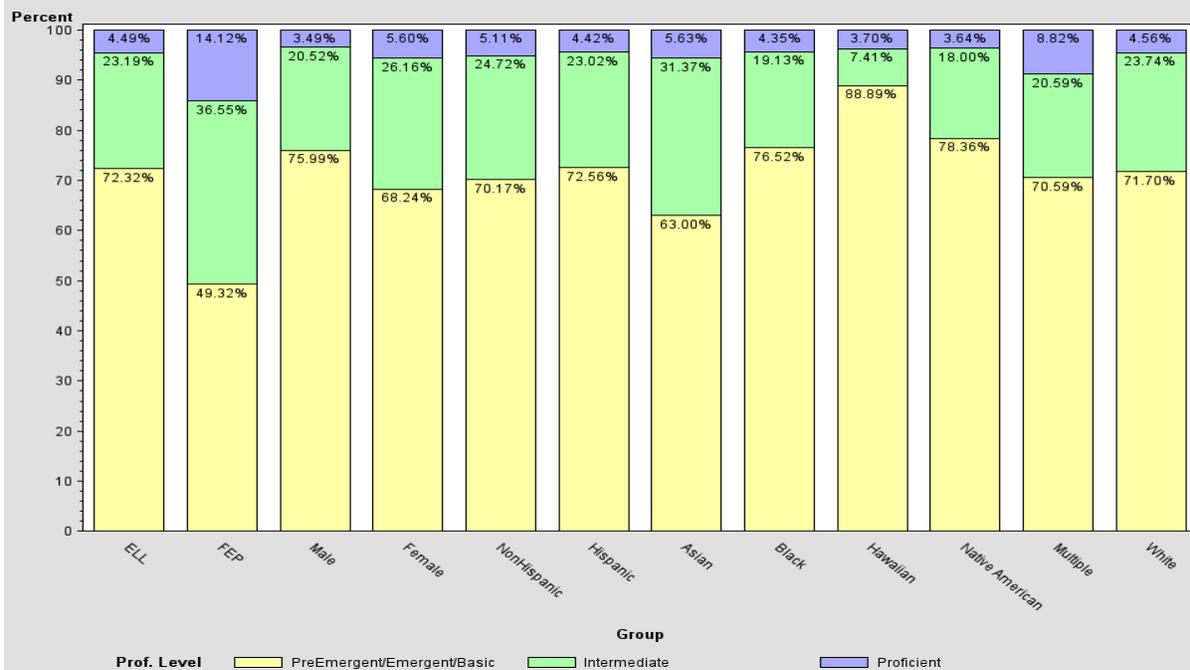
## Appendix O.6: Stage I Impact Data on Reading and Writing Domains



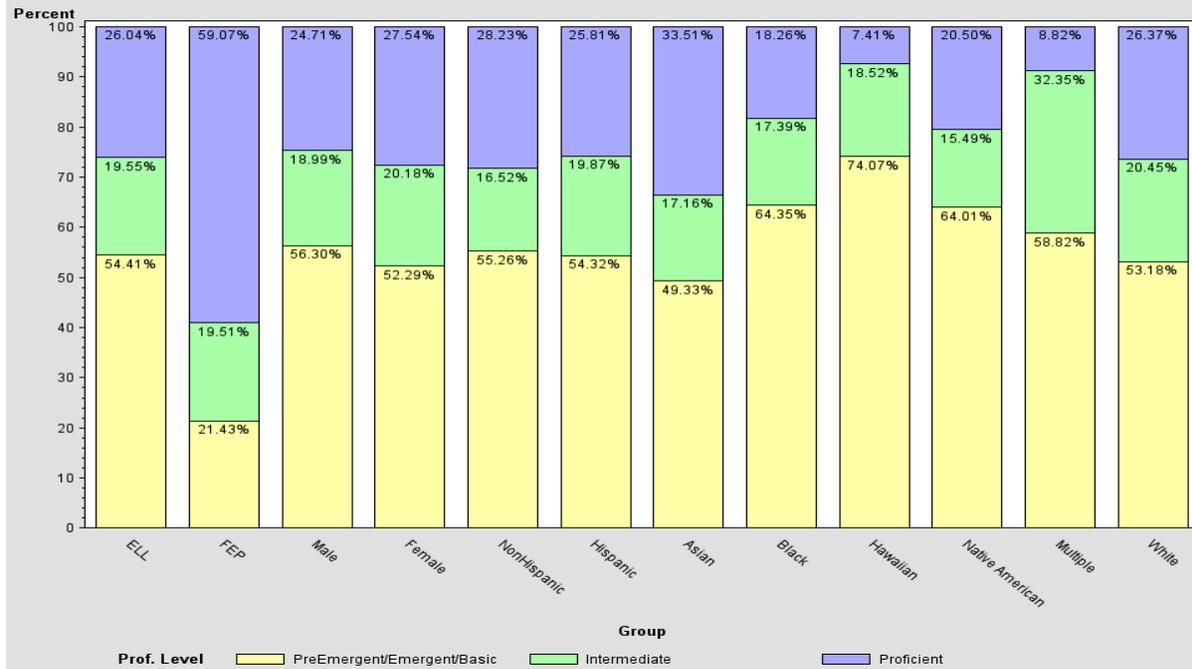
### Round 2: Reading Impact Data on Reading at Round 2



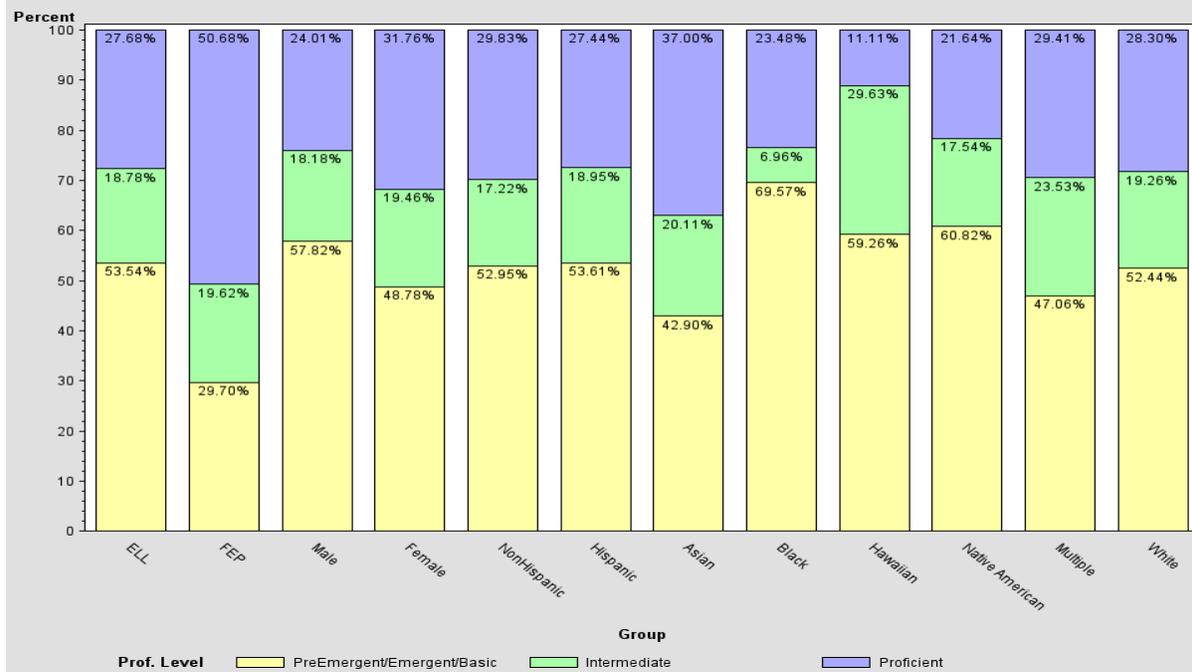
### Round 2: Writing Impact Data on Writing at Round 2



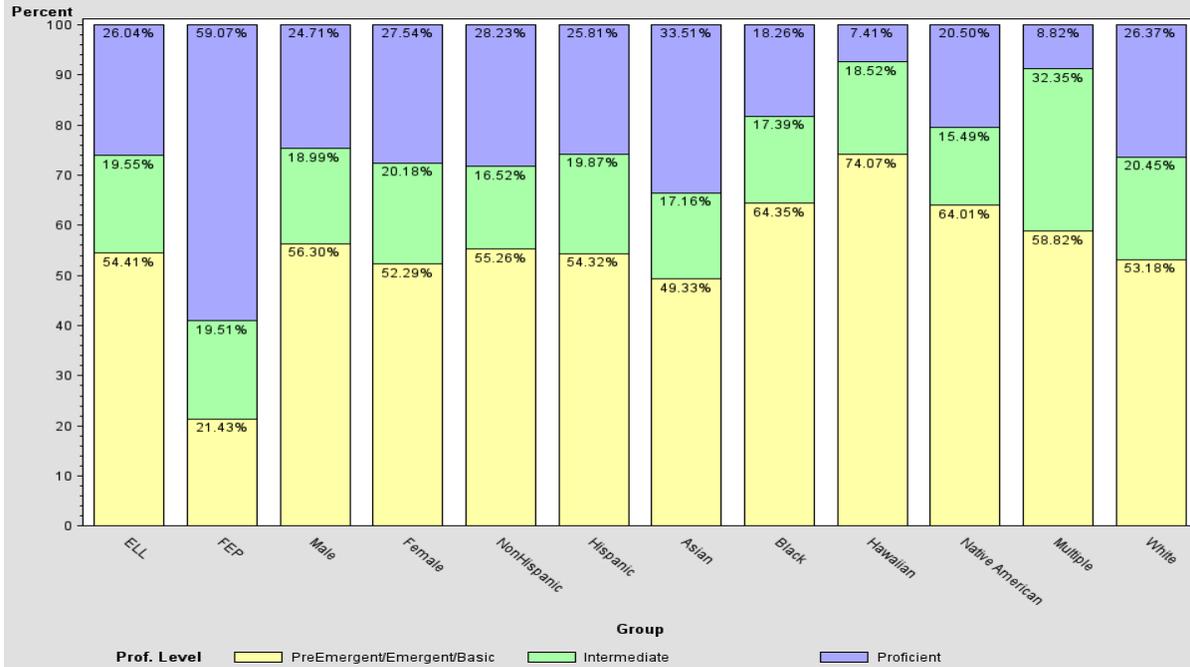
### Round 3: Reading Impact Data on Reading at Round 3



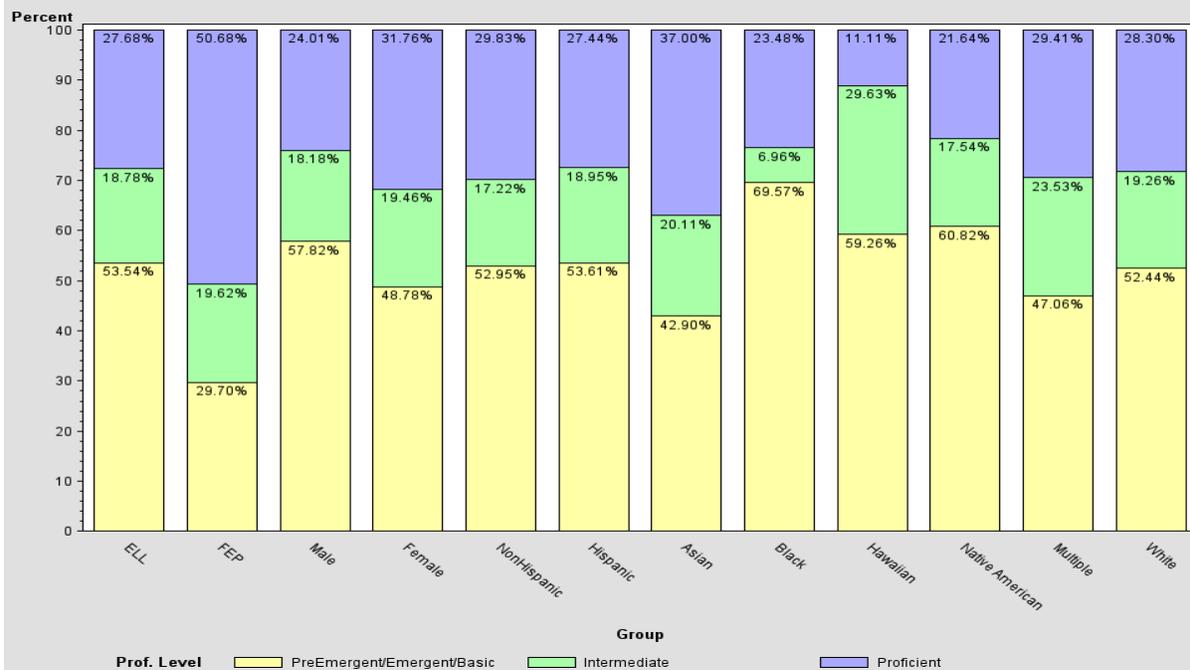
### Round 3: Writing Impact Data on Writing at Round 3



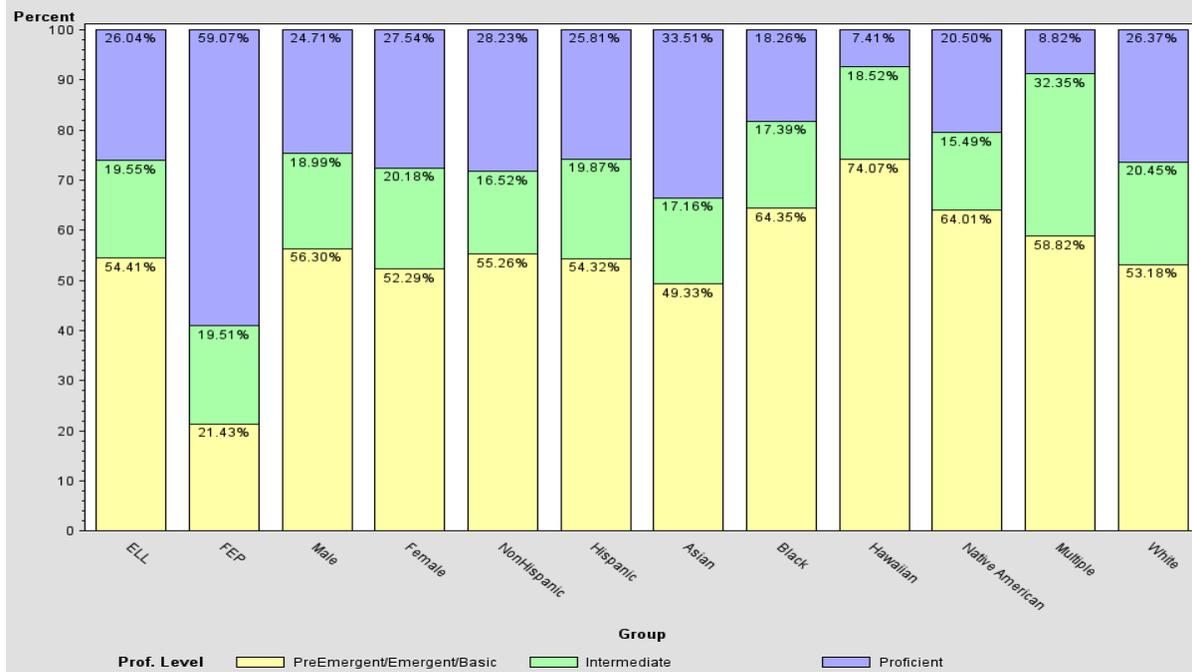
### Round 4: Reading Impact Data on Reading at Round 4



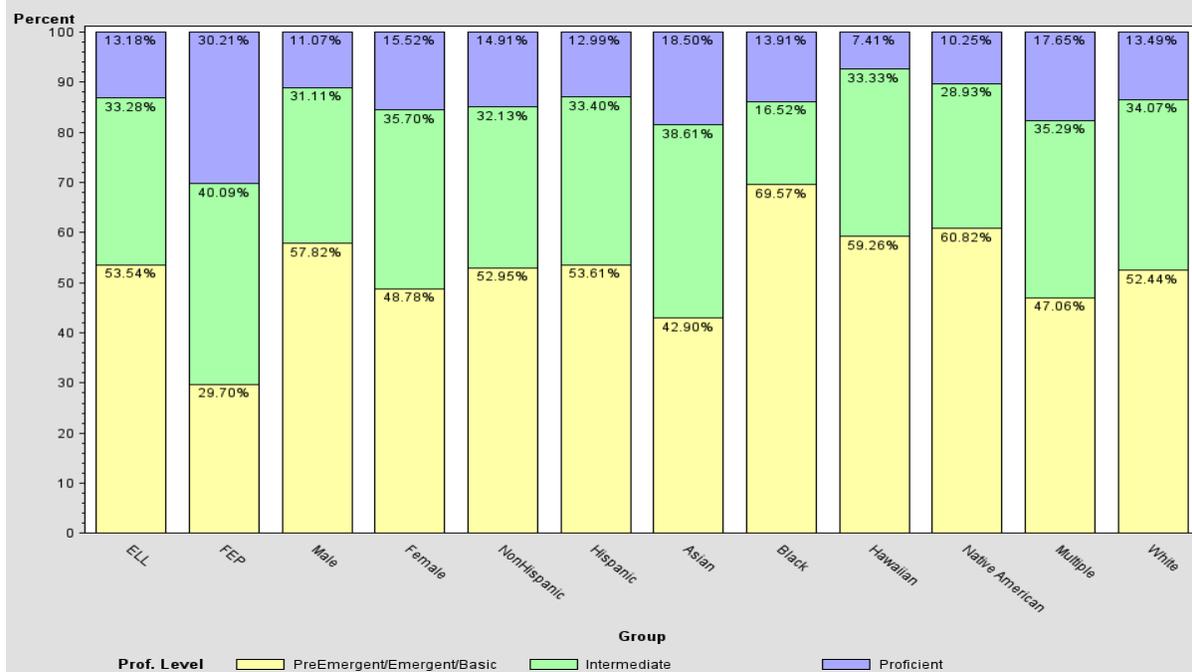
### Round 4: Writing Impact Data on Writing at Round 4



### Round 3.5: Reading Impact Data on RD at Round 35

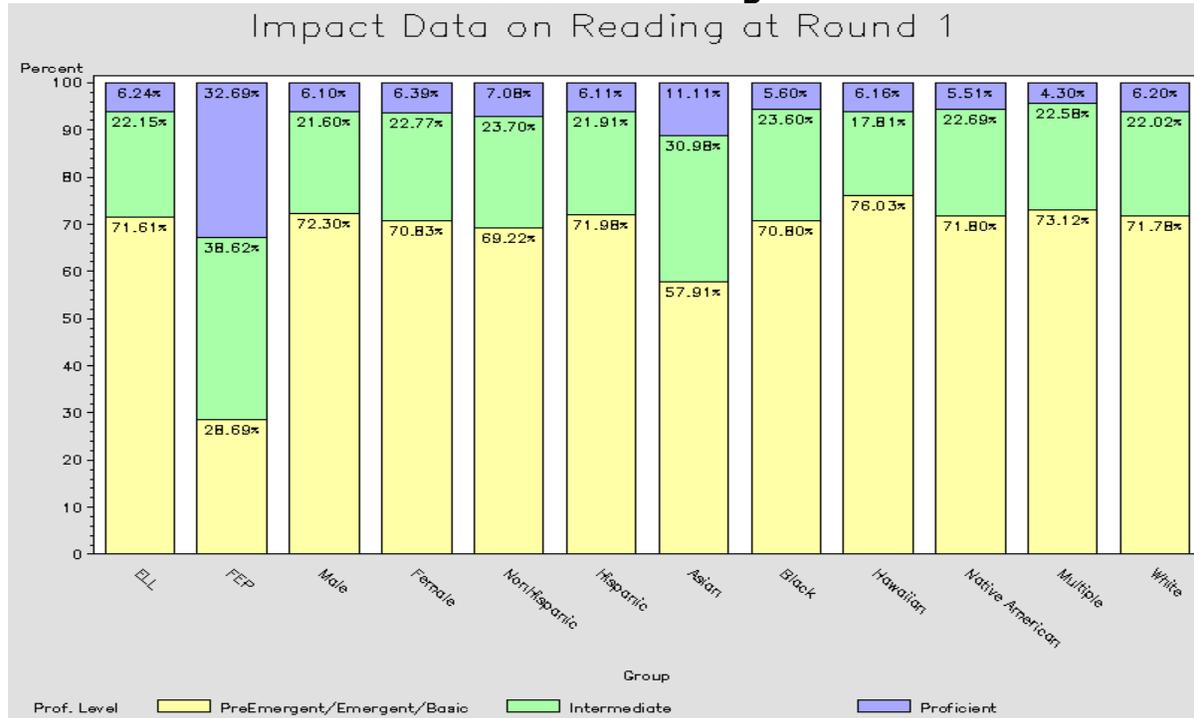


### Round 3.5: Writing Impact Data on WR at Round 35

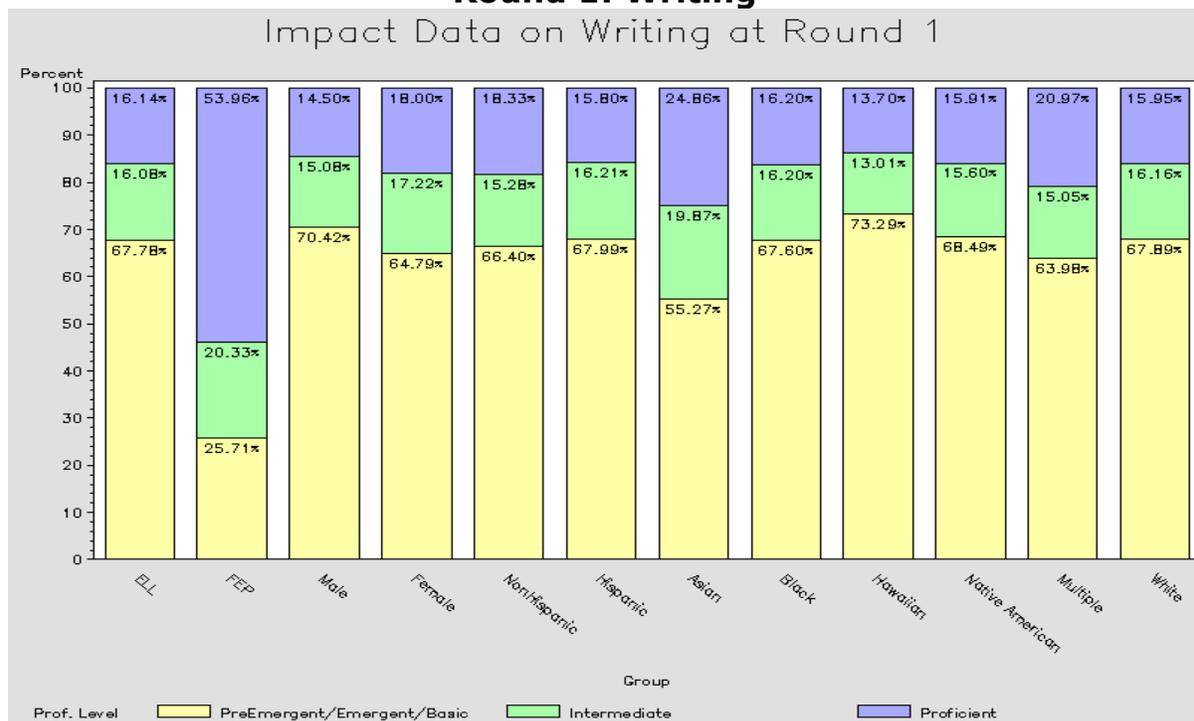


## Appendix O.7: Stage II Impact Data on Reading and Writing Domains

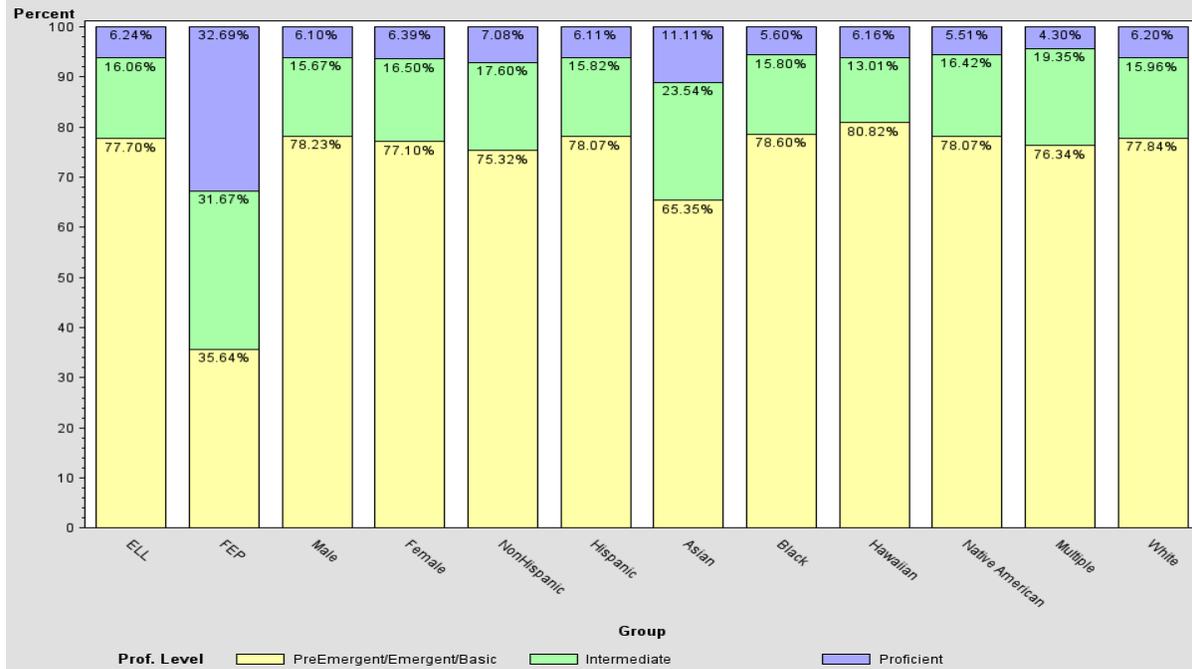
### Round 1: Reading



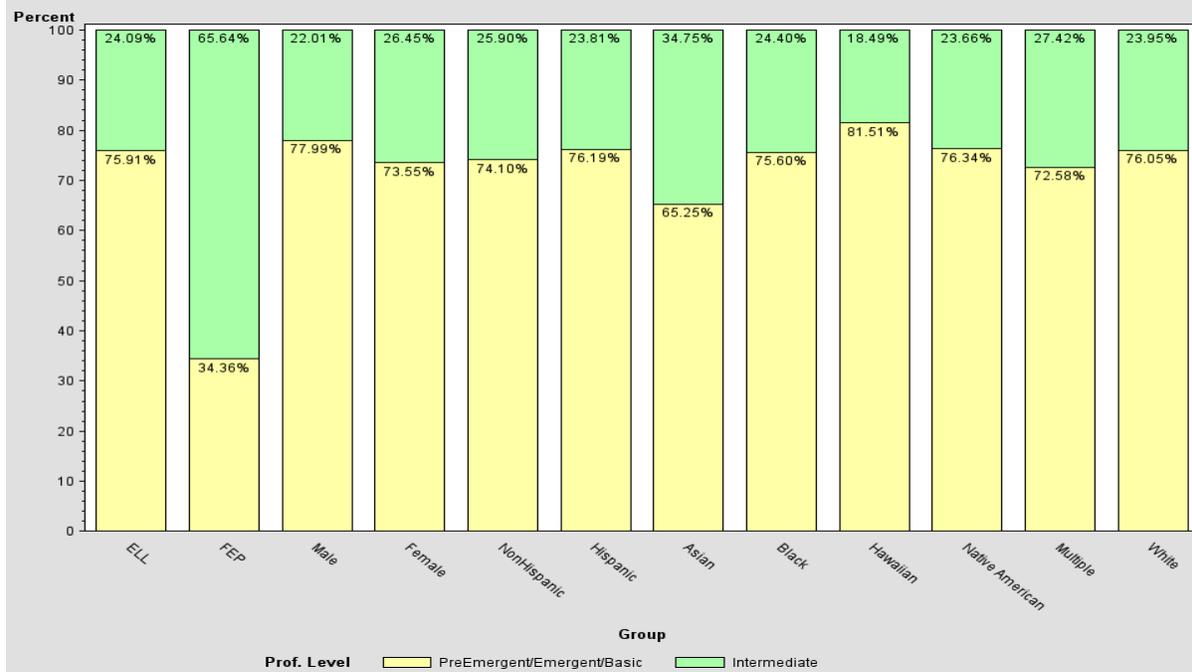
### Round 1: Writing



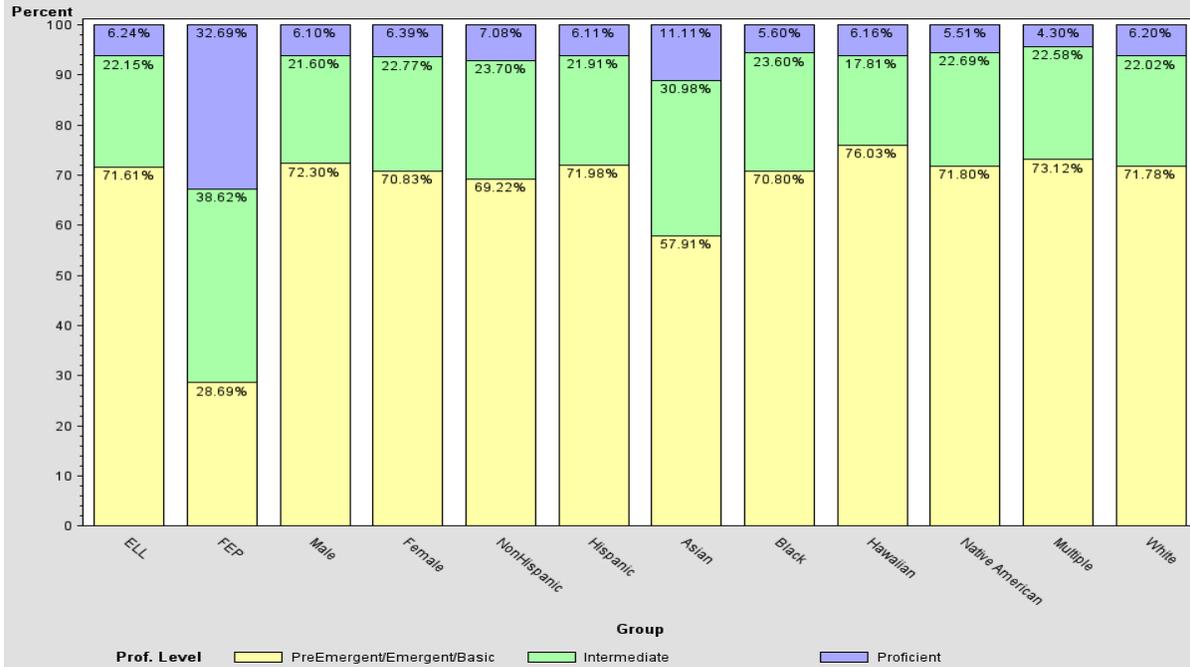
### Round 2: Reading Impact Data on Reading at Round 2



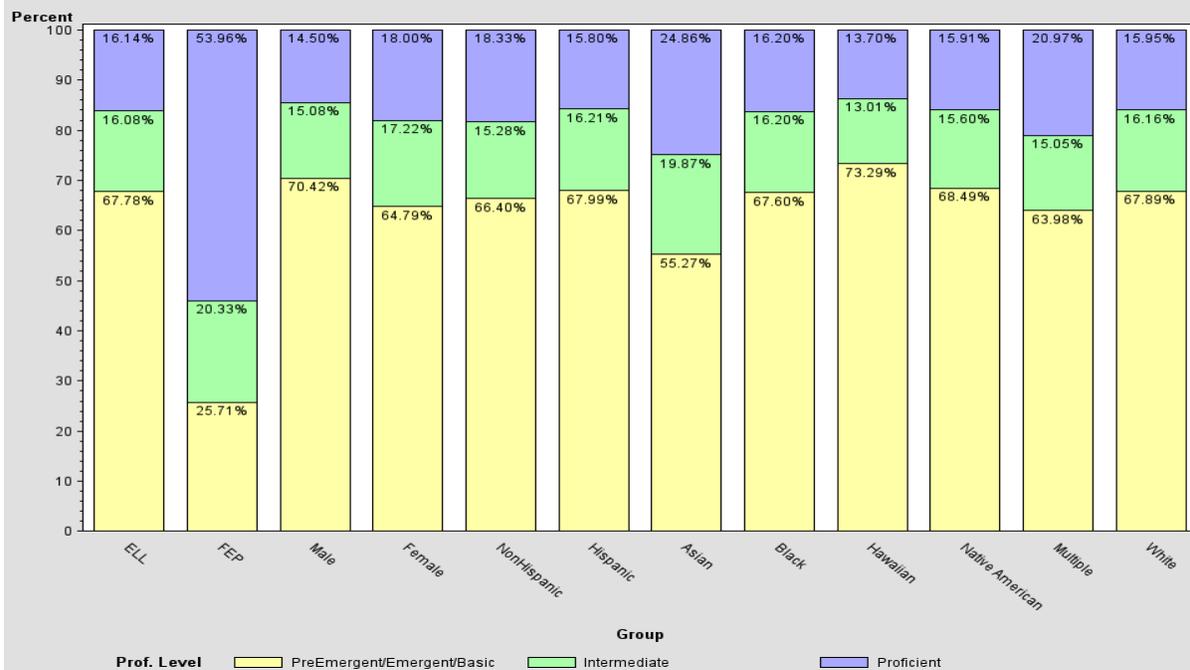
### Round 2: Writing Impact Data on Writing at Round 2



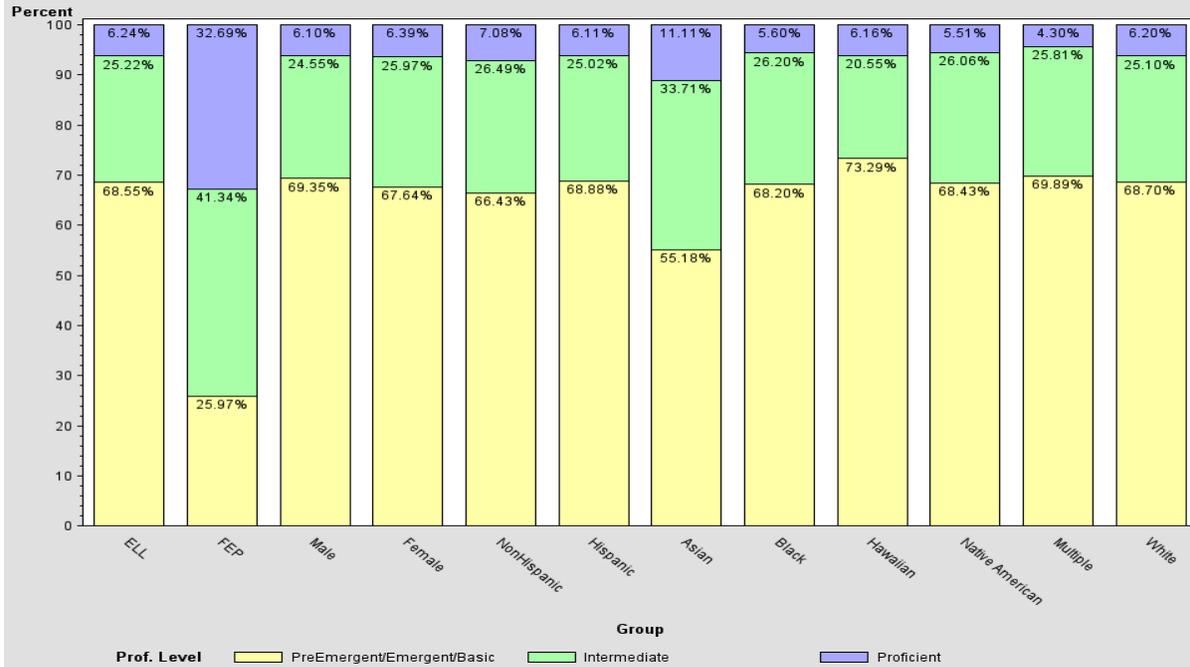
### Round 3: Reading Impact Data on Reading at Round 3



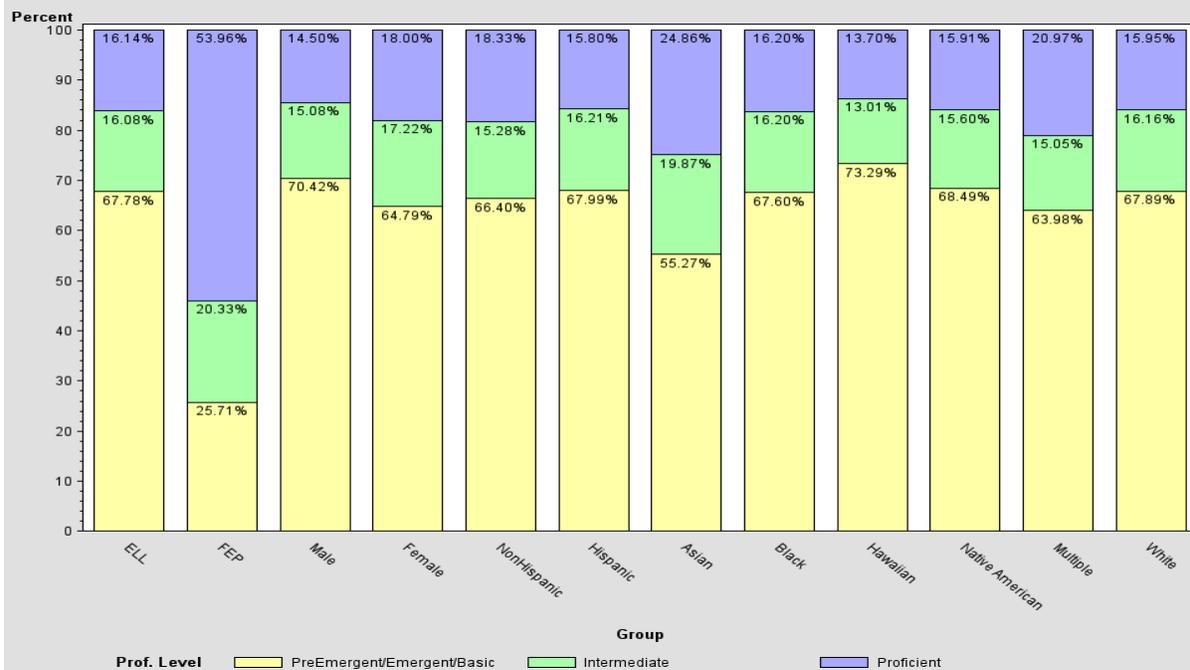
### Round 3: Writing Impact Data on Writing at Round 3



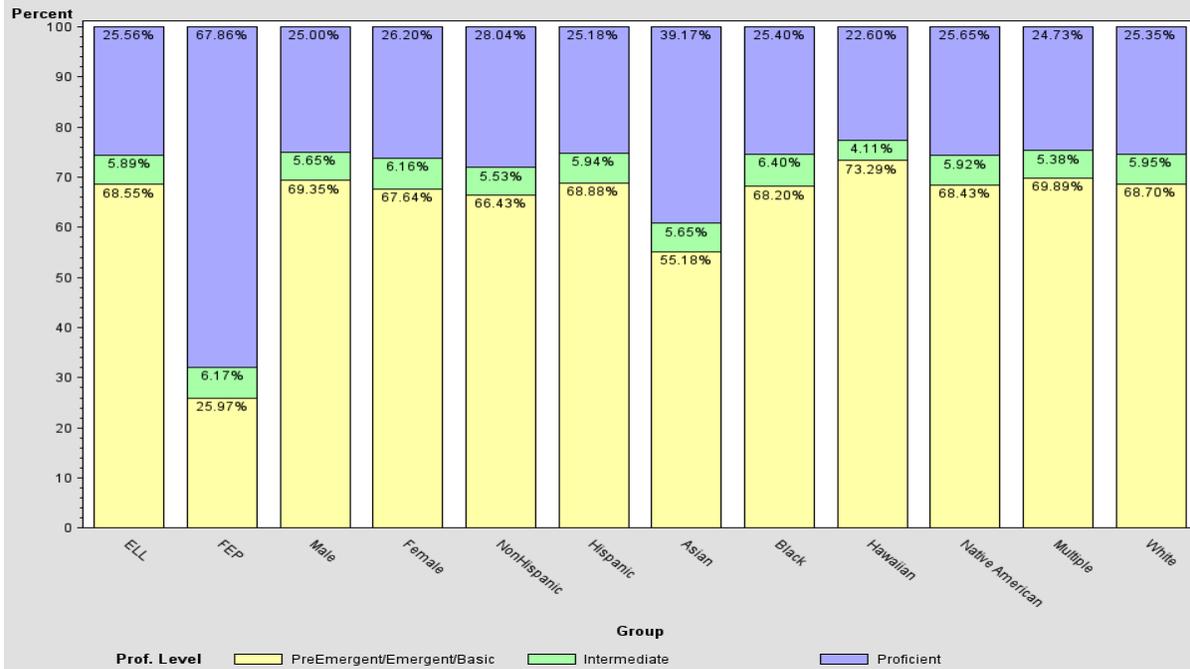
### Round 4: Reading Impact Data on Reading at Round 4



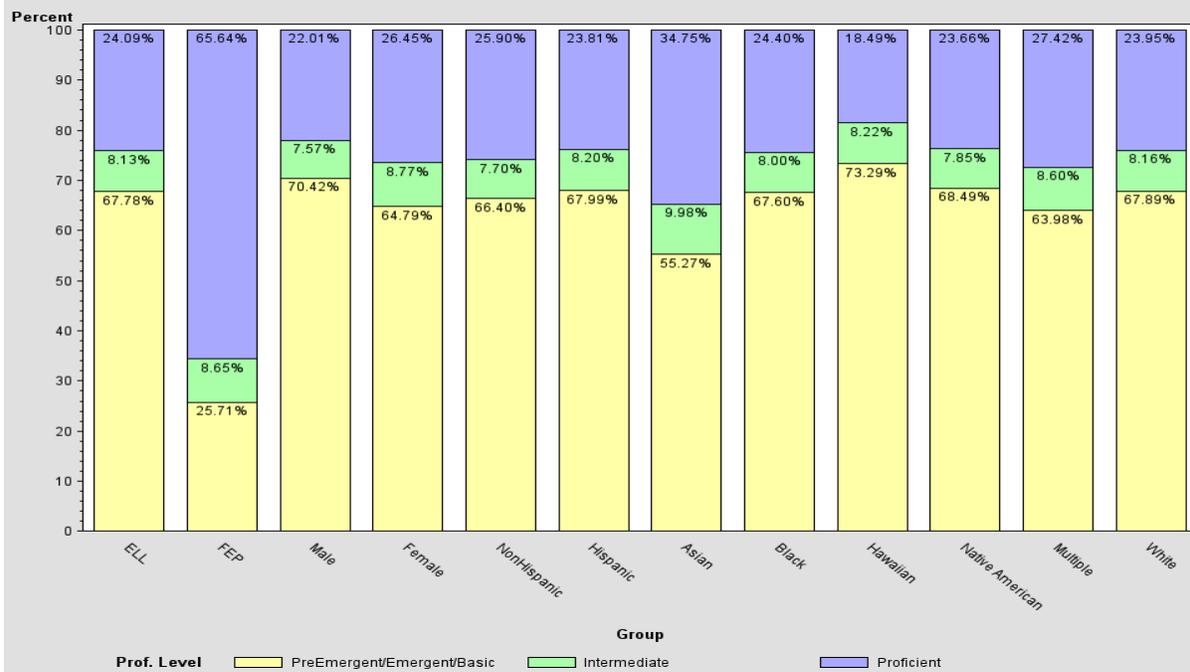
### Round 4: Writing Impact Data on Writing at Round 4



### Round 3.5: Reading Impact Data on RD at Round 35

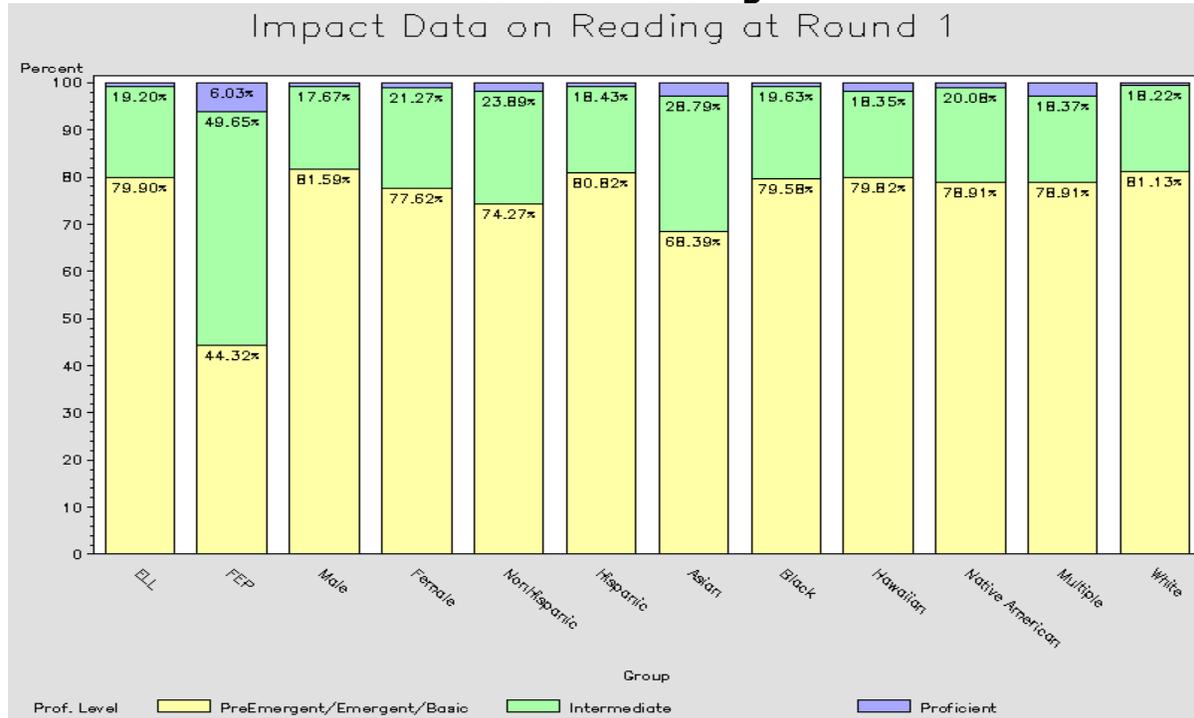


### Round 3.5 Writing Impact Data on WR at Round 35

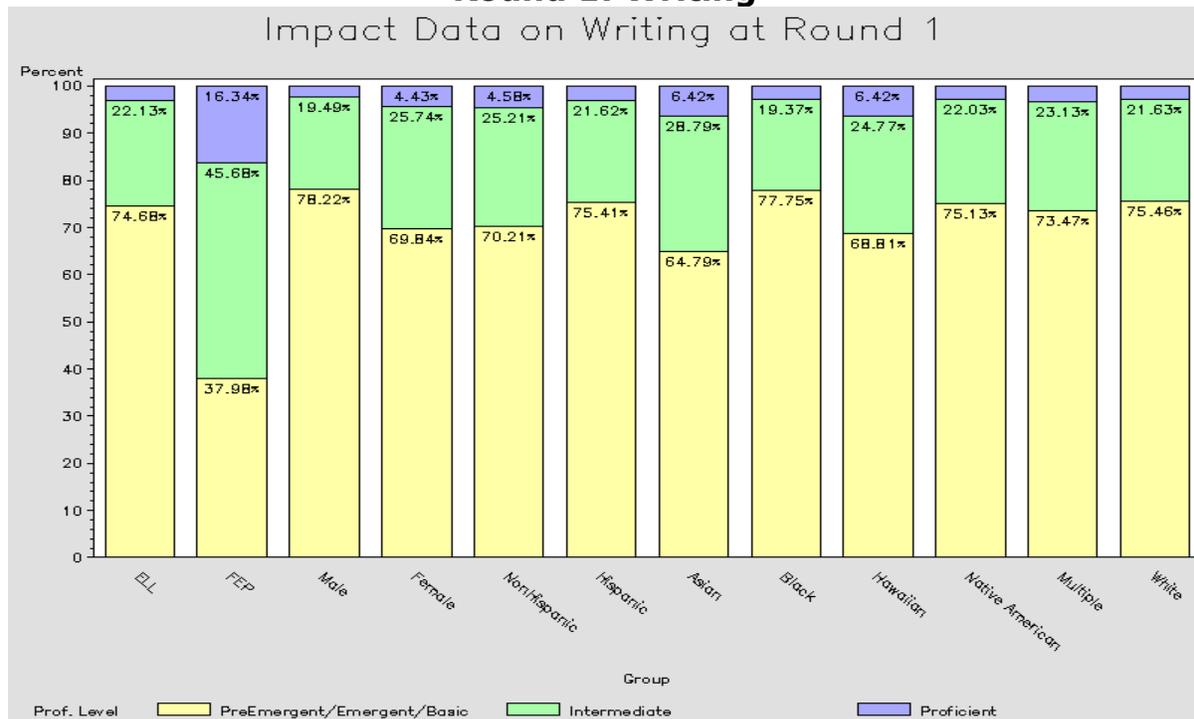


## Appendix O.8: Stage III Impact Data on Reading and Writing Domains

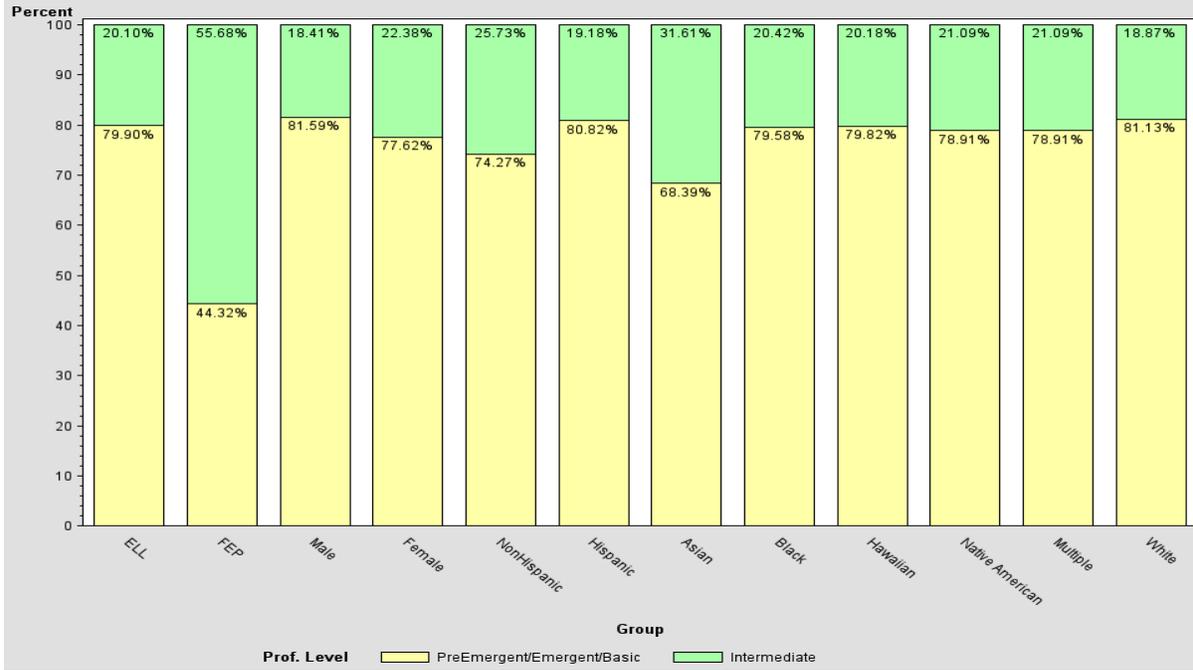
### Round 1: Reading



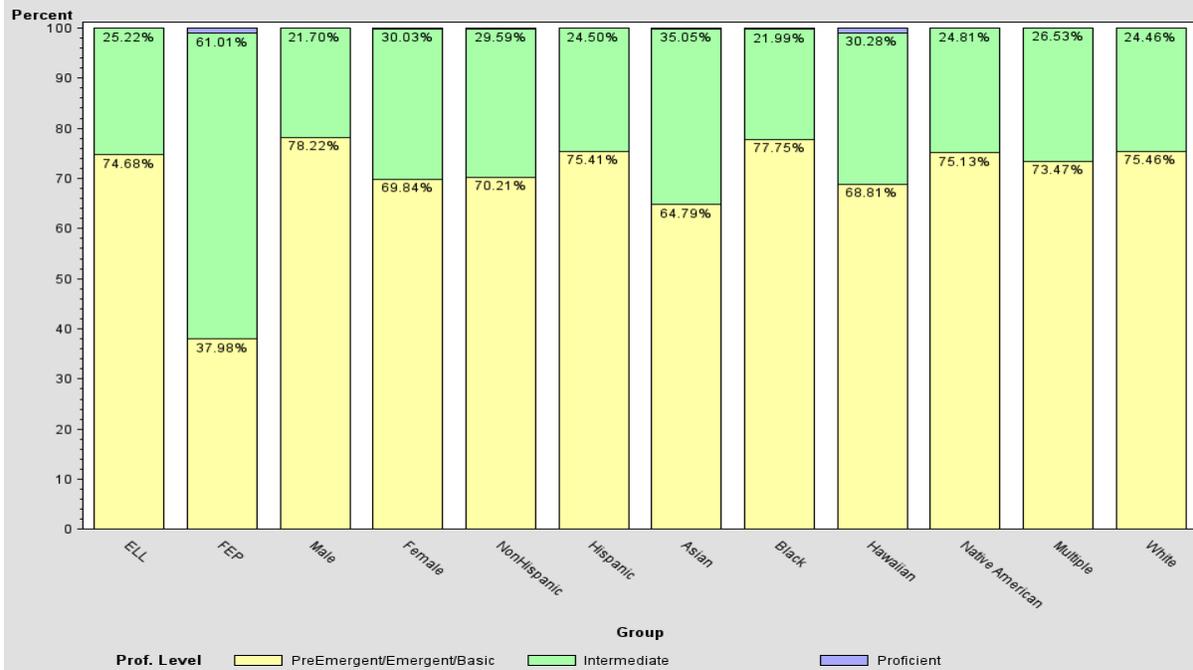
### Round 1: Writing



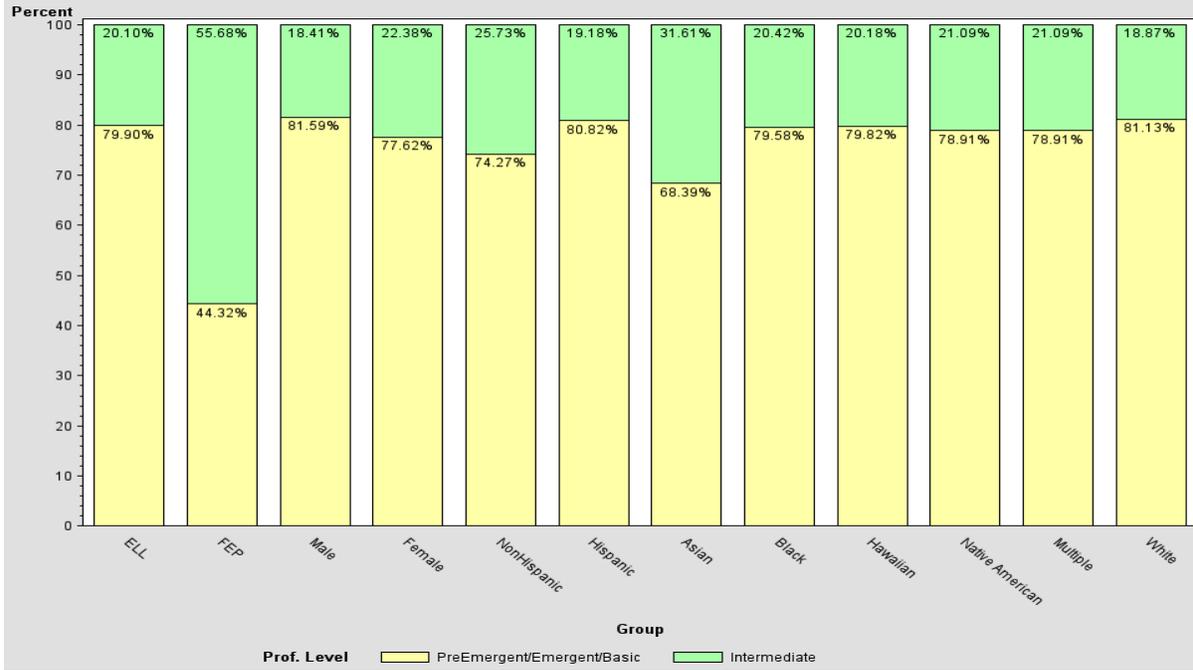
### Round 2: Reading Impact Data on Reading at Round 2



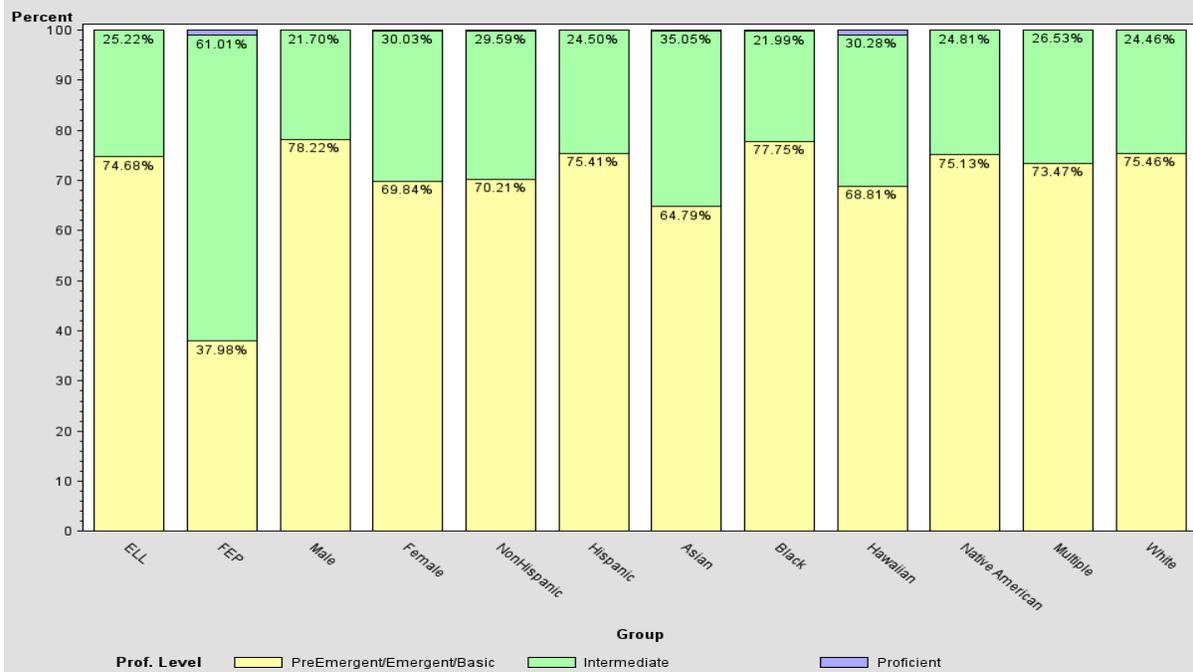
### Round 2: Writing Impact Data on Writing at Round 2



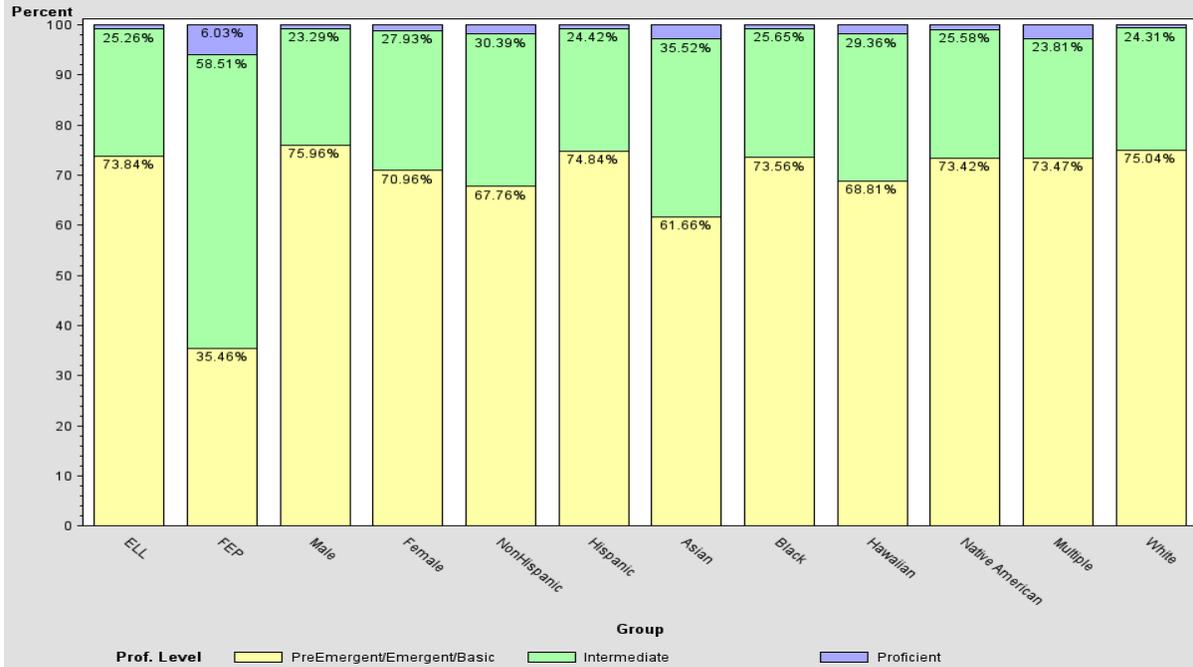
### Round 3: Reading Impact Data on Reading at Round 3



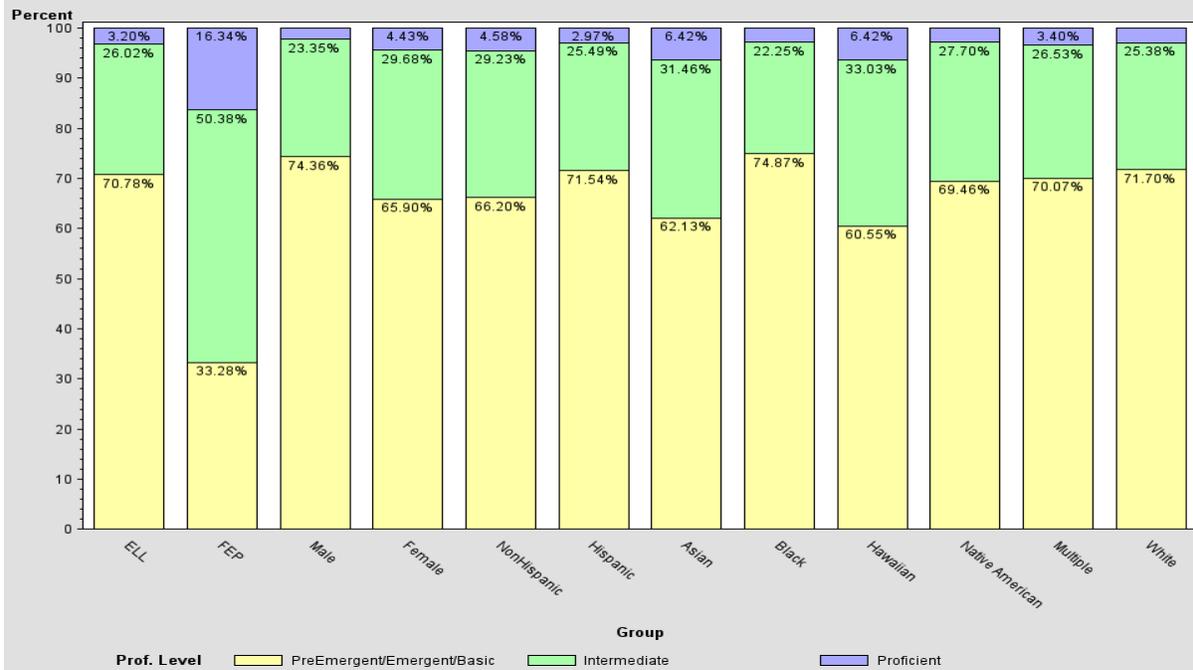
### Round 3: Writing Impact Data on Writing at Round 3



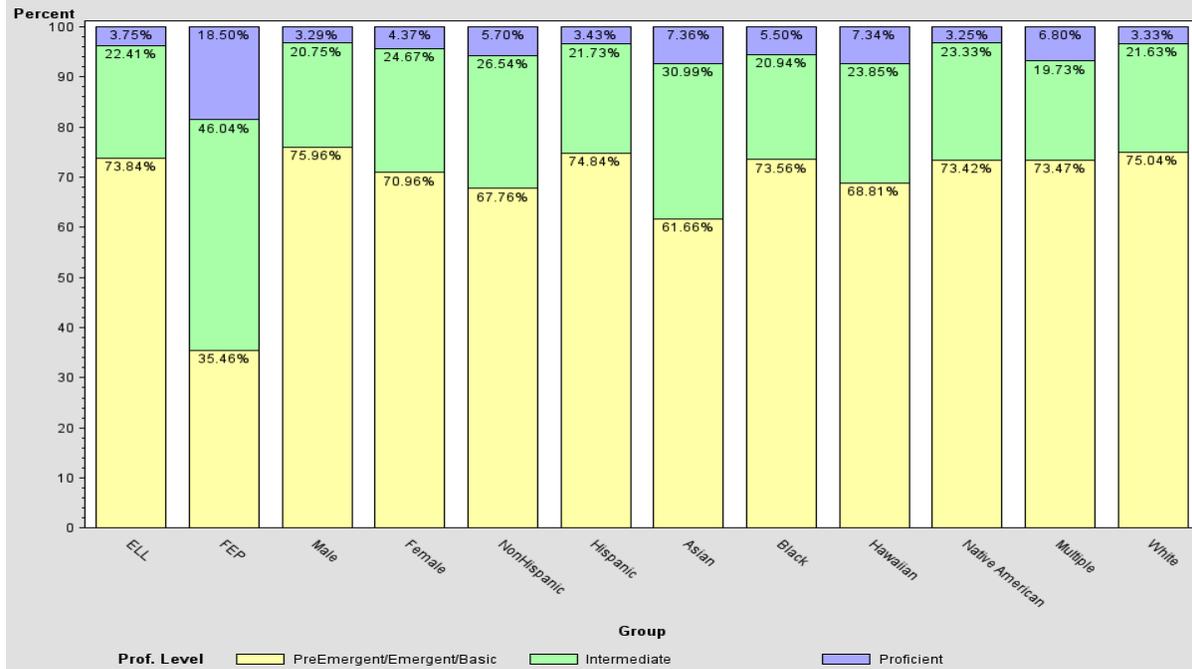
### Round 4: Reading Impact Data on Reading at Round 4



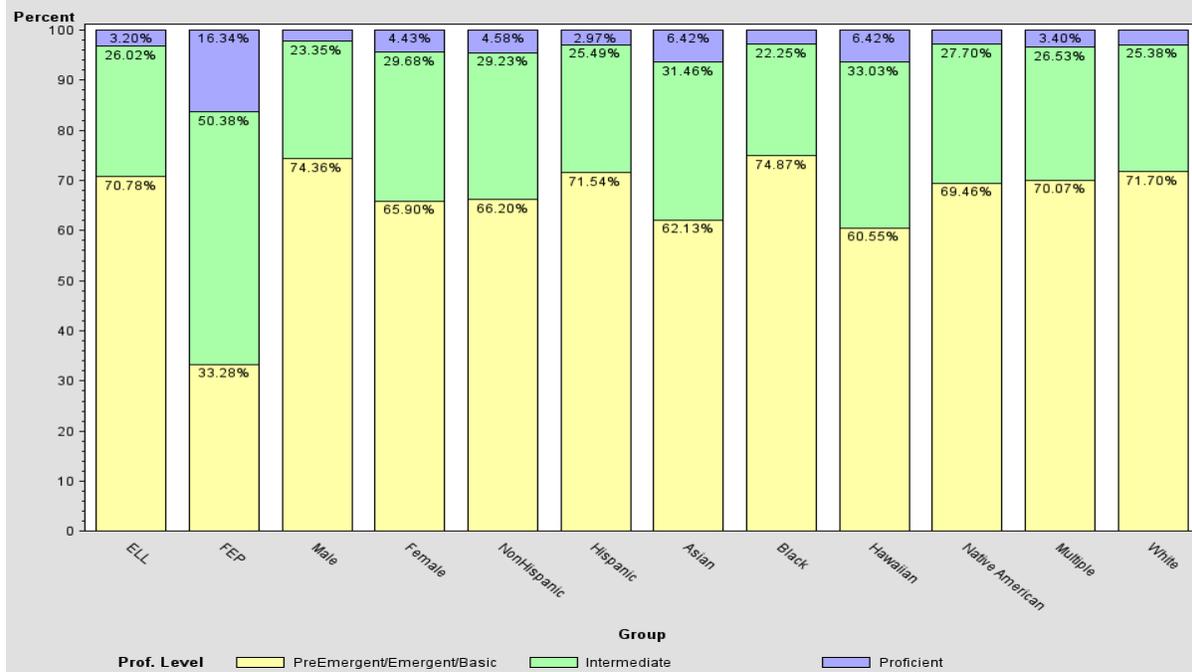
### Round 4: Writing Impact Data on Writing at Round 4



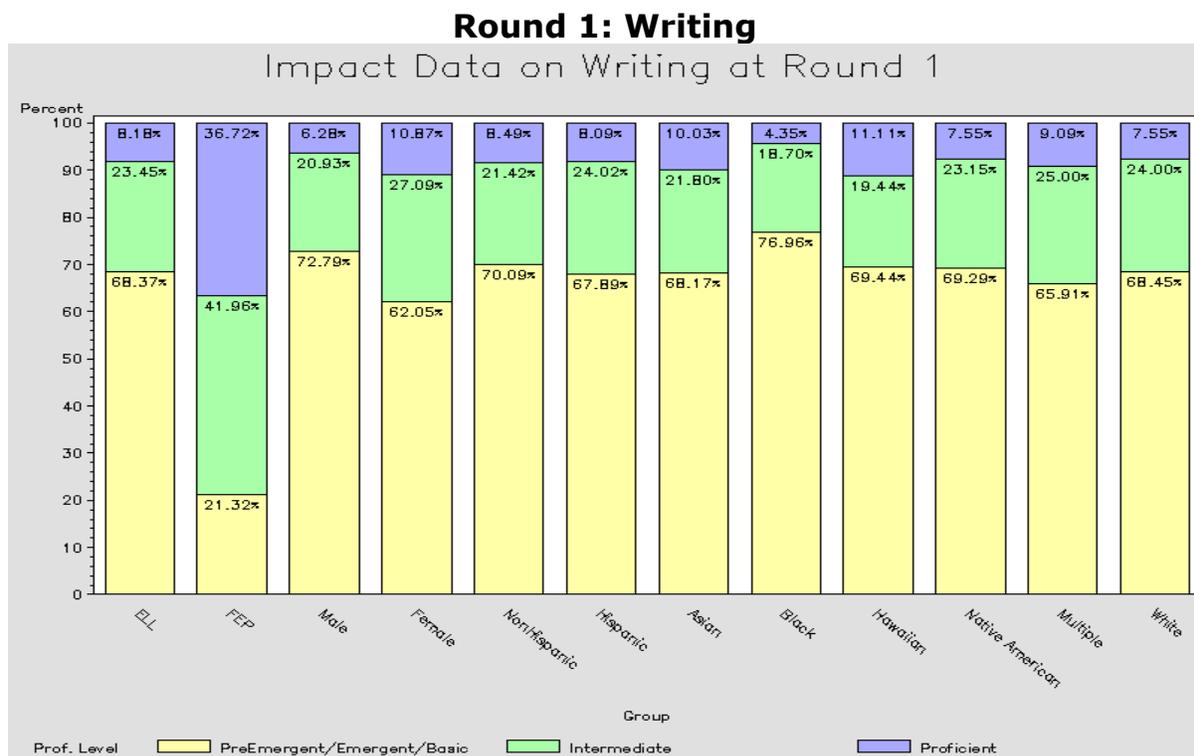
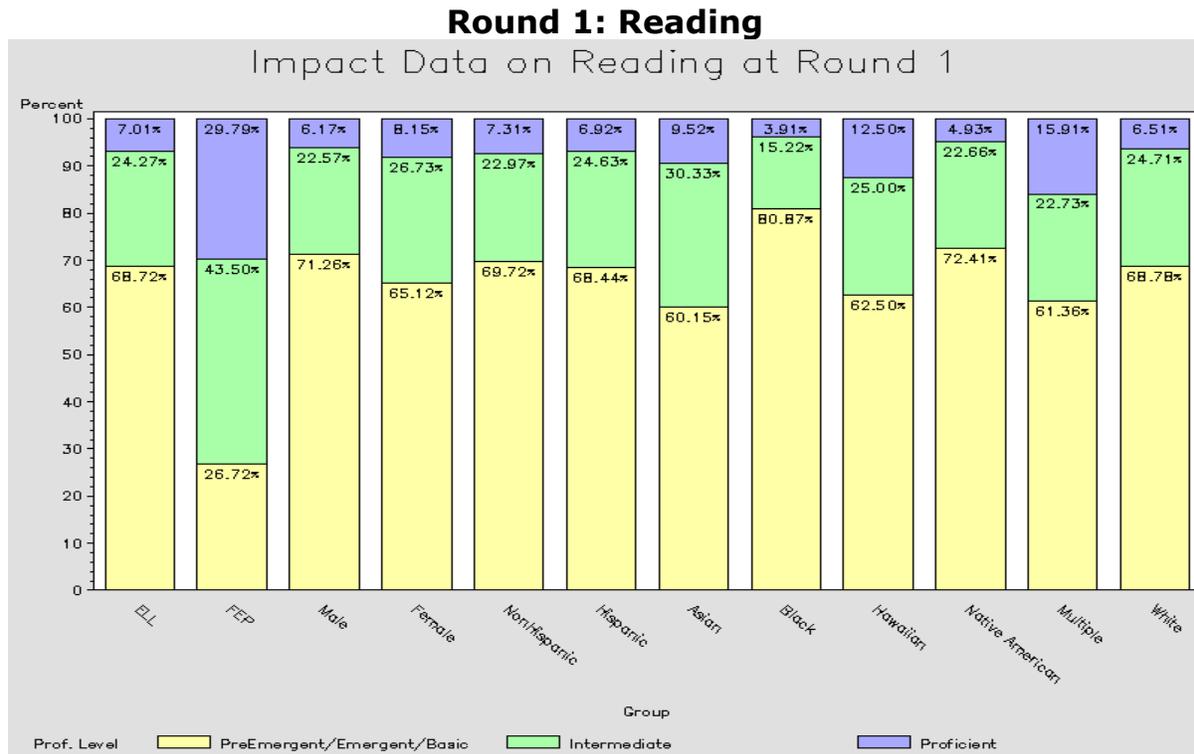
### Round 3.5: Reading Impact Data on RD at Round 35



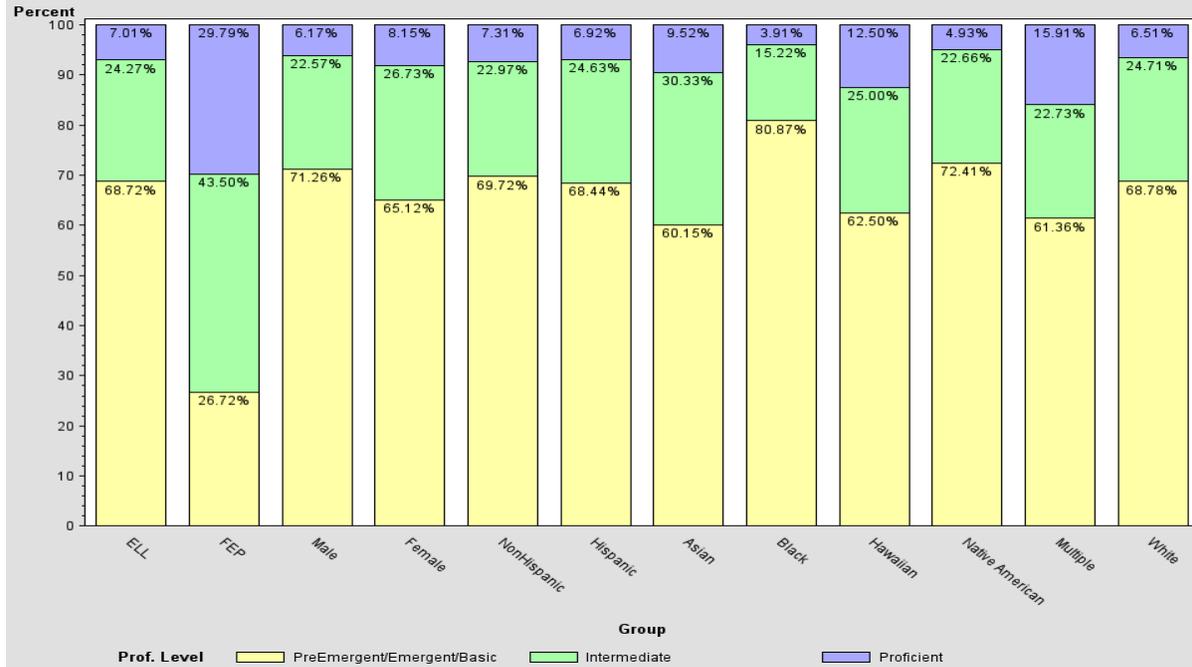
### Round 3.5: Writing Impact Data on WR at Round 35



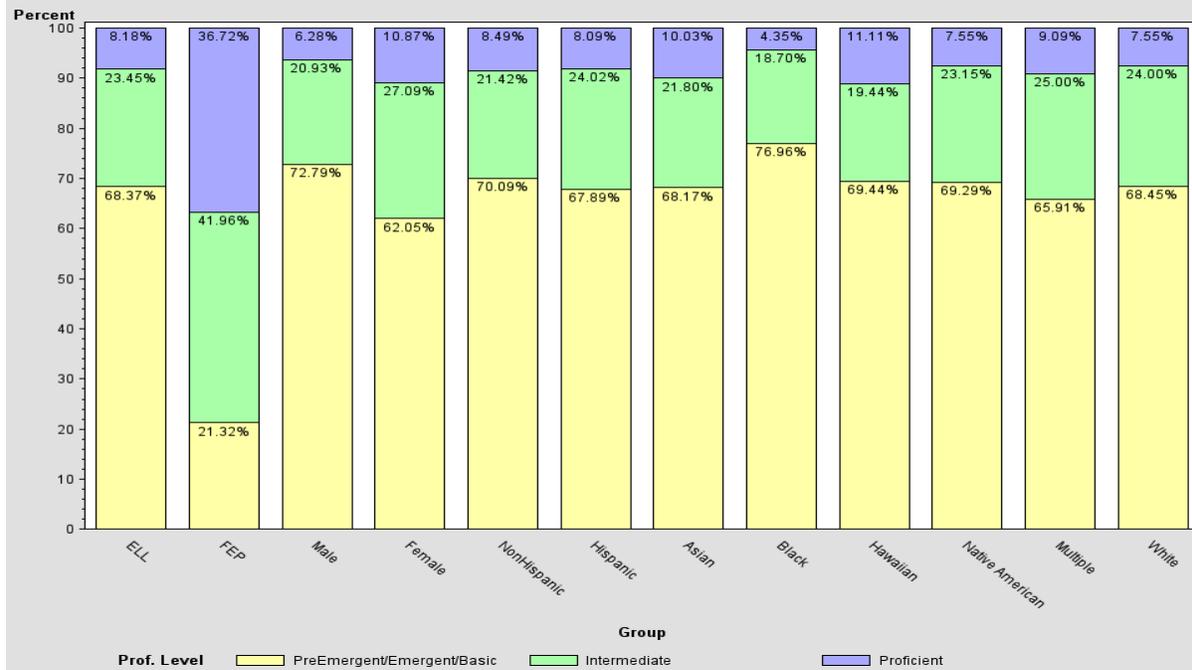
**Appendix O.9: Stage IV Impact Data on Reading and Writing Domains**



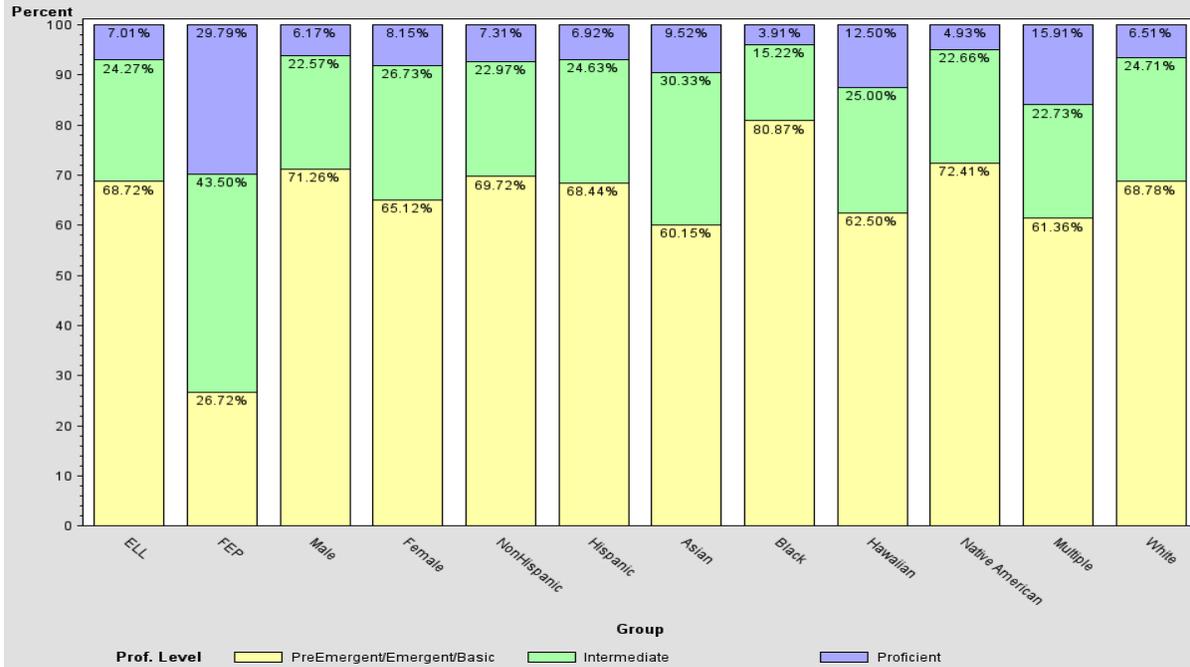
### Round 2: Reading Impact Data on Reading at Round 2



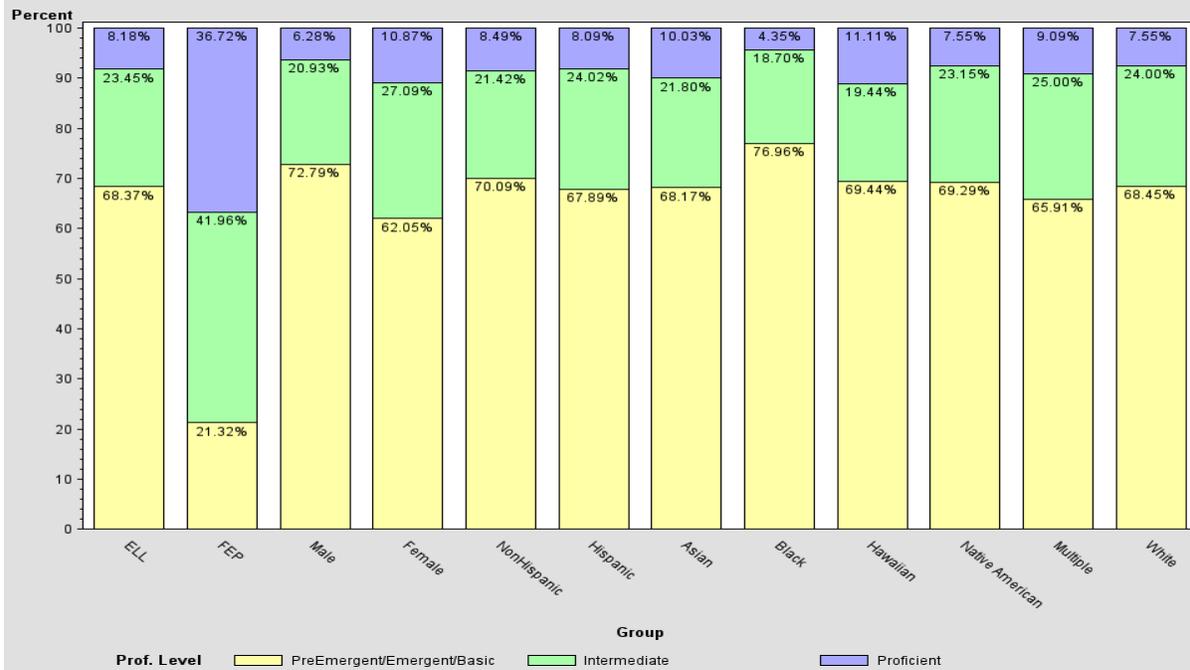
### Round 2: Writing Impact Data on Writing at Round 2



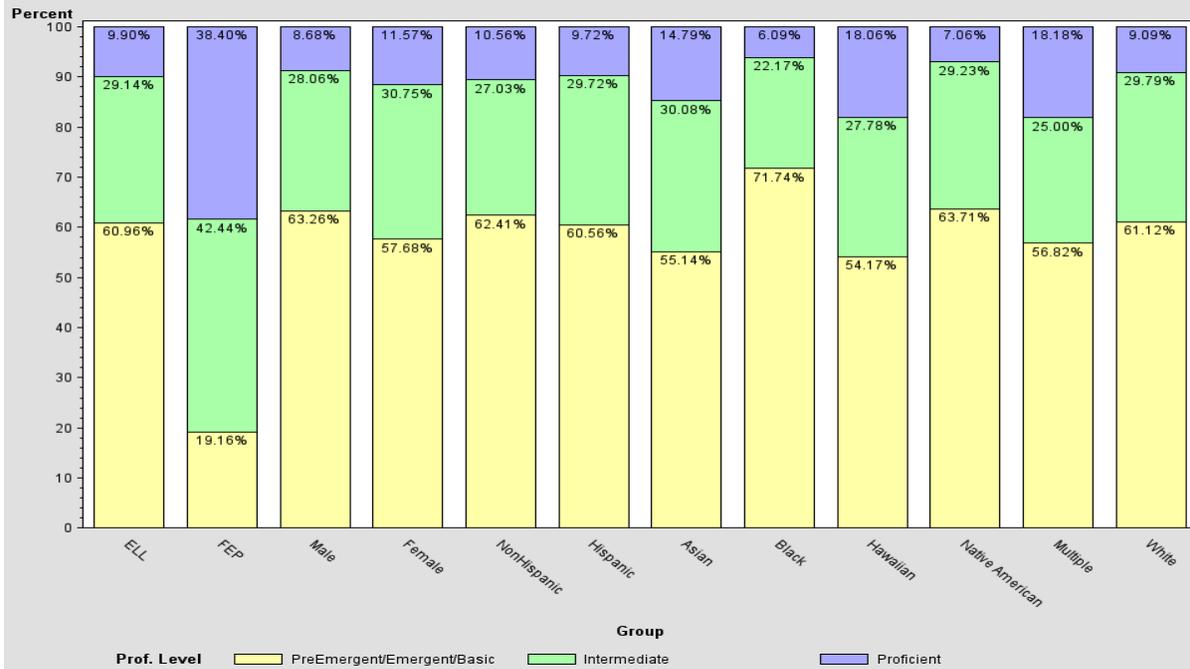
### Round 3: Reading Impact Data on Reading at Round 3



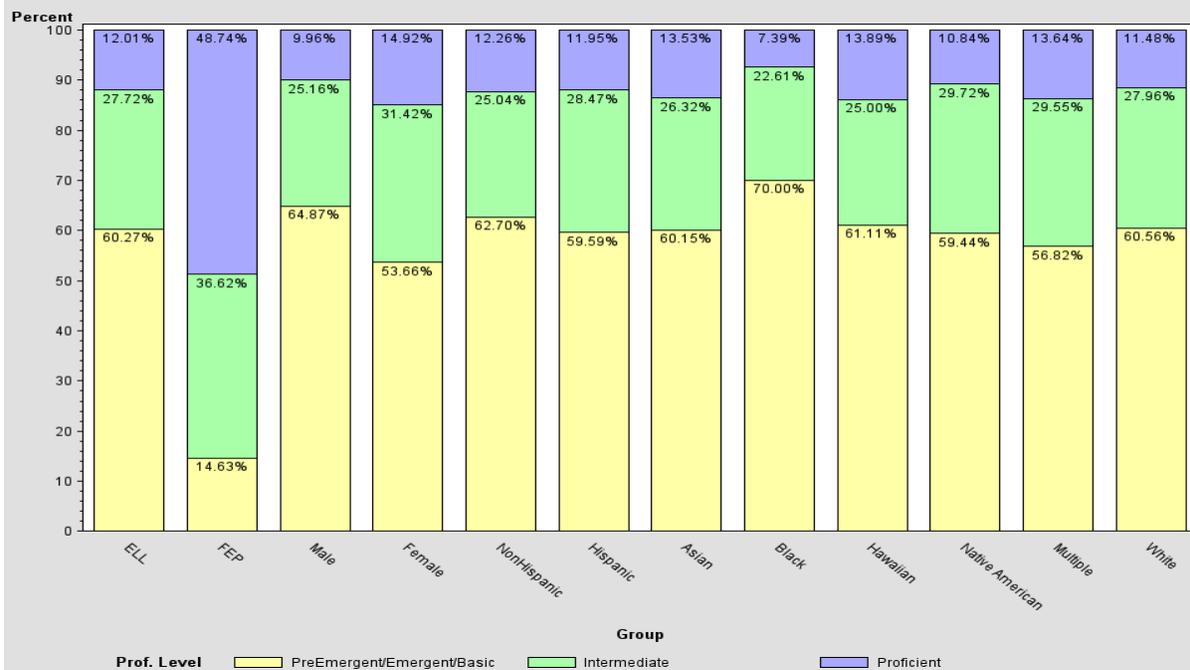
### Round 3: Writing Impact Data on Writing at Round 3



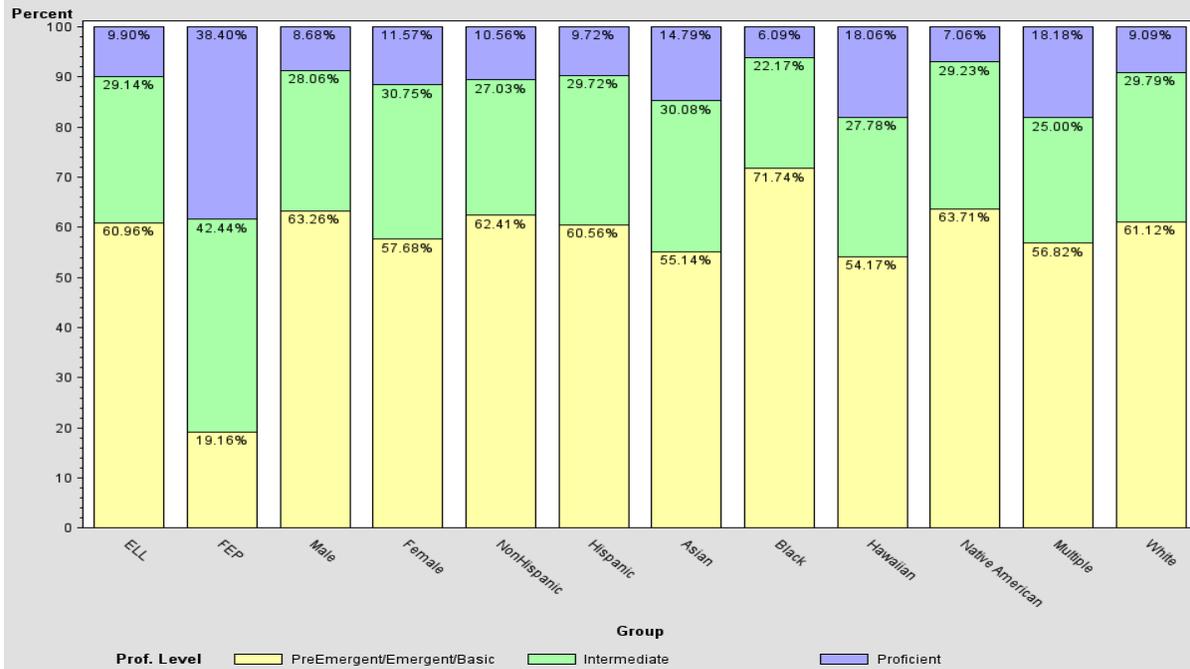
### Round 4: Reading Impact Data on Reading at Round 4



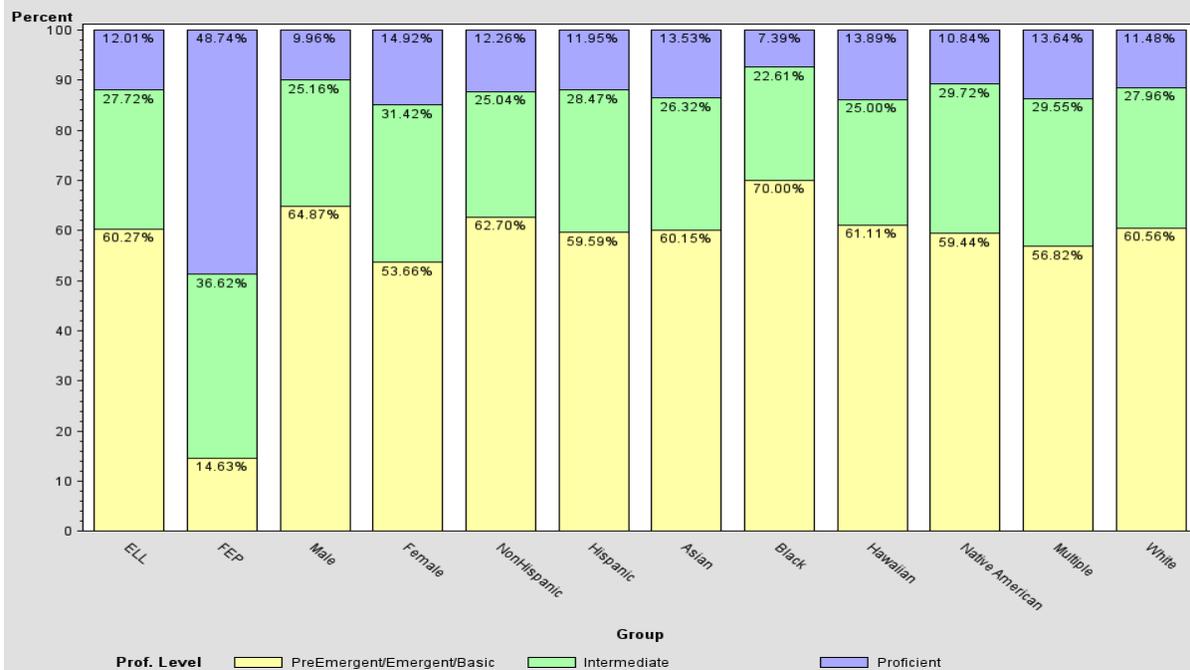
### Round 4: Writing Impact Data on Writing at Round 4



### Round 3.5: Reading Impact Data on RD at Round 35

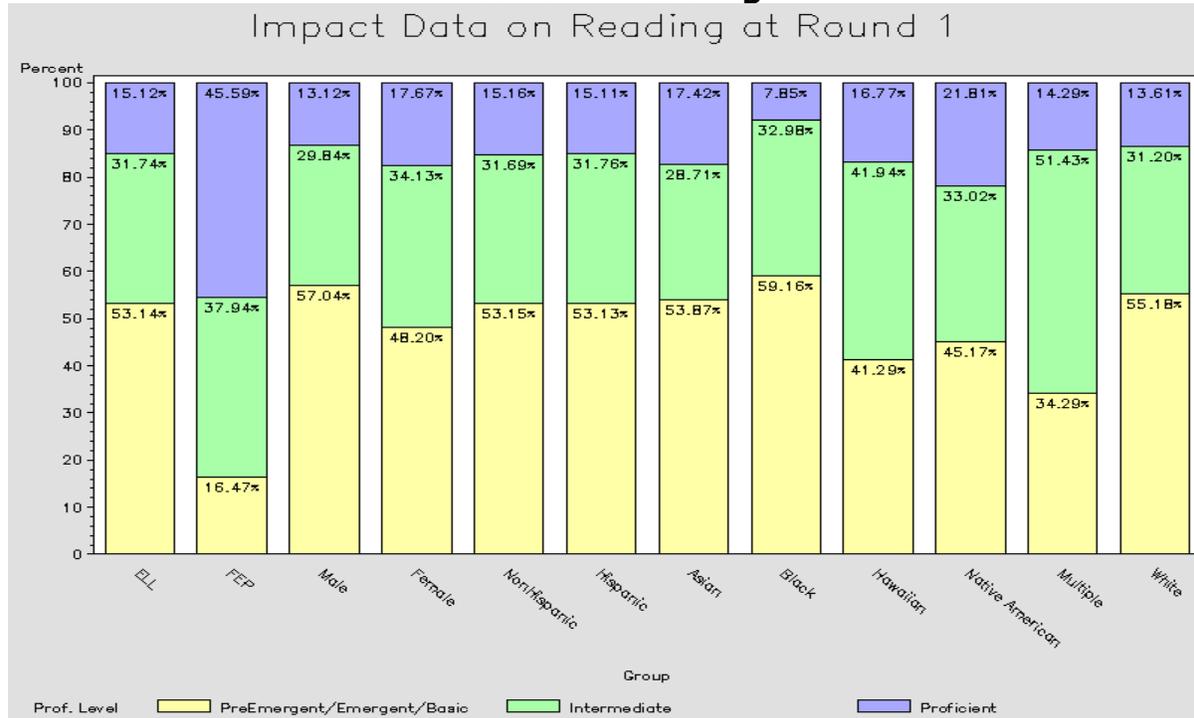


### Round 3.5: Writing Impact Data on WR at Round 35

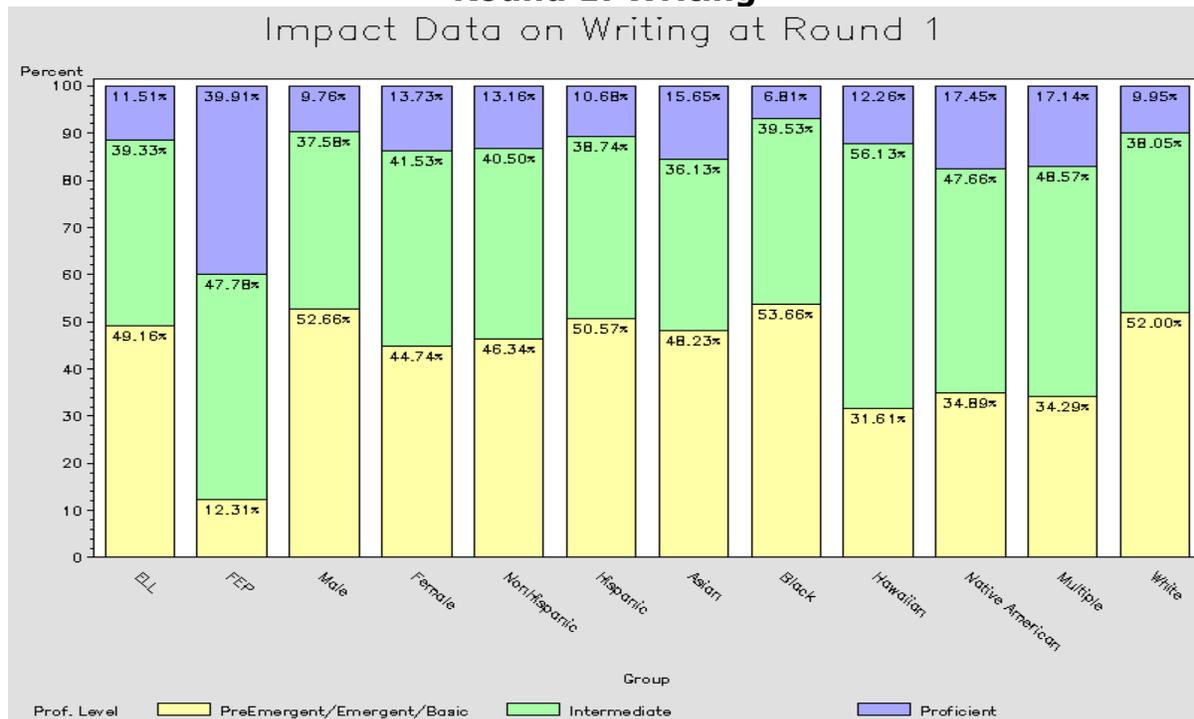


## Appendix O.10: Stage V Impact Data on Reading and Writing Domains

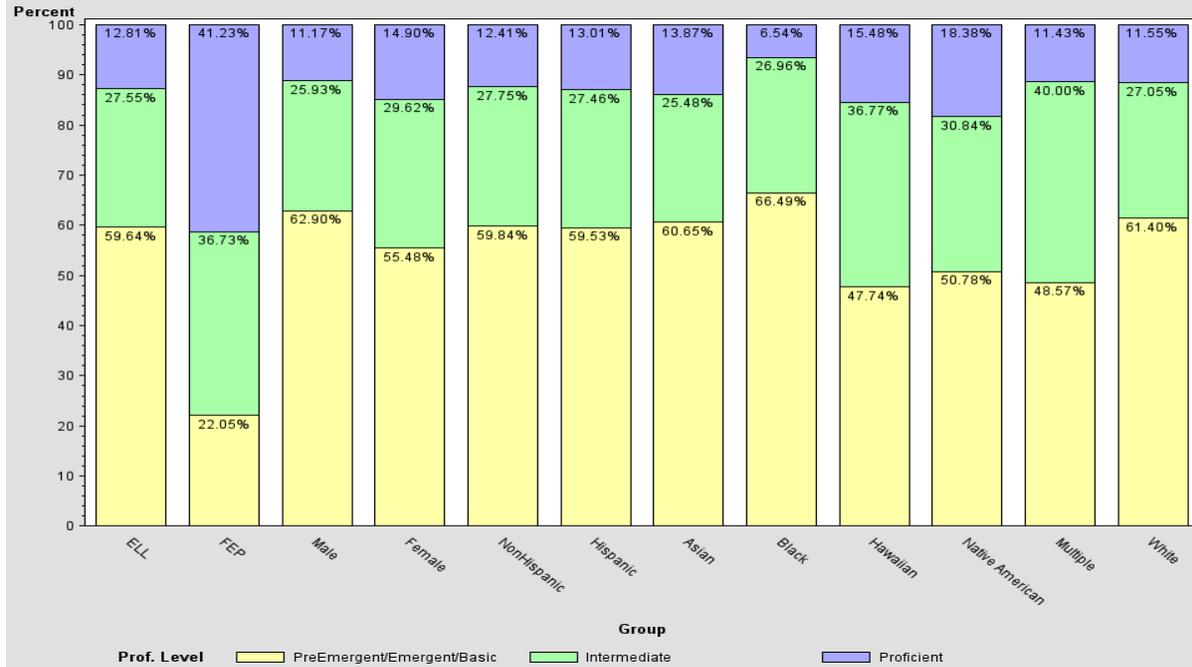
### Round 1: Reading



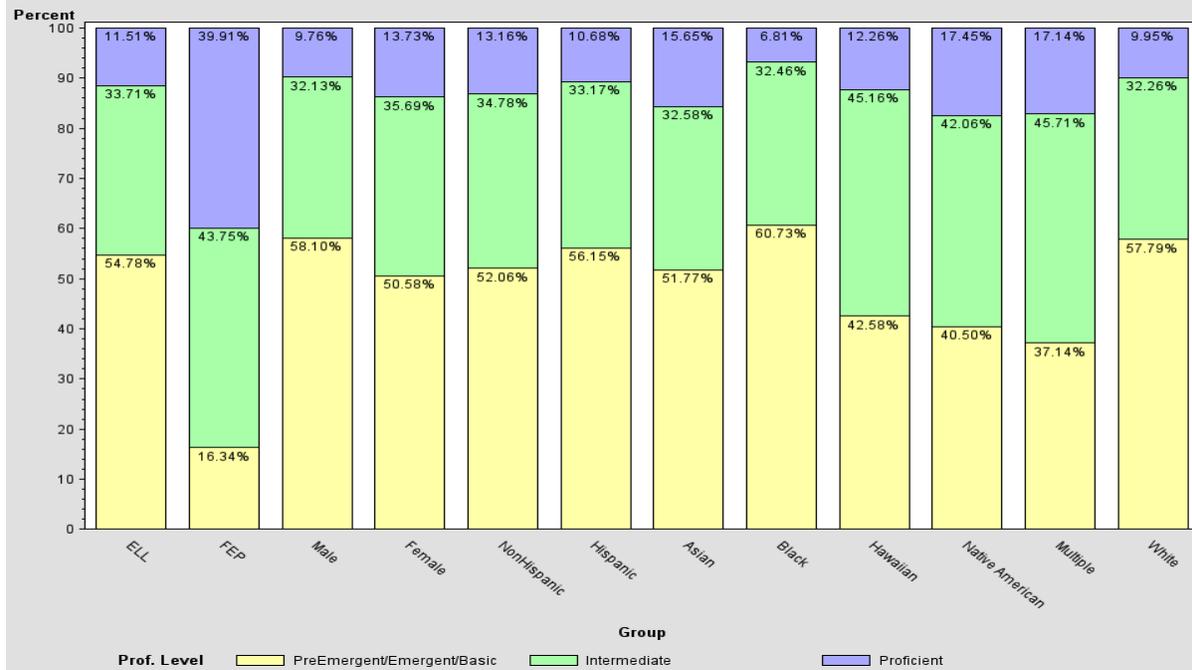
### Round 1: Writing



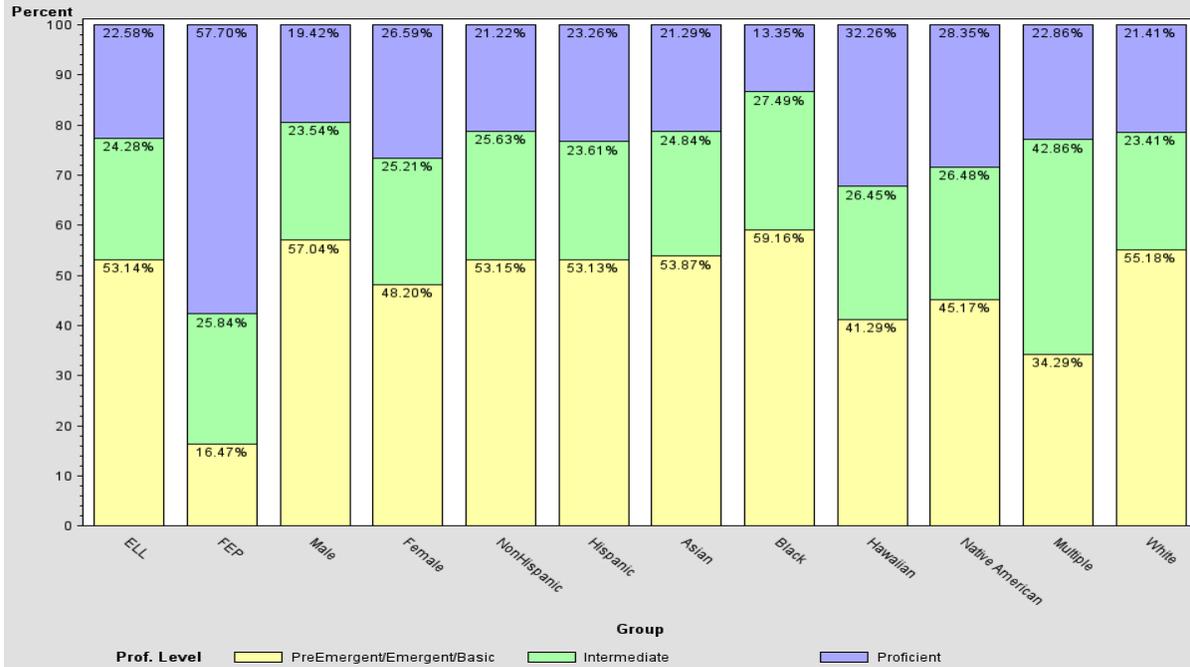
### Round 2: Reading Impact Data on Reading at Round 2



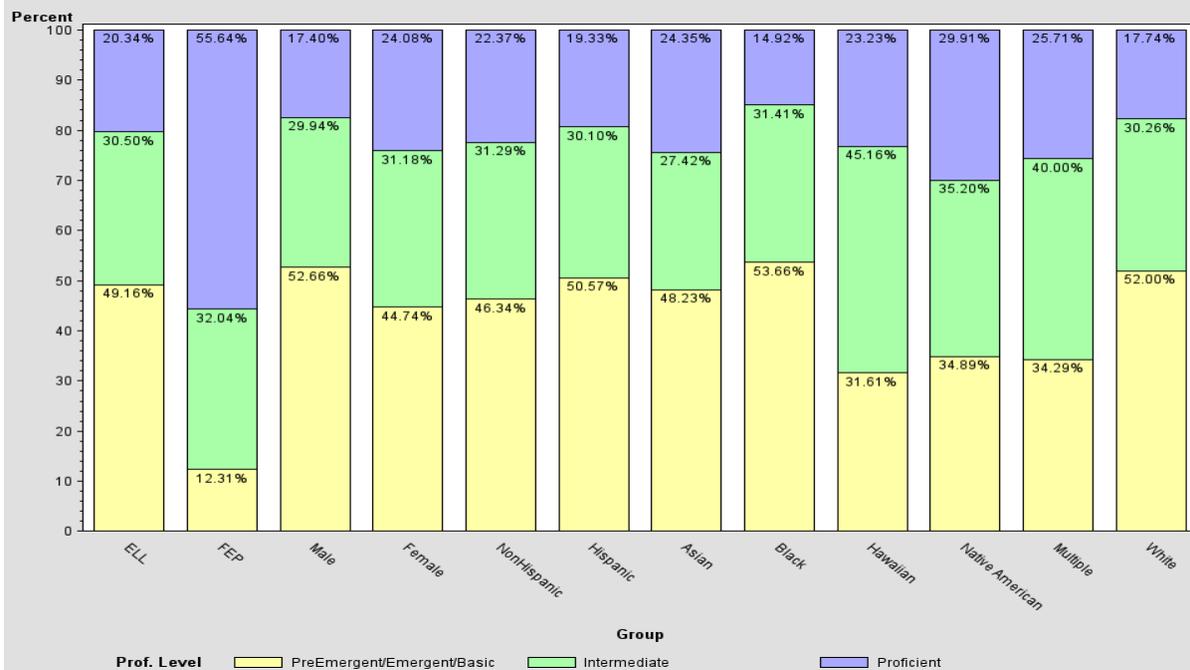
### Round 2: Writing Impact Data on Writing at Round 2



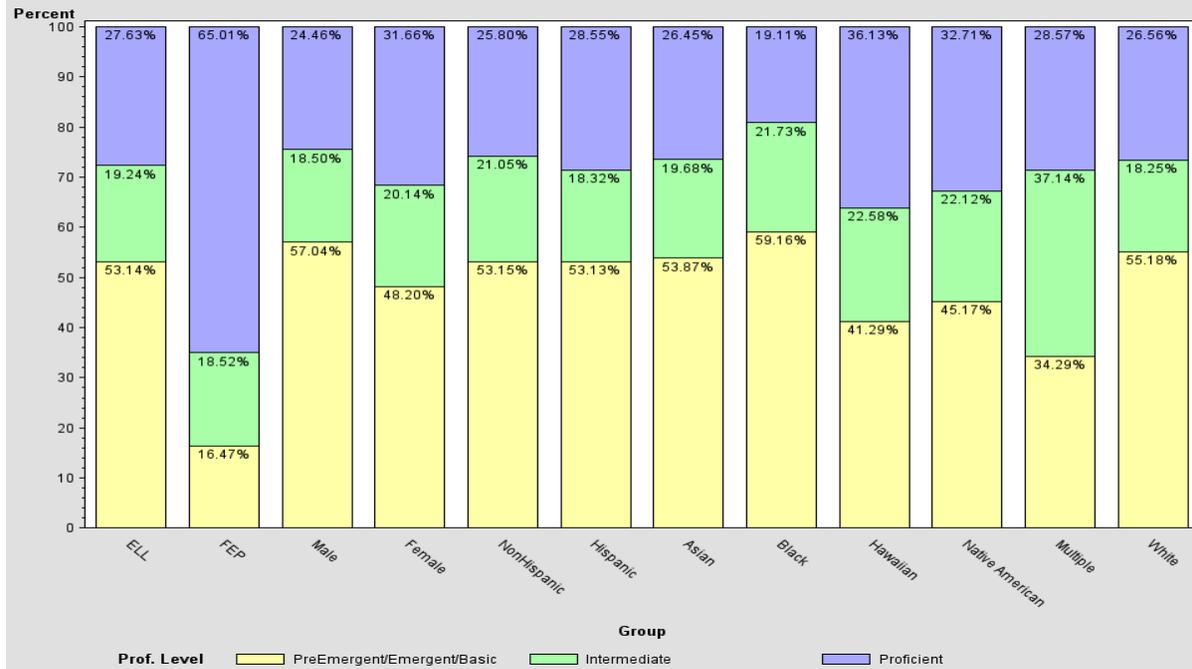
### Round 3: Reading Impact Data on Reading at Round 3



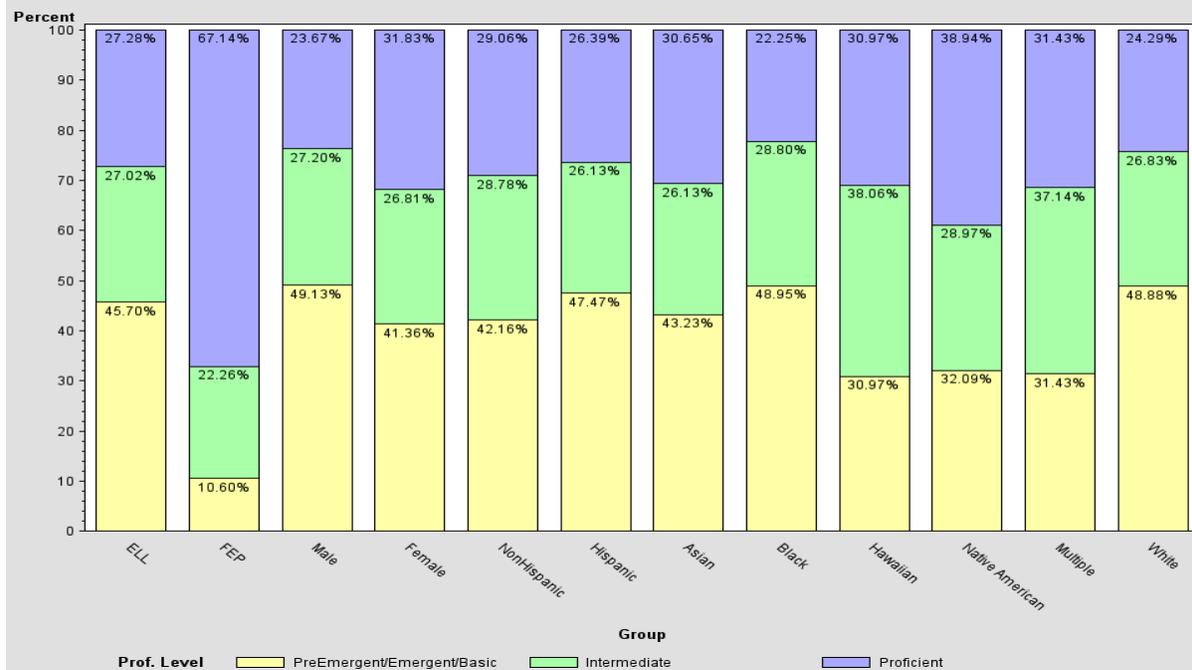
### Round 3: Writing Impact Data on Writing at Round 3



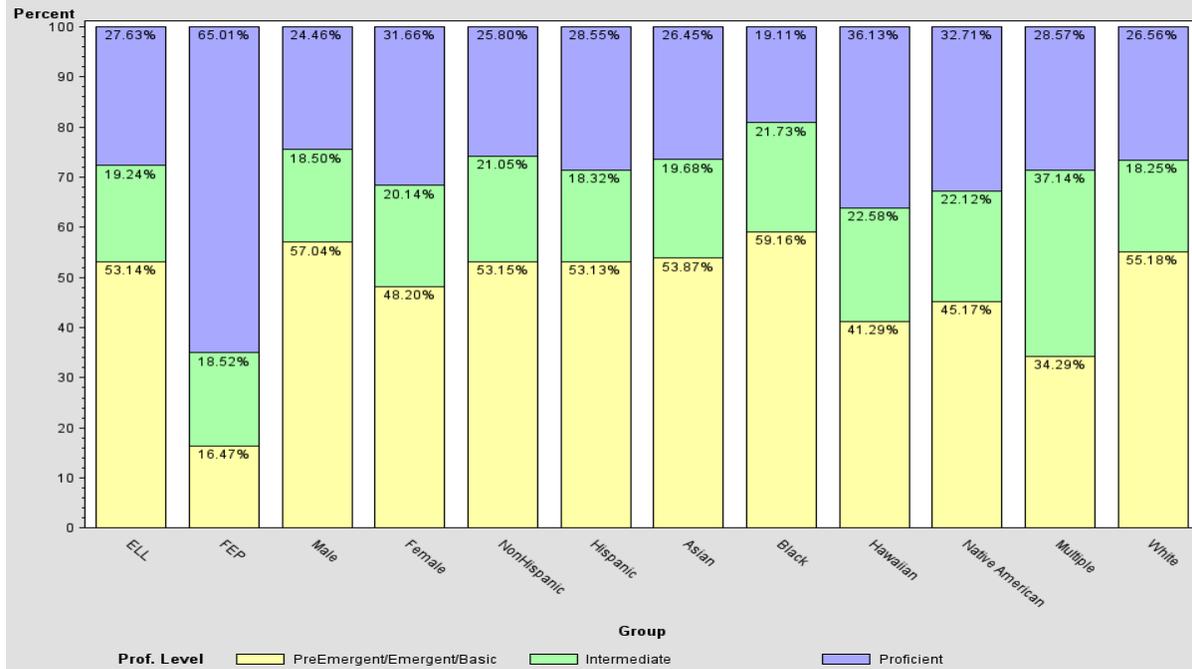
### Round 4: Reading Impact Data on Reading at Round 4



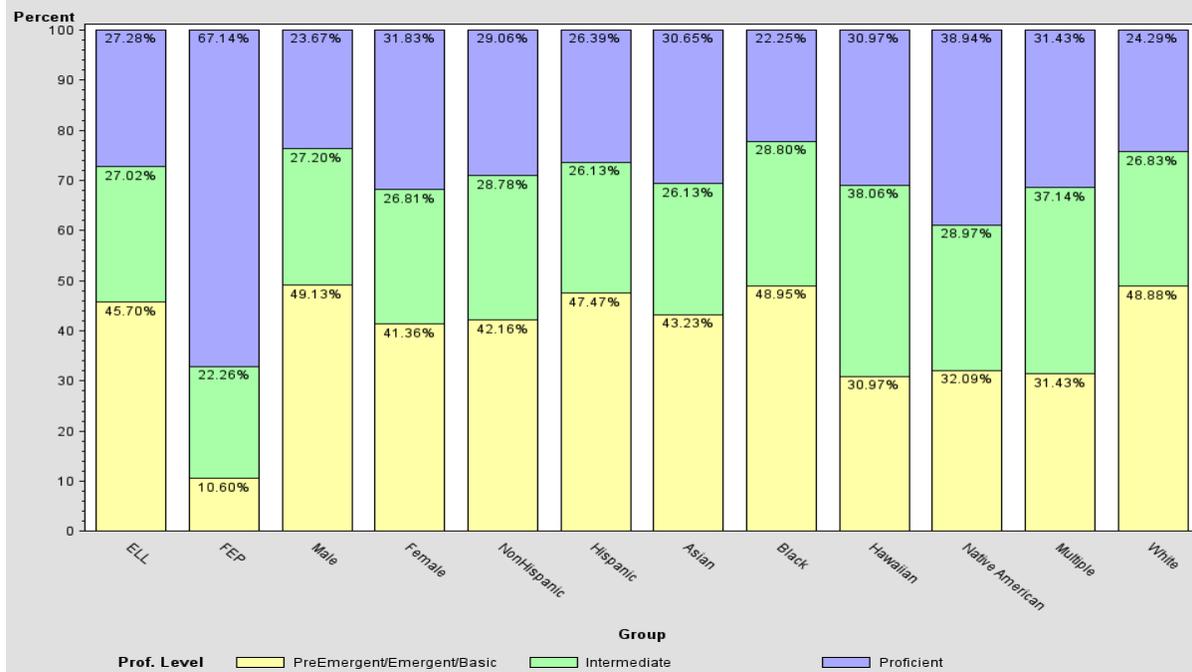
### Round 4: Writing Impact Data on Writing at Round 4



### Round 3.5: Reading Impact Data on RD at Round 35

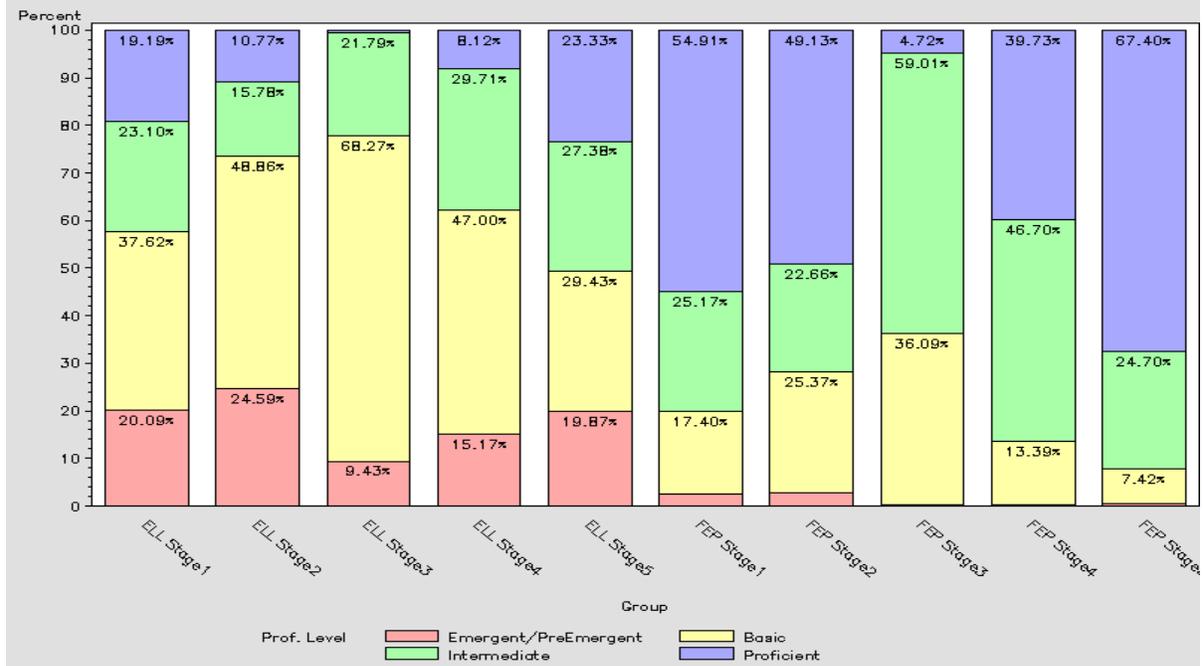


### Round 3.5: Writing Impact Data on WR at Round 35



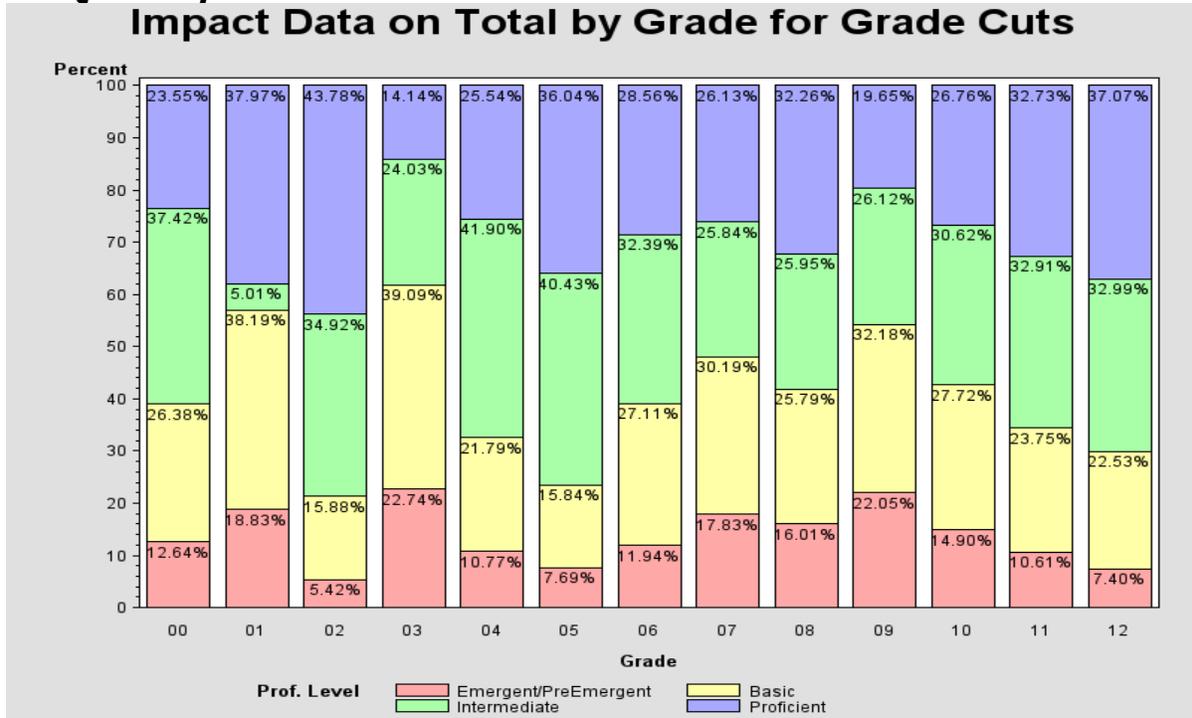
## Appendix P: Vertical Articulation Data after Round 4

Vertical Articulation Data on Total at Round 4

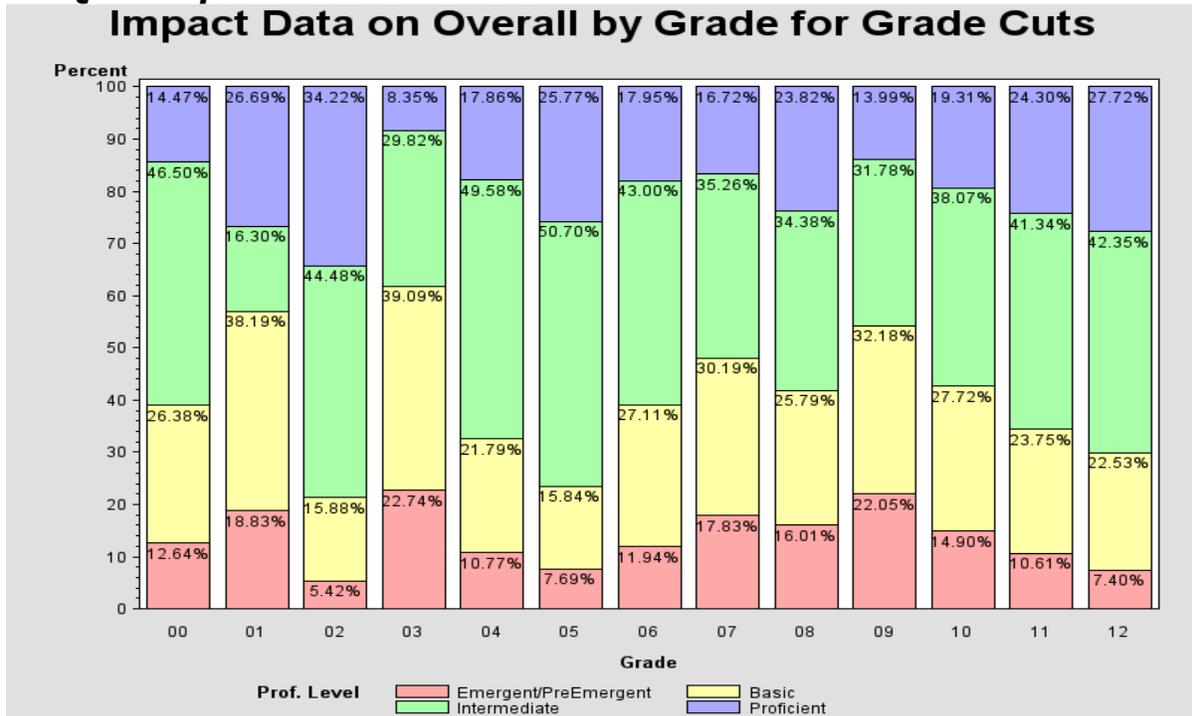


## Appendix Q: Impact Data for Equal Percent

### Appendix Q.1: Impact Data on Total Combined



### Appendix Q.2: Impact Data on Overall



## Appendix R: Impact Data on AIMS Presentation Slides

### Appendix R.1: Impact Data On AIMS in 2013

# Standard Setting on the Arizona English Language Learner Assessment (AZELLA)

June 28, 2013  
Phoenix, Arizona

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## Welcome and Introductions

- Arizona Department of Education
  - Leila Williams, Ph.D.: Associate Superintendent
  - Irene Hunting: Deputy Associate Superintendent
  - Marlene Johnston: Dir. of English Language Learner Assessment
  - Frank Brashear: Dir. of Test & Item Development
  - Lee Scott: Research Scientist
- Pearson
  - Steve Fitzpatrick, Ph.D.: Lead Research Scientist
  - Hiro Fukuhara, Ph.D.: Research Scientist
  - Lisa Carter: Project Manager

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## Logistics

- Location of Meals and Breaks
- Reimbursement Forms

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## Security

- PLEASE DO NOT:
  - Remove any secure materials from the room on breaks or at end of day
  - Discuss any deliberations or secure materials with non-participants
- PLEASE DO:
  - Write your Panelist ID number on all materials
  - Take notes on our materials only

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## Activities for Today

- Review where we left off in May
- Present smoothed, grade level (grades 1 through 5) cut scores
- A look at performance on AIMS in relation to AZELLA 2
- A look at performance on AIMS in relation to AZELLA
- Decision consistency and accuracy of cut score decisions

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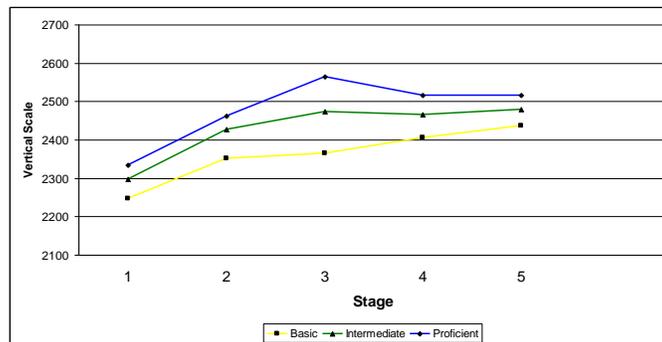
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When last we met....

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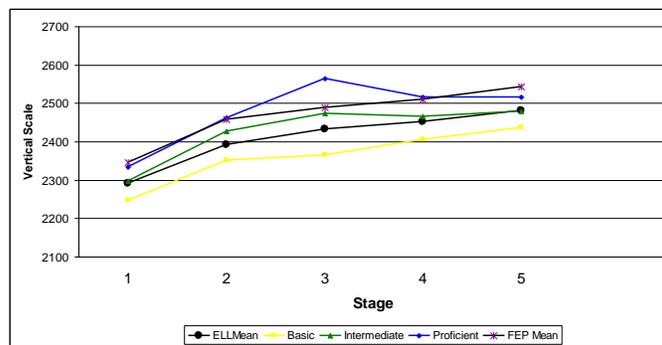
### Cut Scores from Round 4



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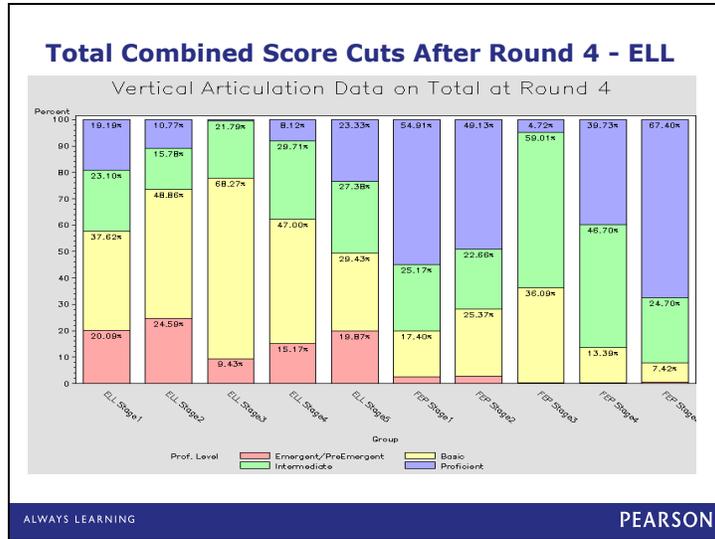
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### Cut Scores from Round 4 and Mean Scores



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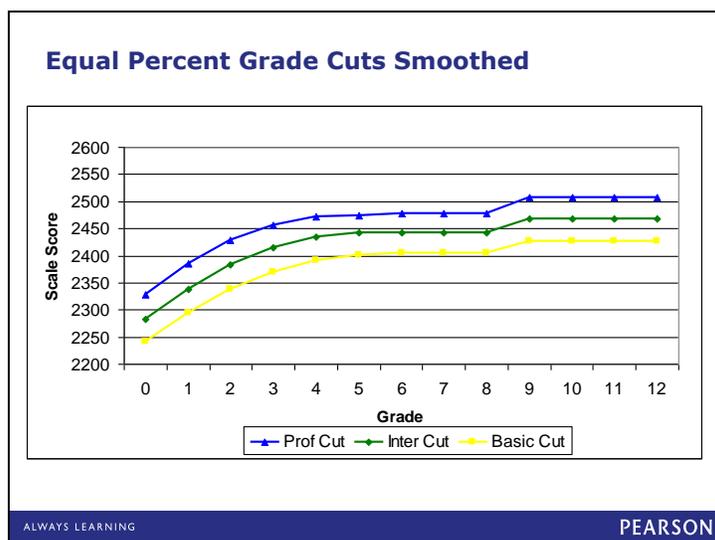


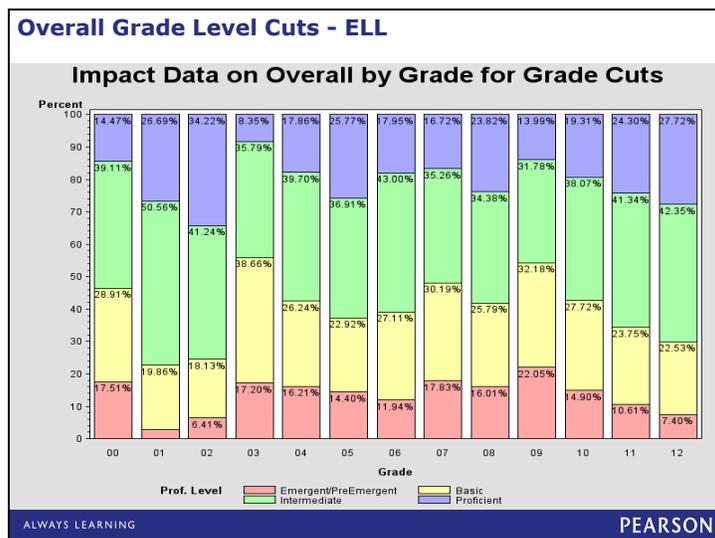
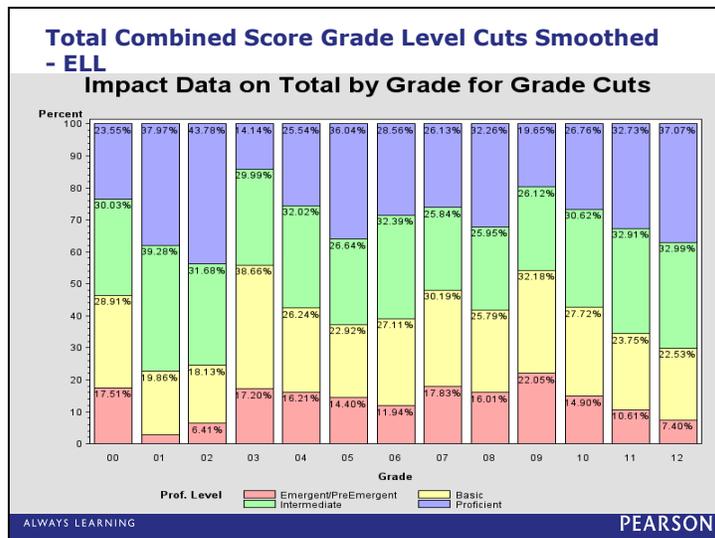
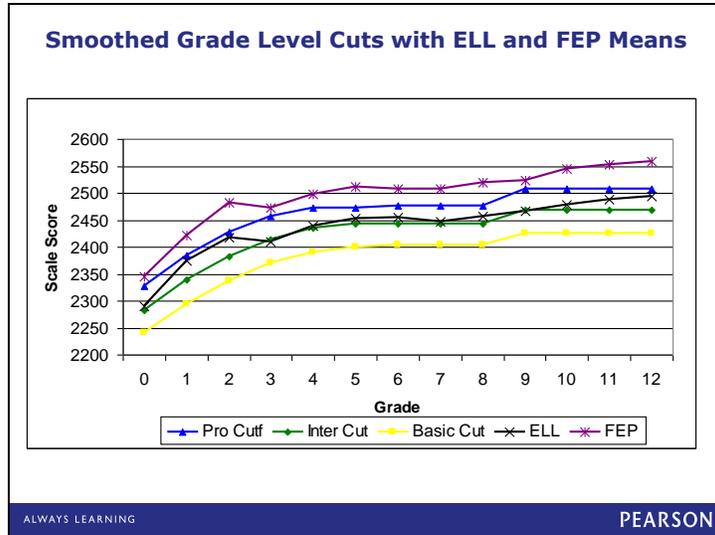
### Smoothing

- Grade level cuts for kindergarten through Grade 5 (Stage I through Stage III) were developed.
- Cut scores should increase (or stay the same) across grade levels.
- The percent of ELL students who pass AZELLA should be comparable to some extent across grades.

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## What's Next?

Review of performance on AIMS in relation to performance on AZELLA

But First.....

A look back at AZELLA 2...

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## Impact Data – Performance on AIMS by AZELLA Overall Proficiency Level

1. Performance level on AIMS (Reading and Writing) for students who passed AZELLA
  - ELL
  - FEP1
  - FEP2
  - Never ELL
2. AZELLA scale score distribution by AIMS scale scores
  - ELL
3. Decision consistency
  - ELL

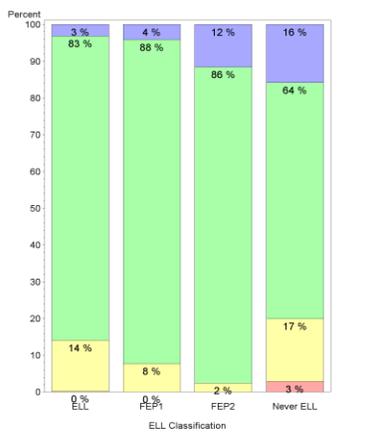
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## Performance Level on AIMS RD for Students Who Passed AZELLA Grade 03

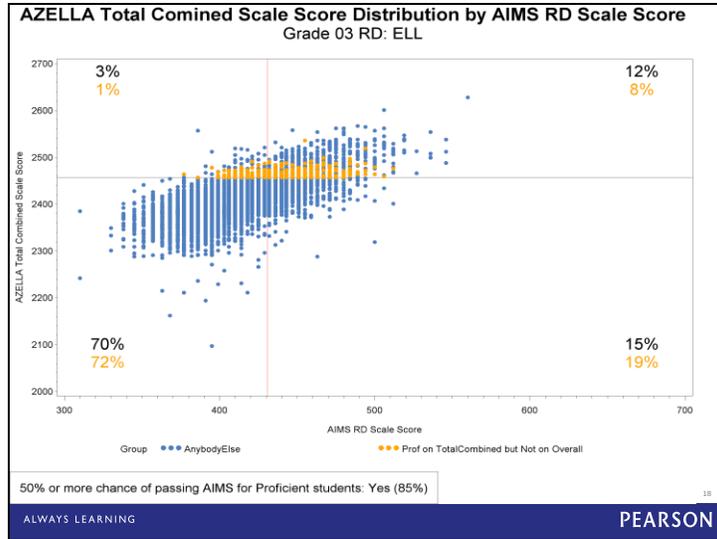


AIMS RD Perf. Level: Fails Far Below Approaches Meets Exceeds Exceeds

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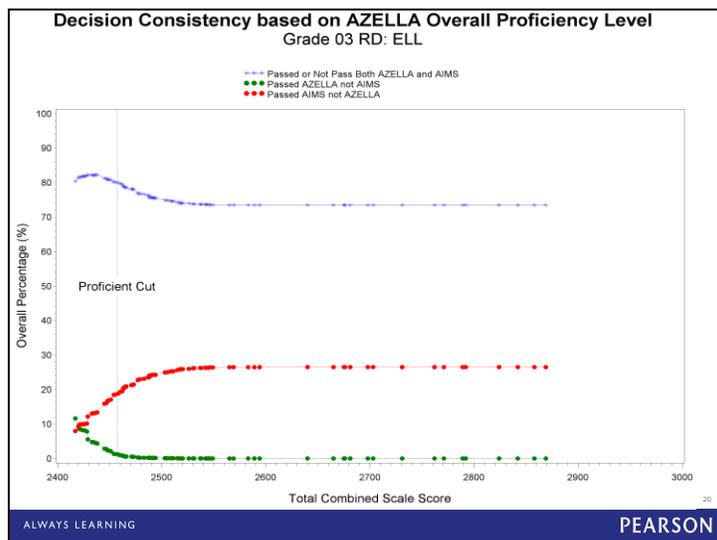


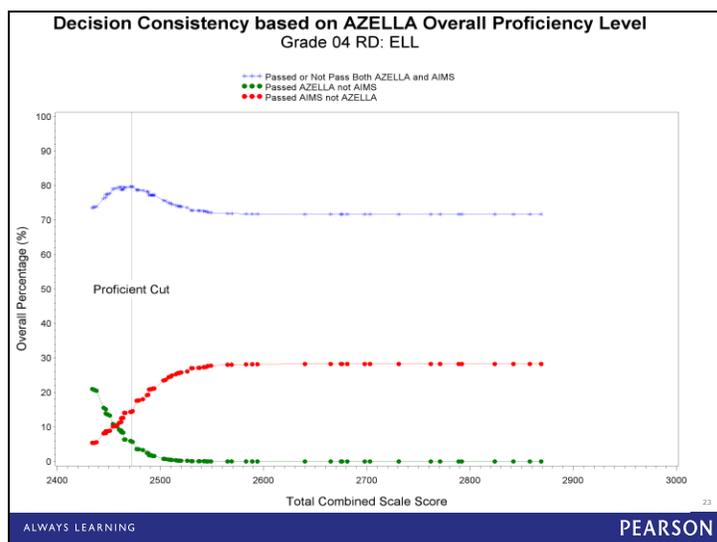
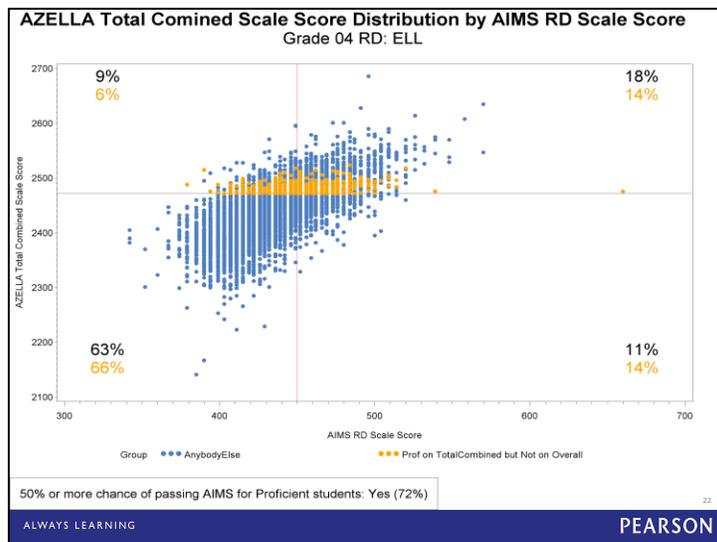
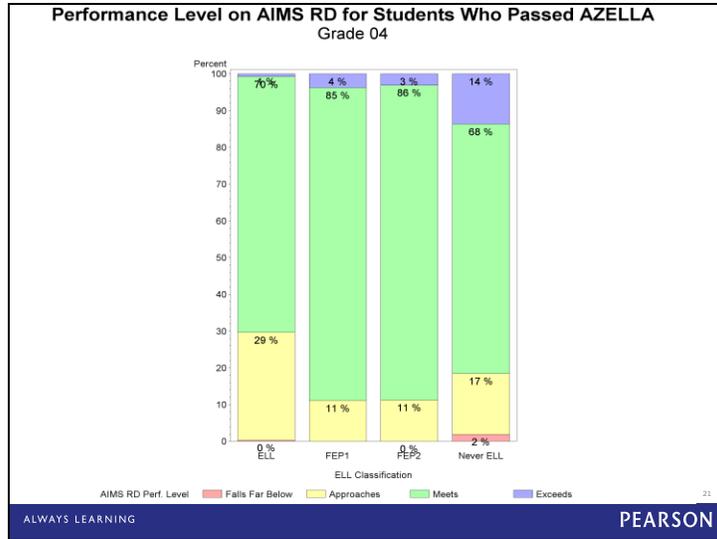
### AZELLA-AIMS Decision Consistency Table Grade 03

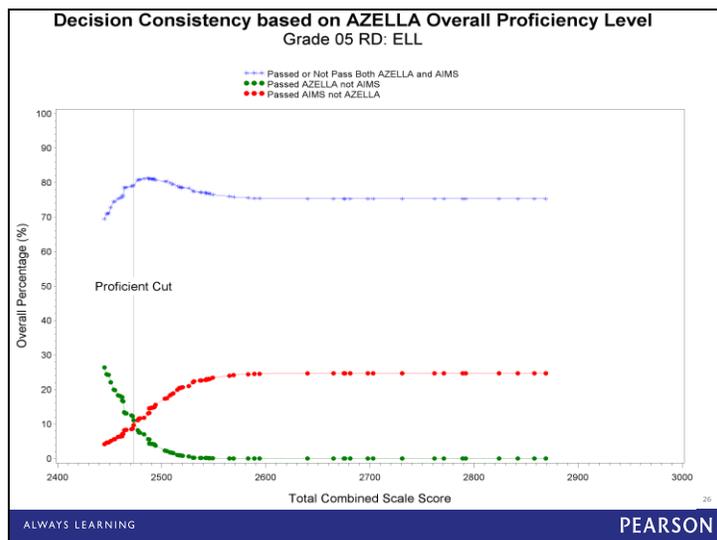
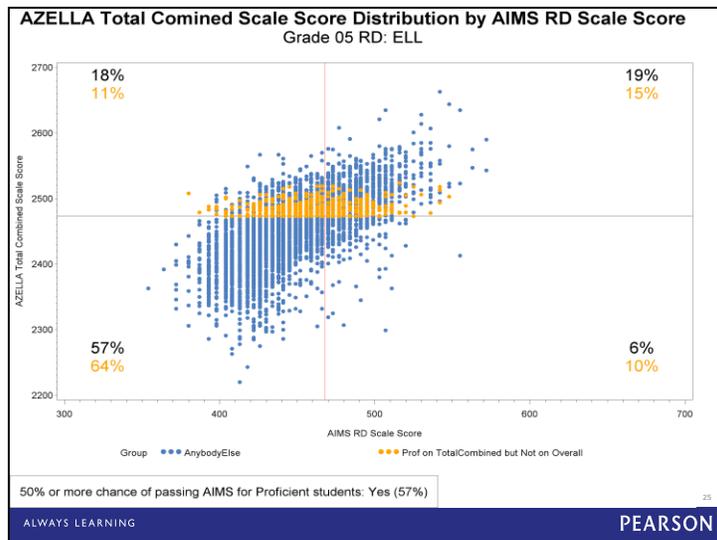
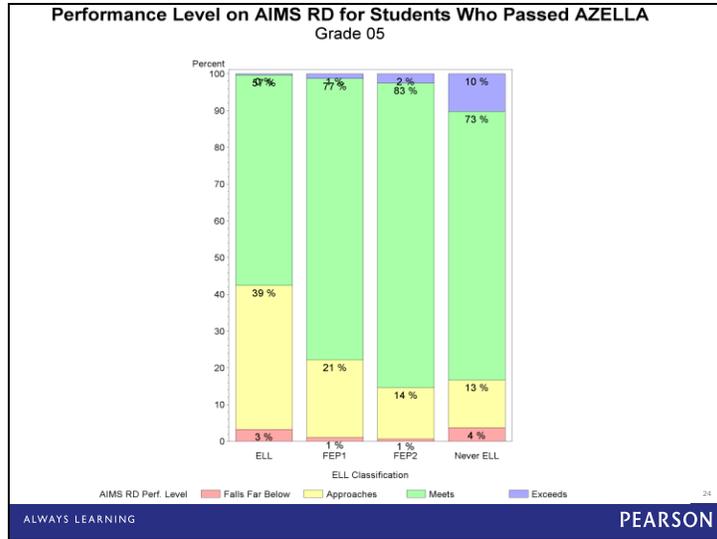
AZELLA Total Combined Scale Score	AIMS Reading		
	Passed or Not Pass Both AZELLA and AIMS (%)	Passed AZELLA not AIMS (%)	Passed AIMS not AZELLA (%)
2428	82.0	7.8	10.1
2428	82.0	7.8	10.1
2429	82.3	5.6	12.2
2429	82.3	5.6	12.2
2433	82.2	4.8	13.0
2434	82.2	4.8	13.0
2435	82.2	4.7	13.2
2436	82.2	4.6	13.2
2438	82.3	4.3	13.4
2438	82.3	4.3	13.4
2445	81.3	2.8	15.9
2447	81.2	2.7	16.1
2447	81.2	2.7	16.1
2448	80.9	2.4	16.7
2448	80.9	2.4	16.7
2449	80.8	2.3	16.9
2449	80.8	2.3	16.9
2451	80.8	2.1	17.1
2454	80.2	1.4	18.4
2454	80.2	1.4	18.4
2455	80.2	1.3	18.5
2455	80.2	1.3	18.5
2457	80.1	1.3	18.7
2458	80.0	1.2	18.8
2458	80.0	1.2	18.8

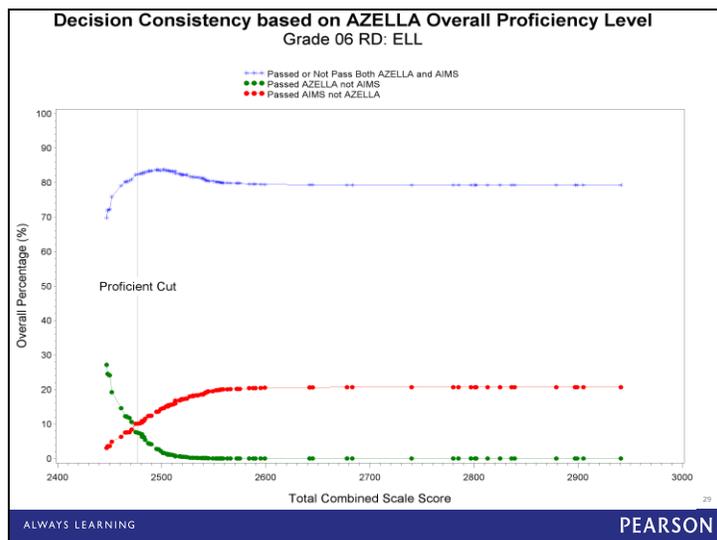
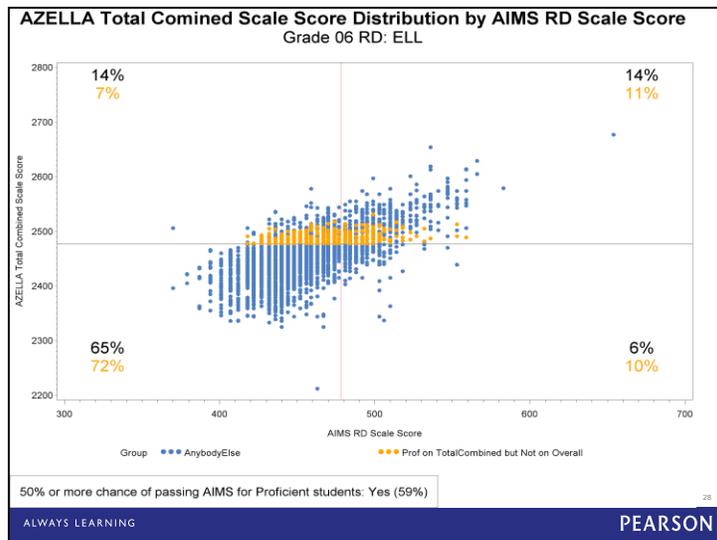
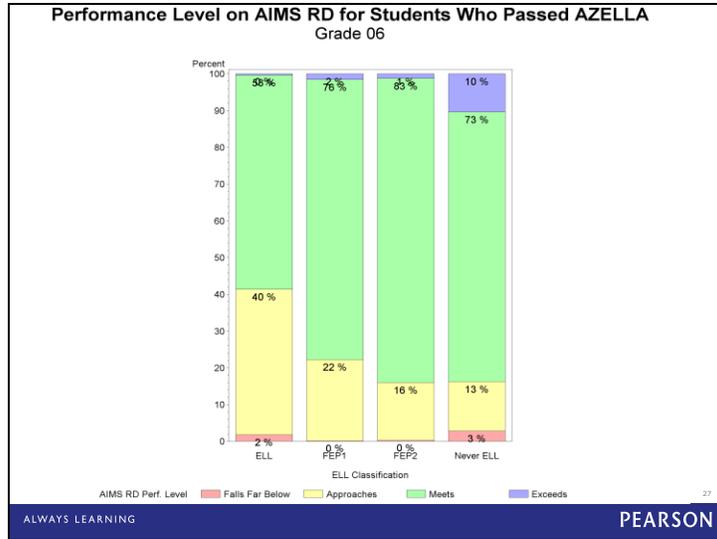
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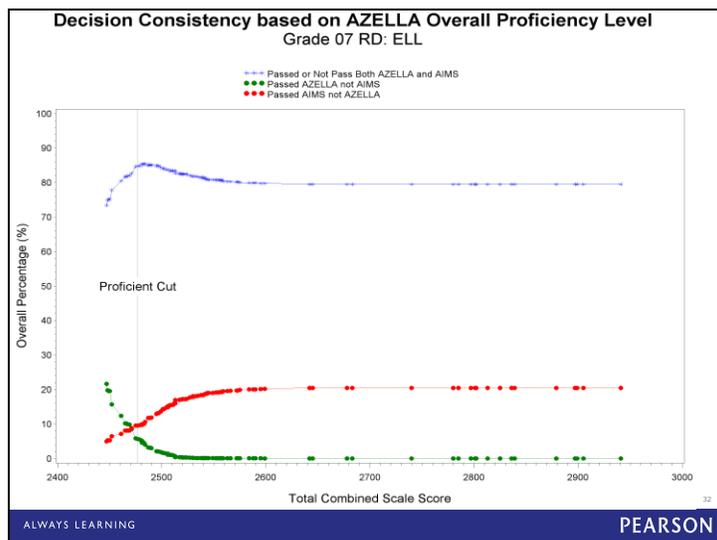
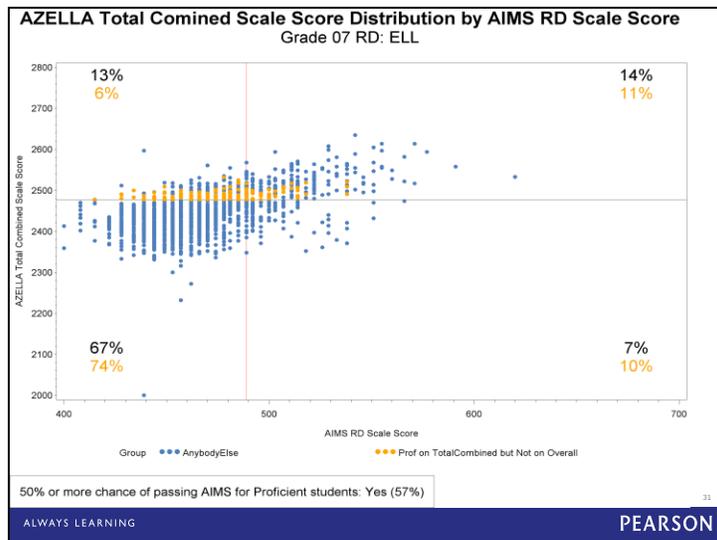
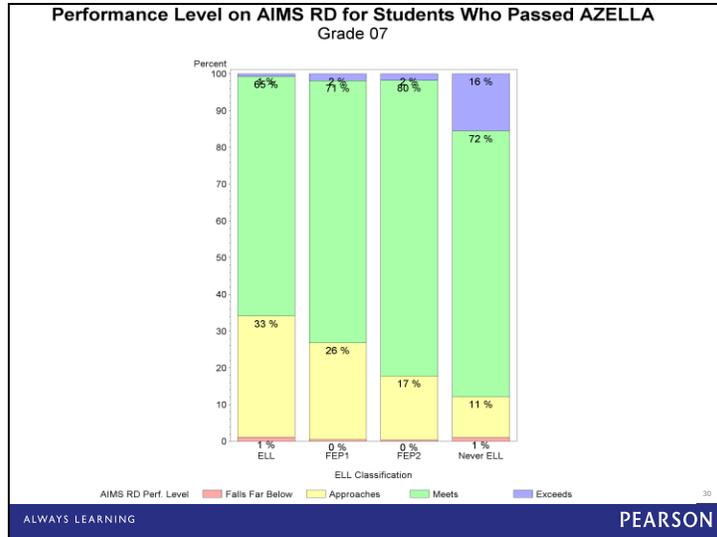
ALWAYS LEARNING PEARSON

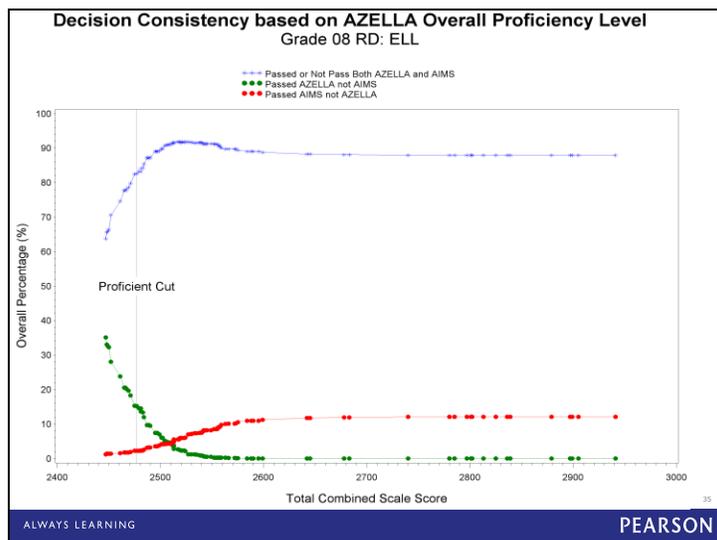
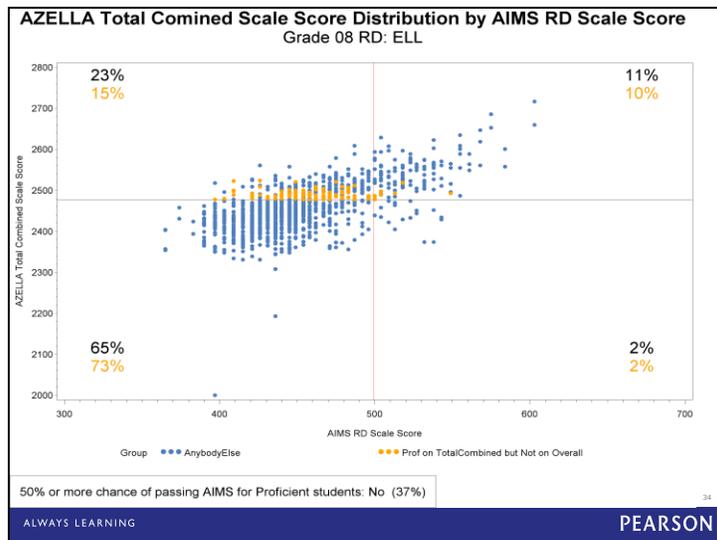
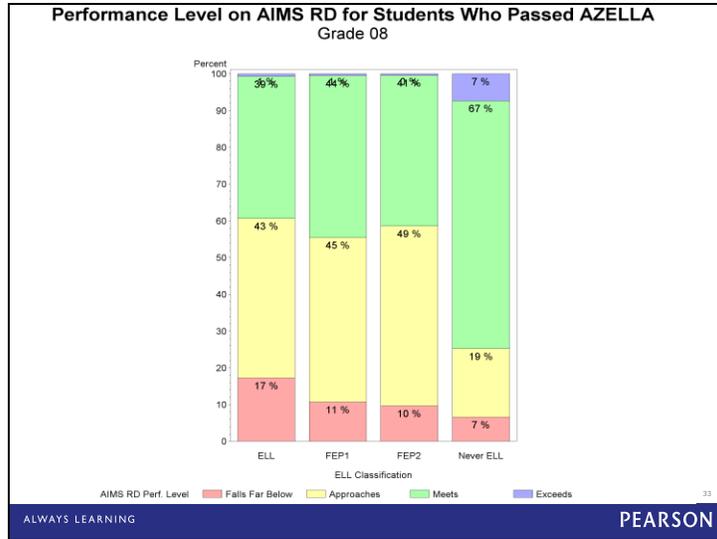


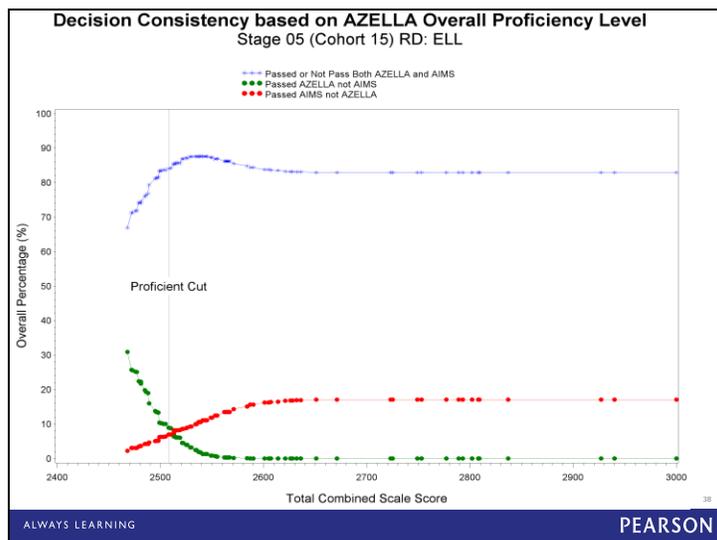
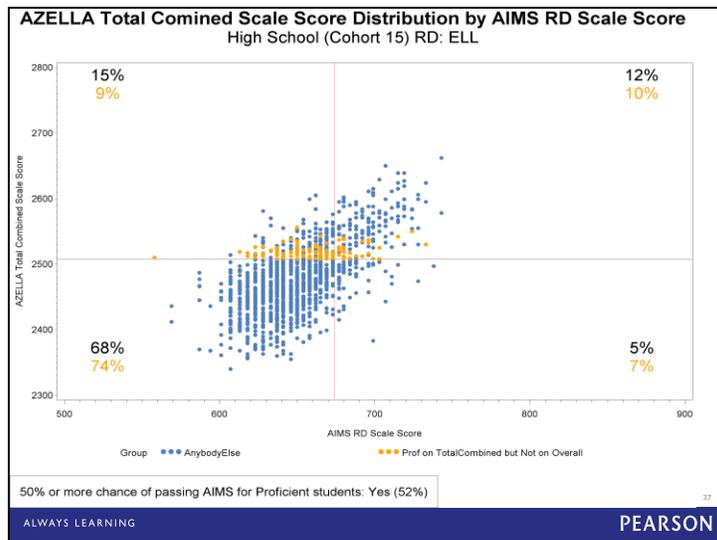
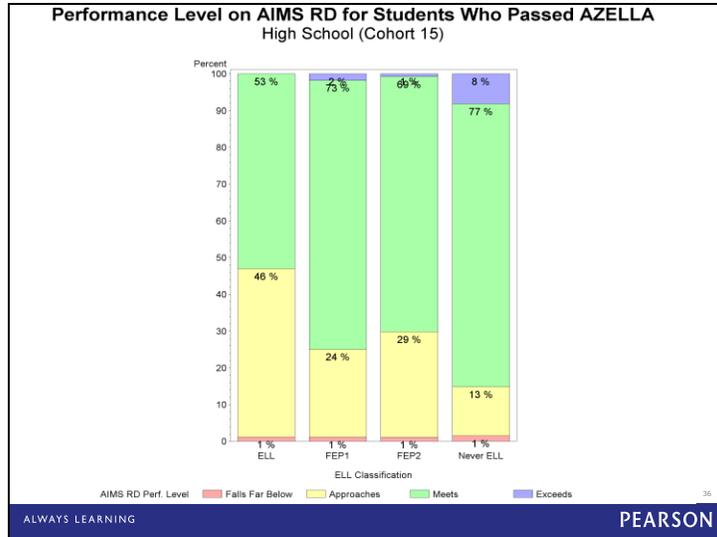










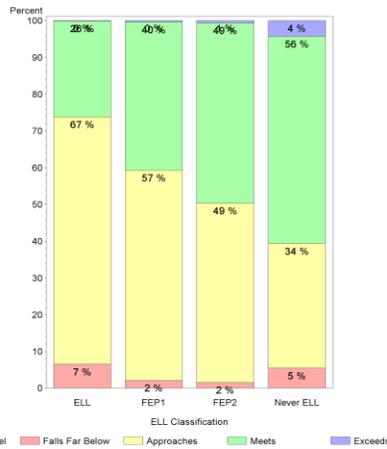


# AIMS Writing

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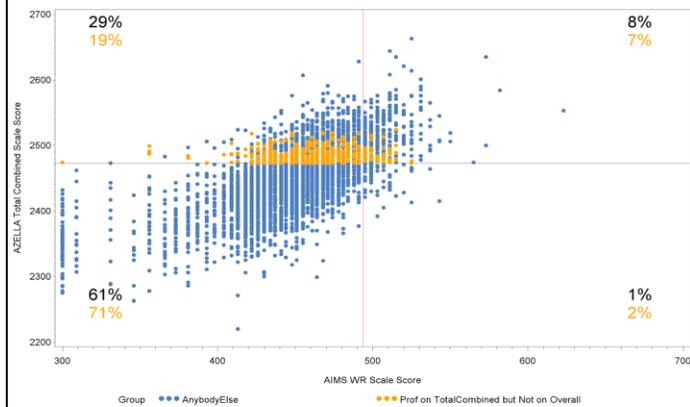
**Performance Level on AIMS WR for Students Who Passed AZELLA**  
Grade 05



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PEARSON

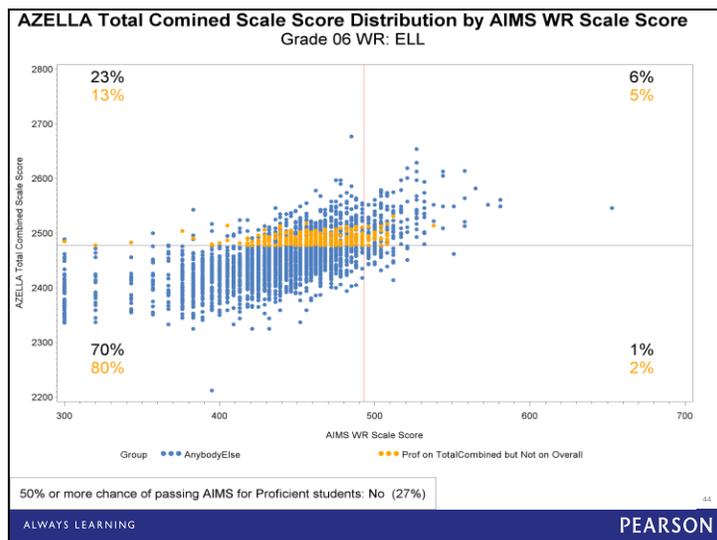
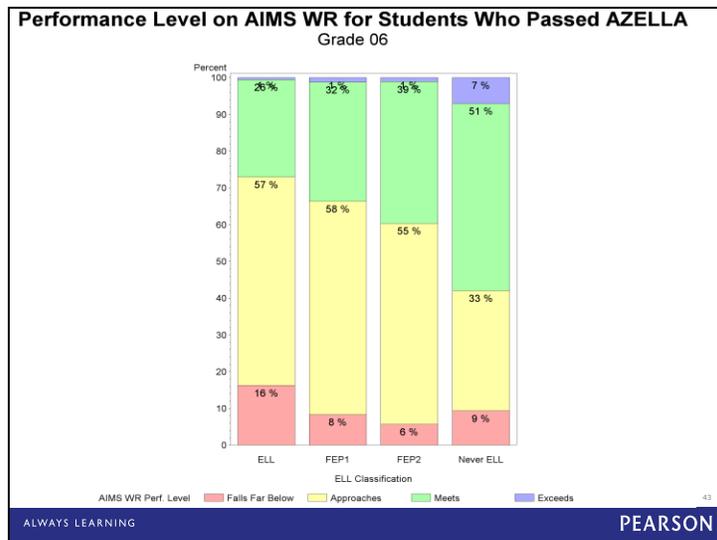
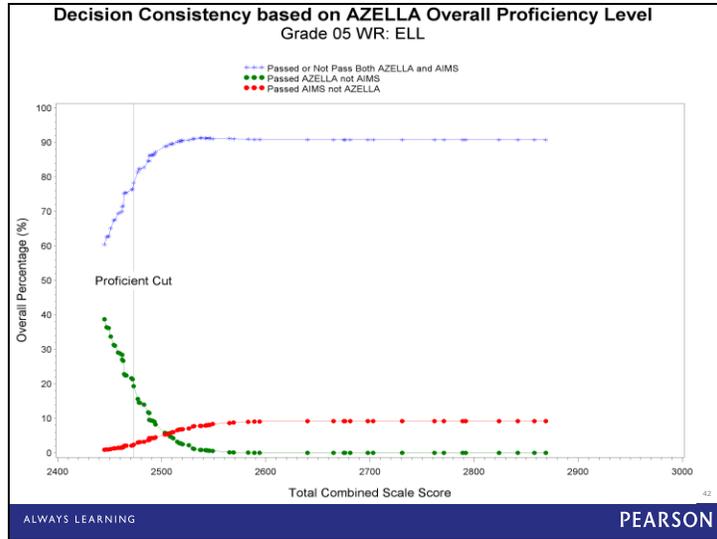
**AZELLA Total Comined Scale Score Distribution by AIMS WR Scale Score**  
Grade 05 WR: ELL



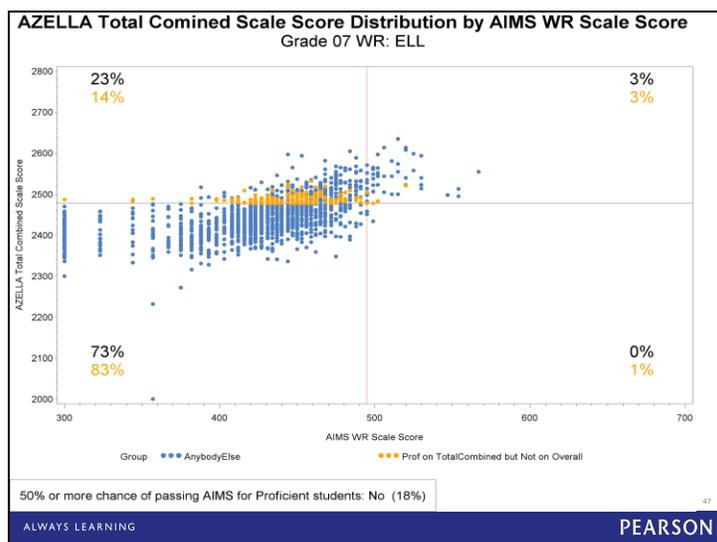
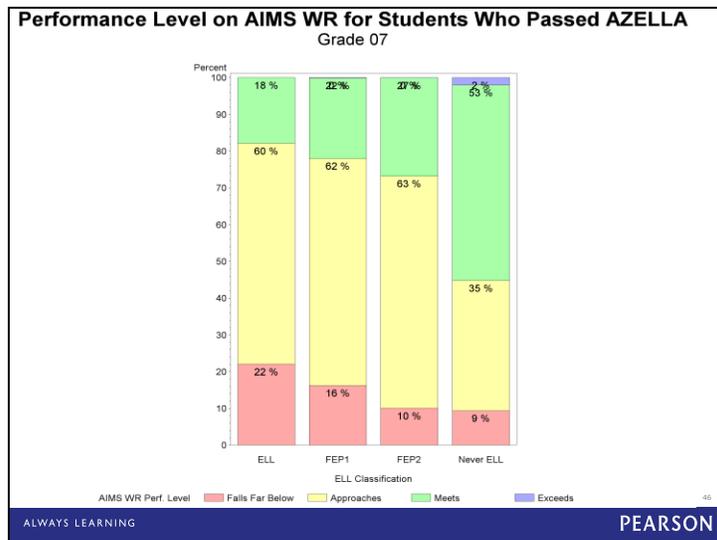
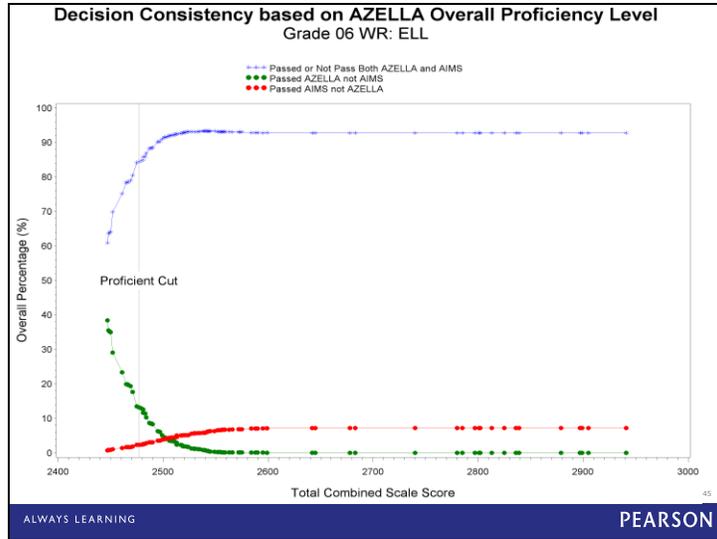
50% or more chance of passing AIMS for Proficient students: No (26%)

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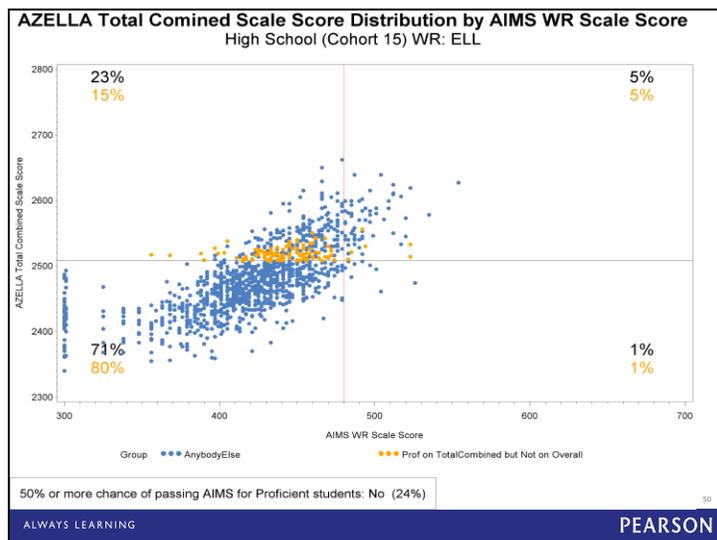
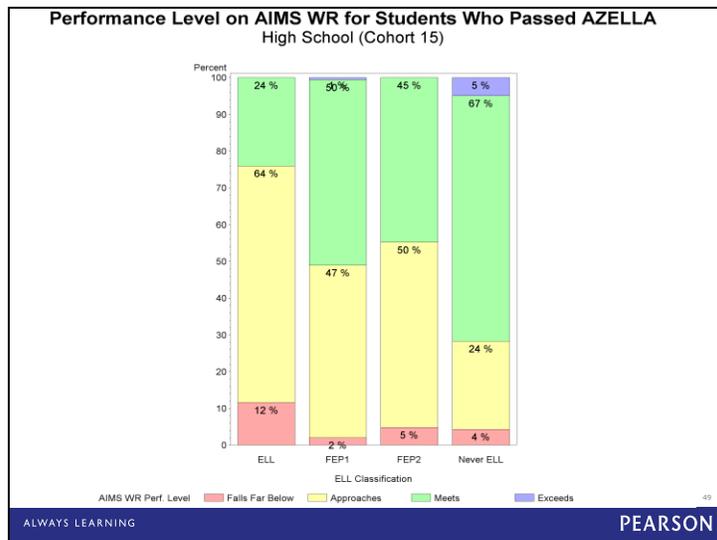
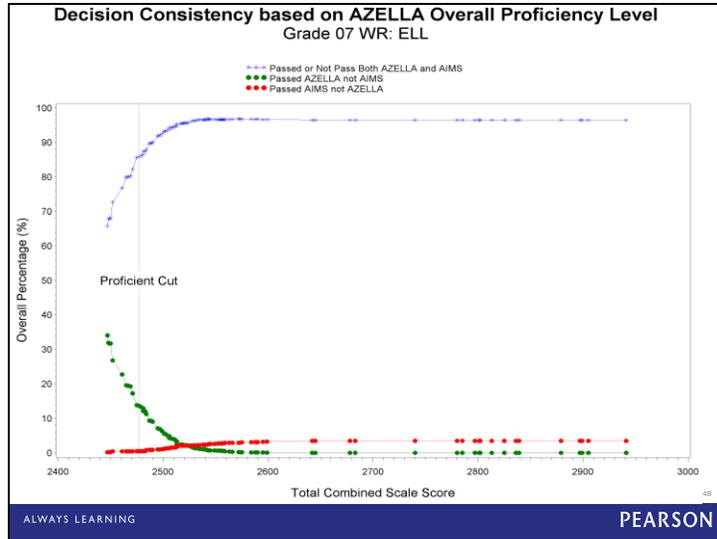
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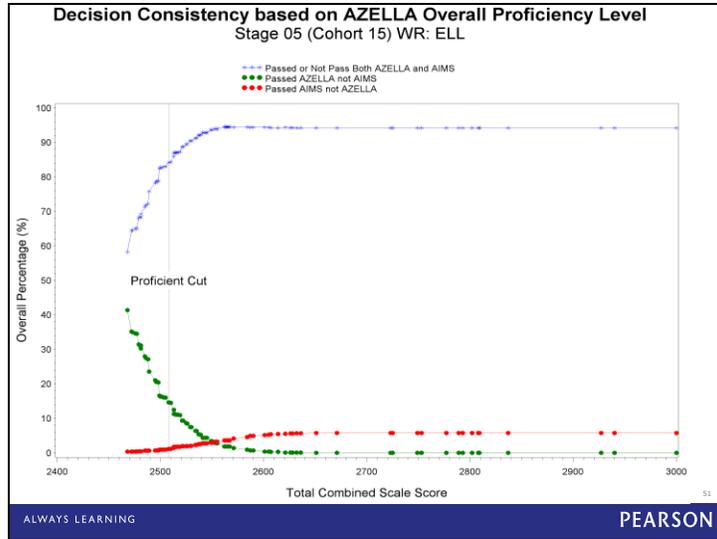


50% or more chance of passing AIMS for Proficient students: No (27%)



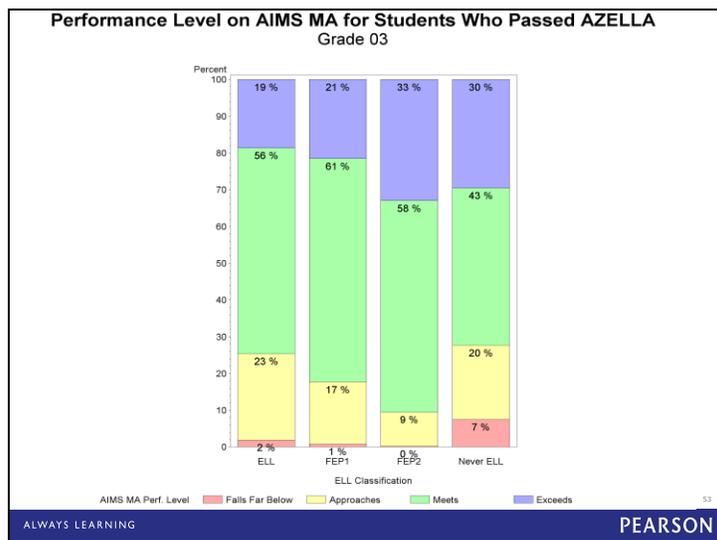
50% or more chance of passing AIMS for Proficient students: No (18%)

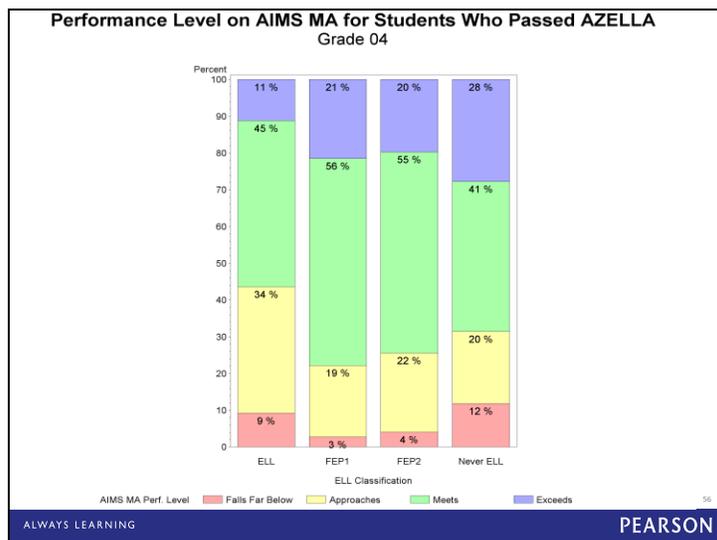
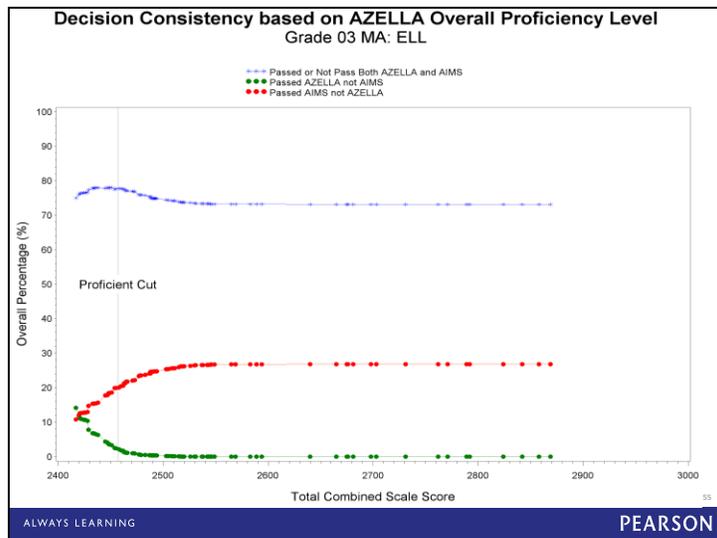
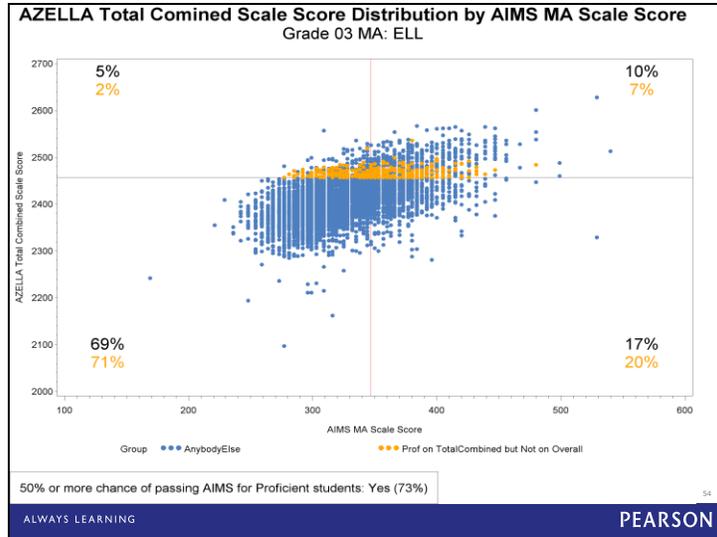


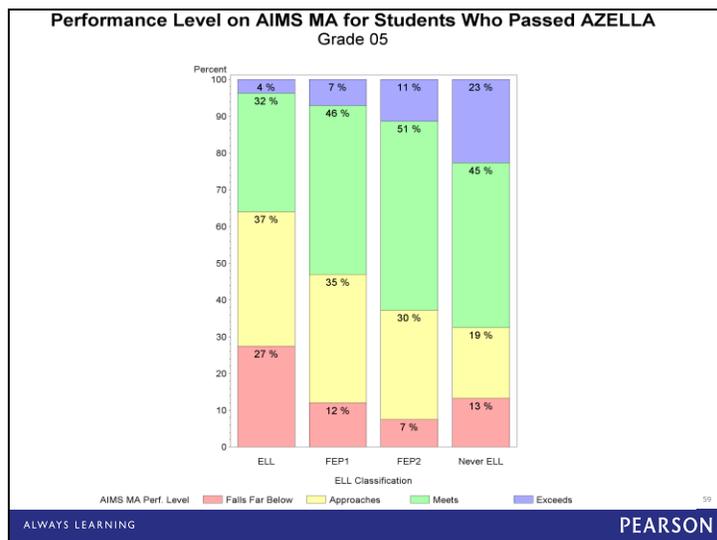
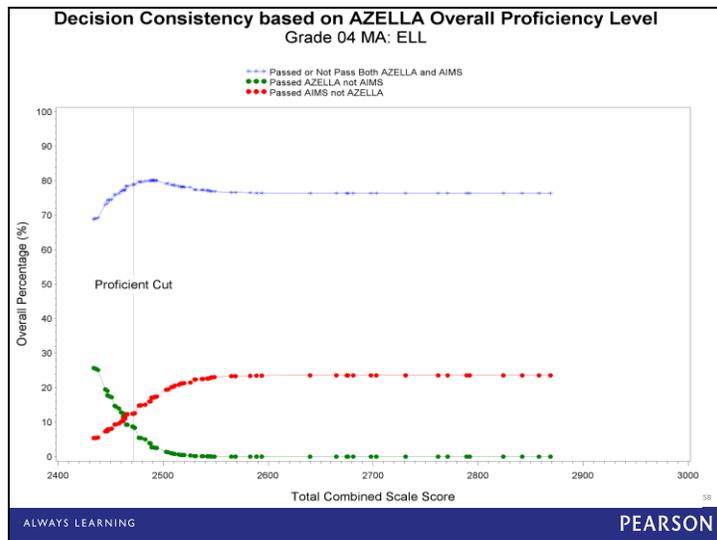
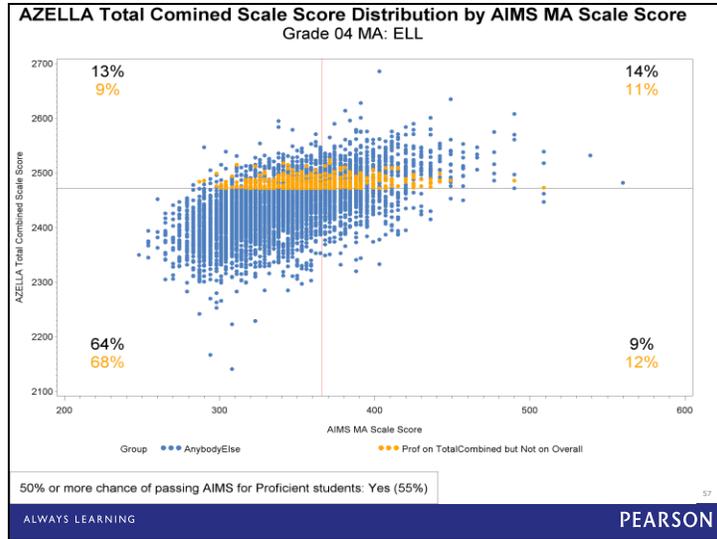


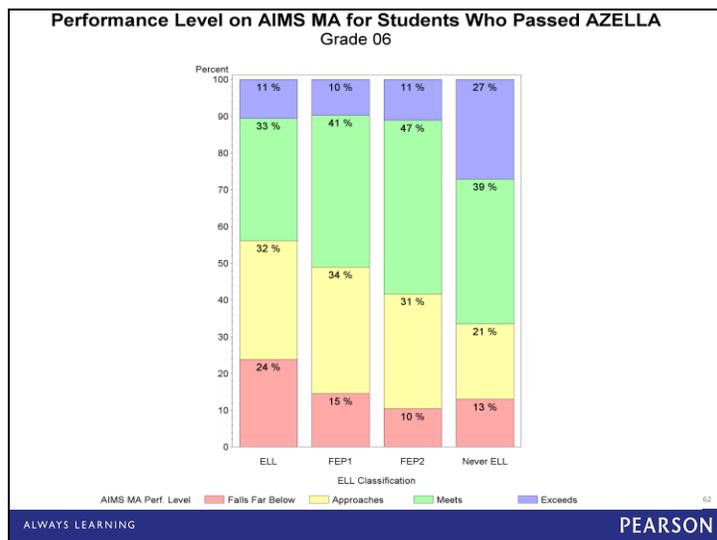
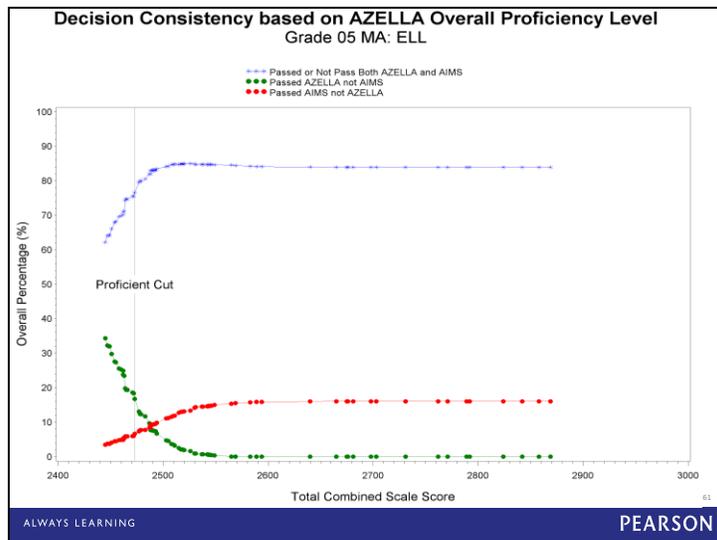
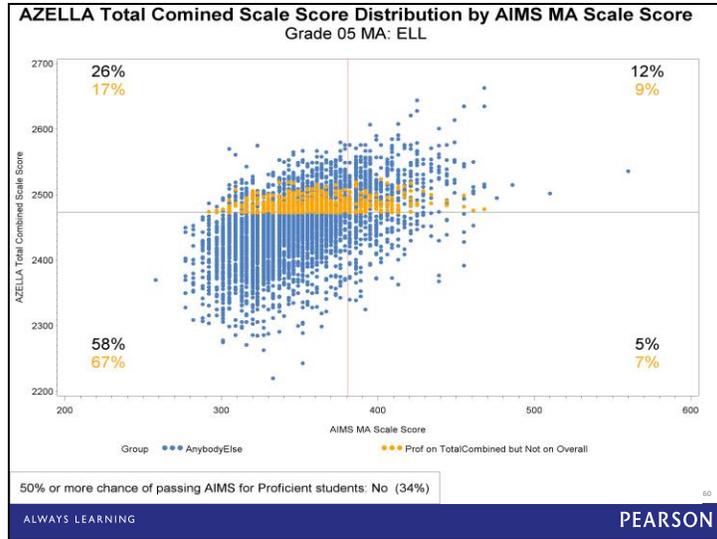
## AIMS Mathematics

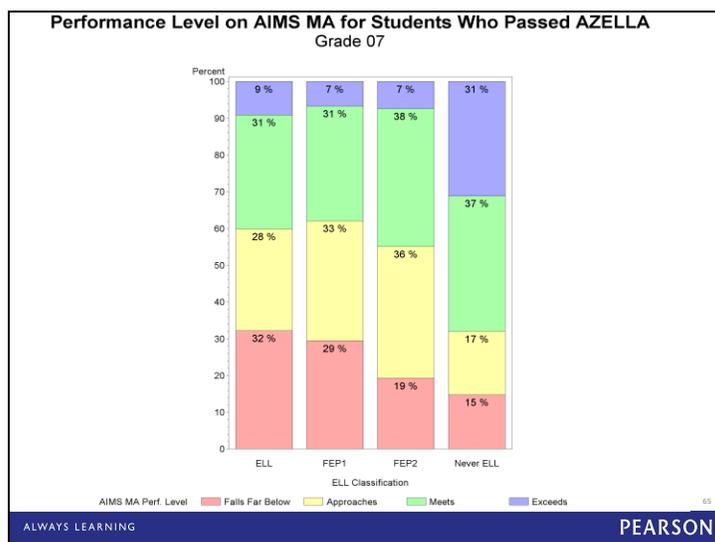
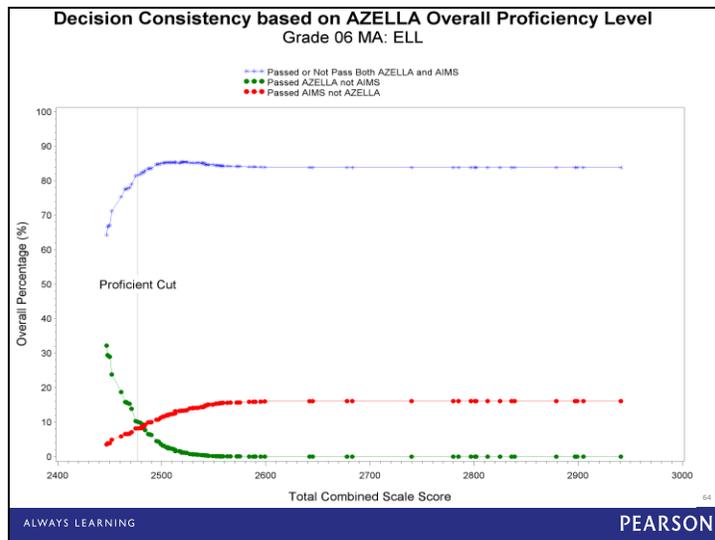
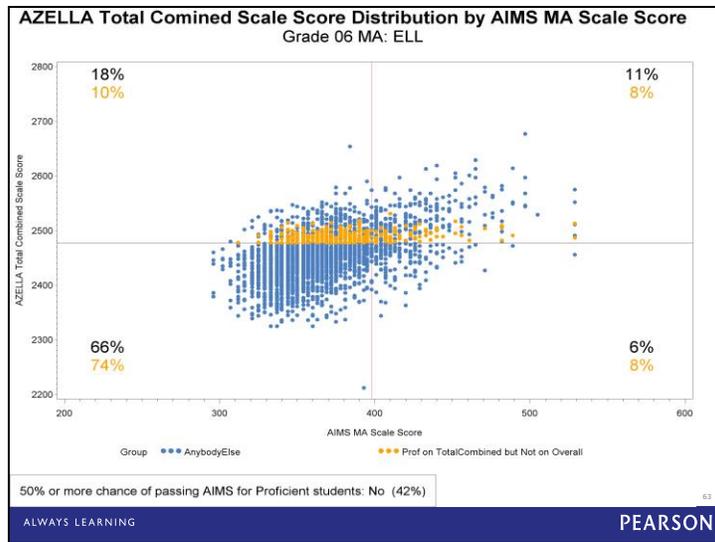
ALWAYS LEARNING PEARSON

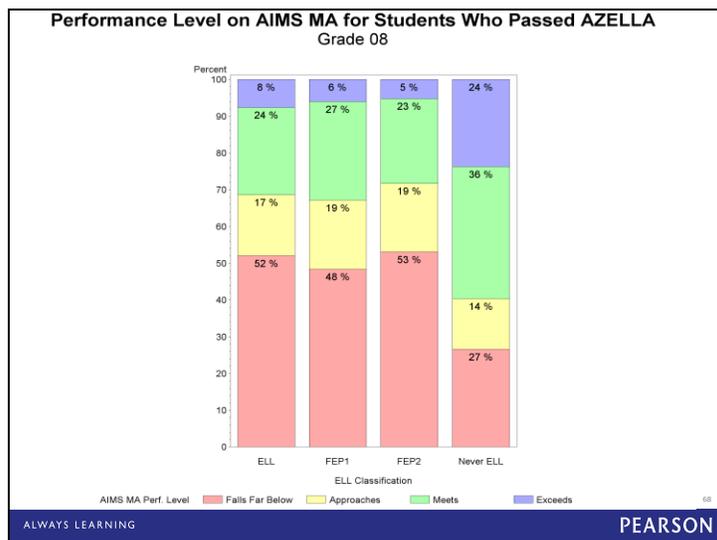
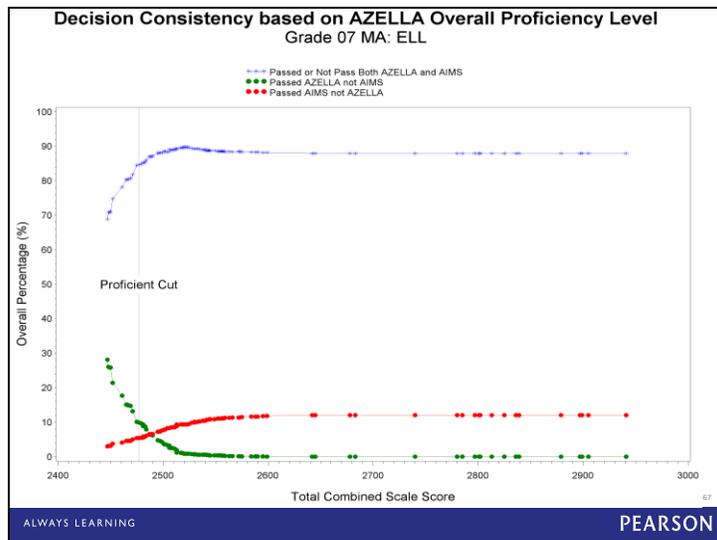
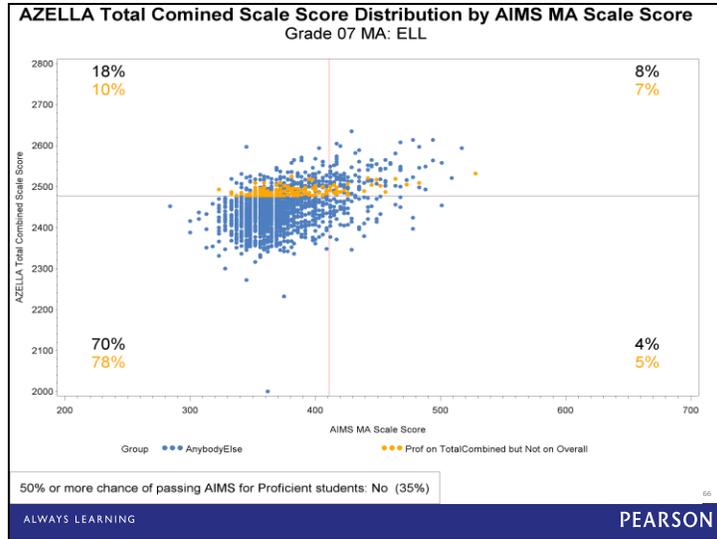


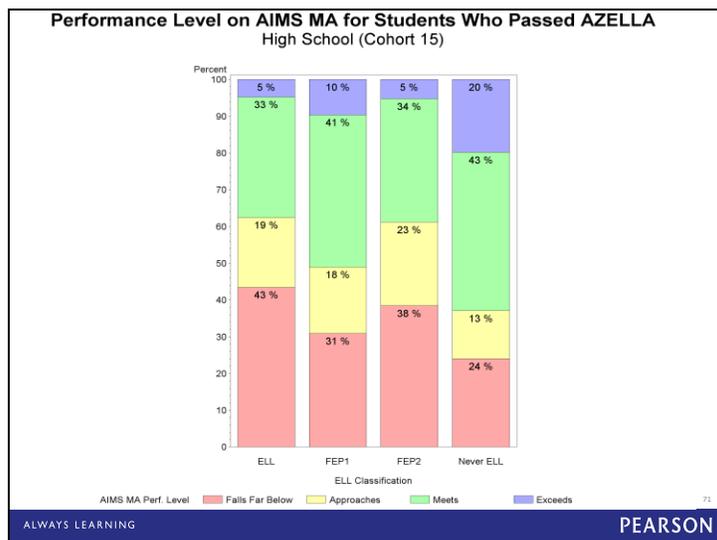
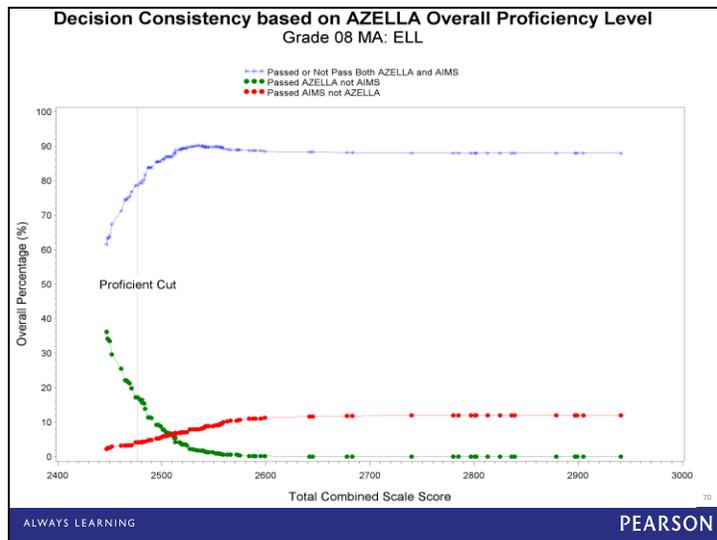
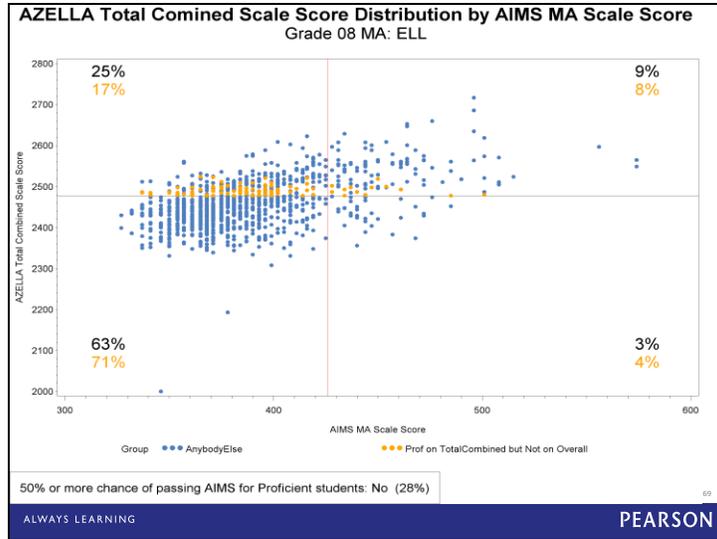


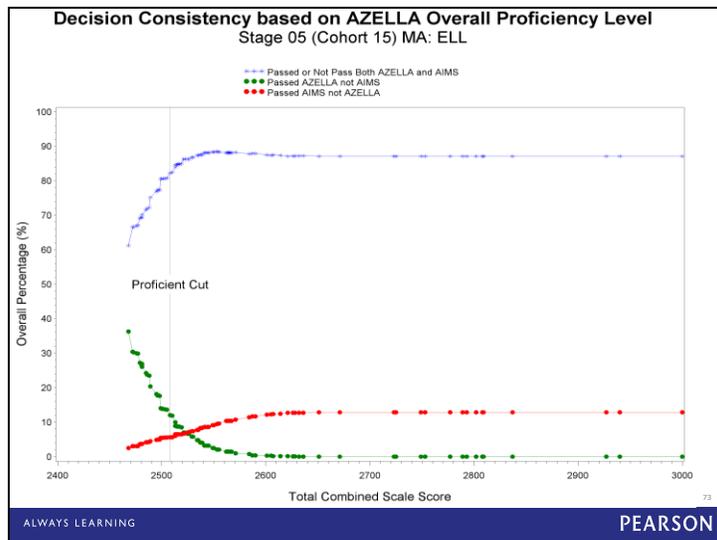
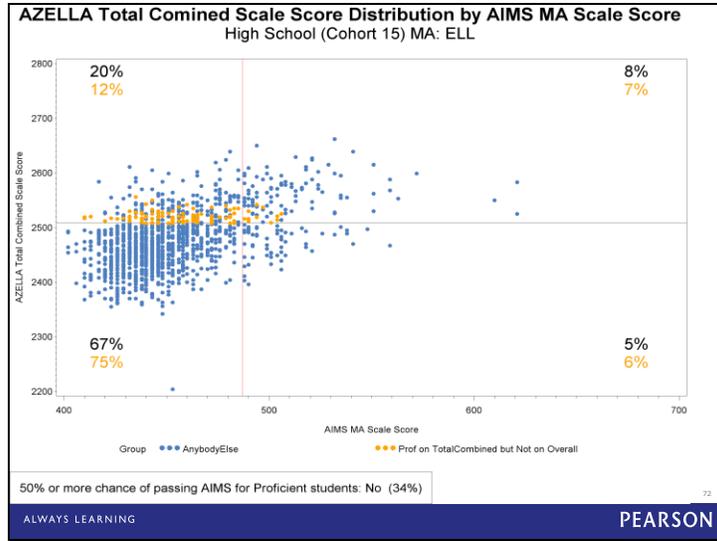






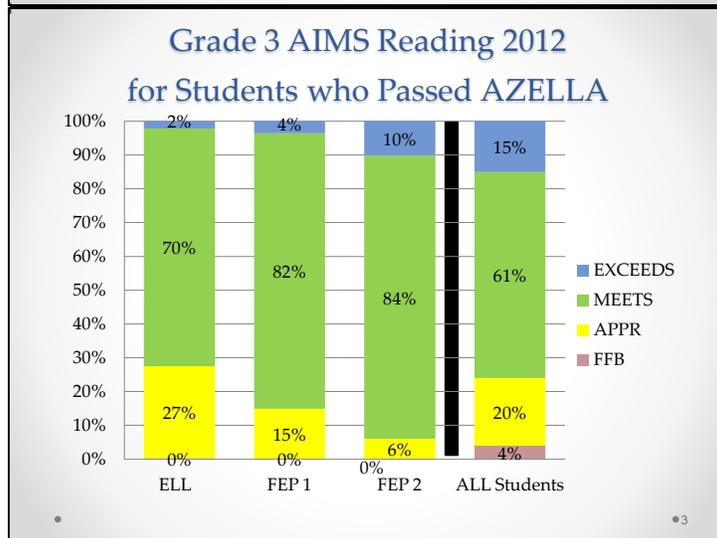
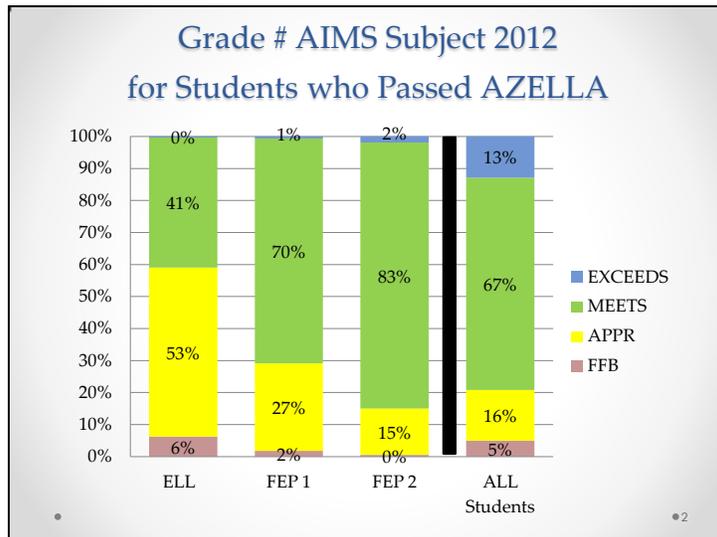


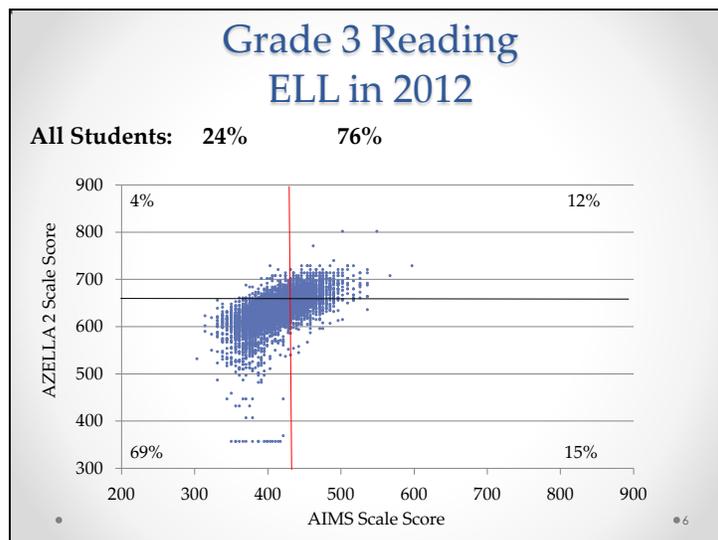
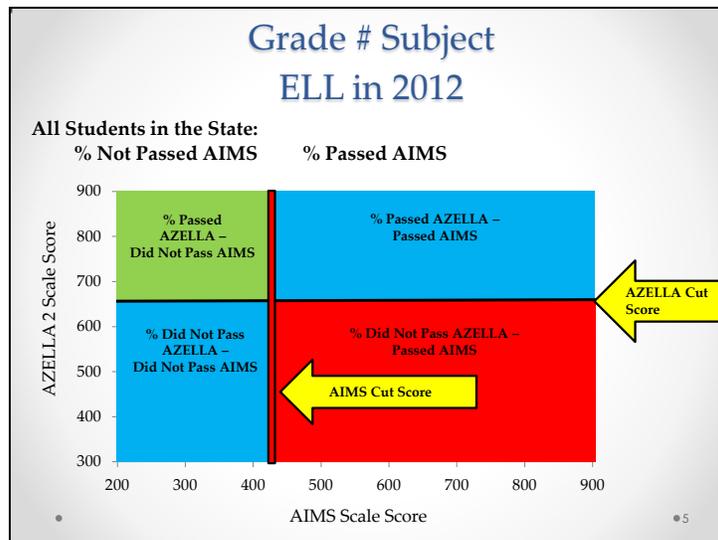
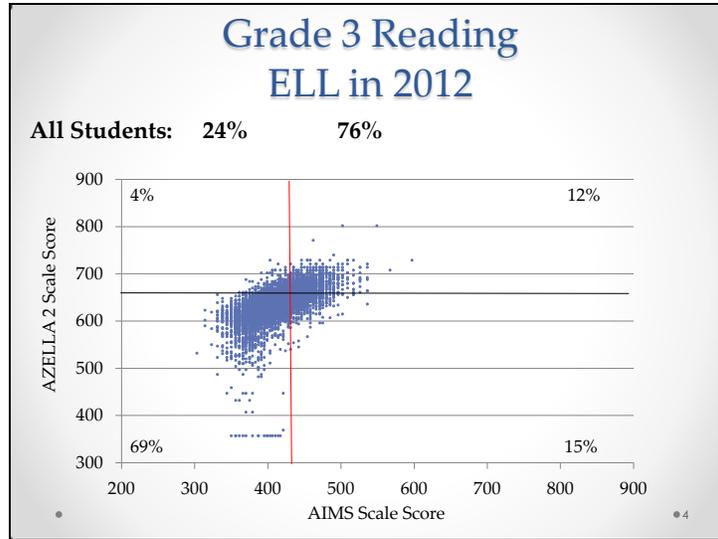


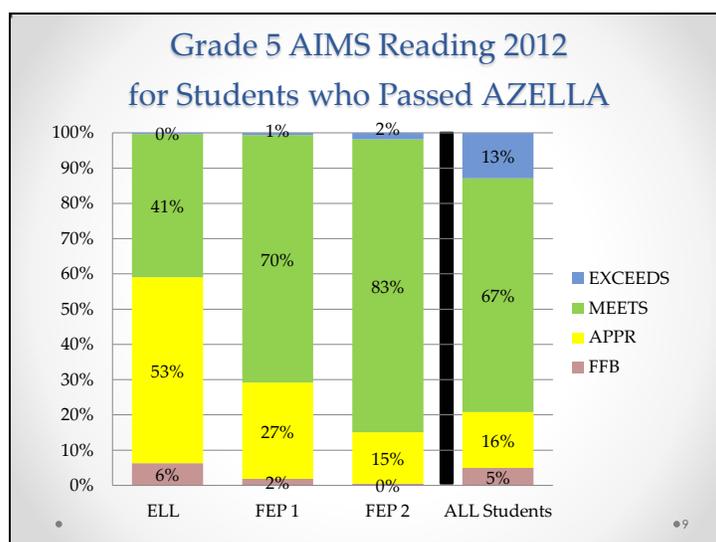
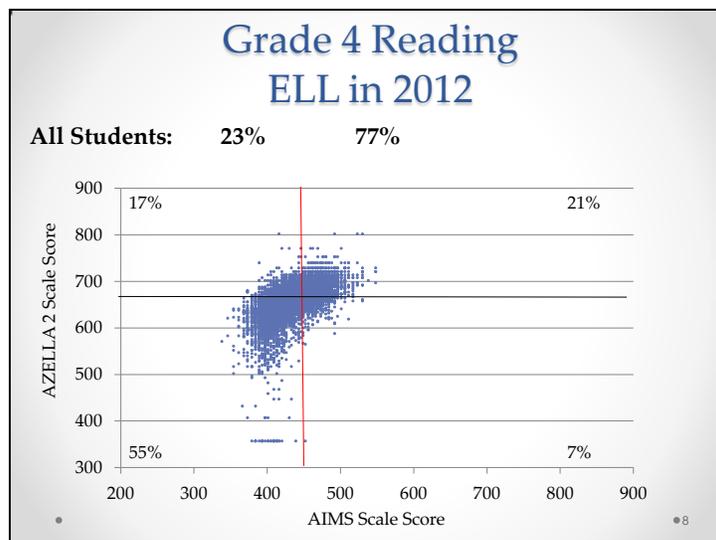
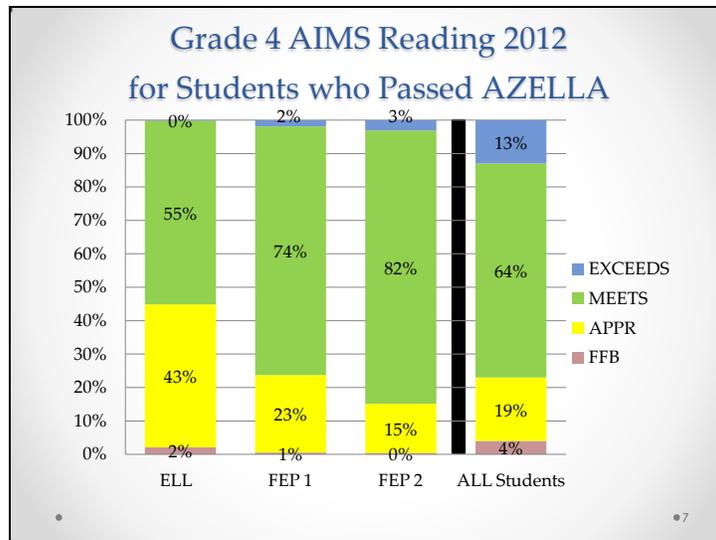


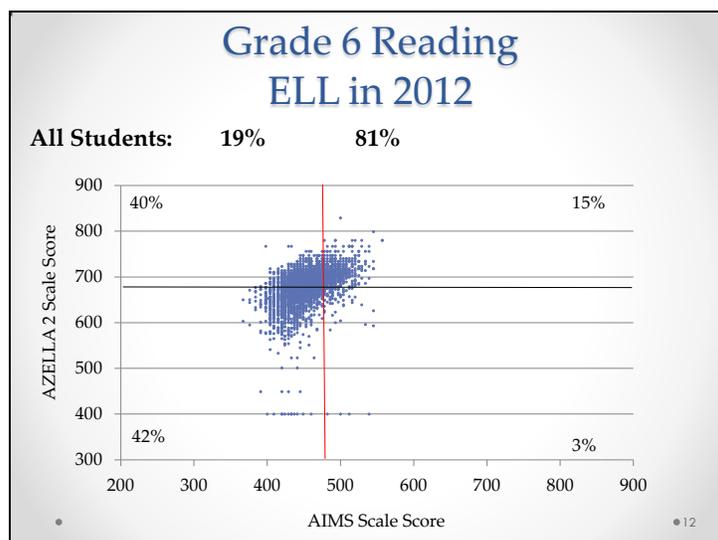
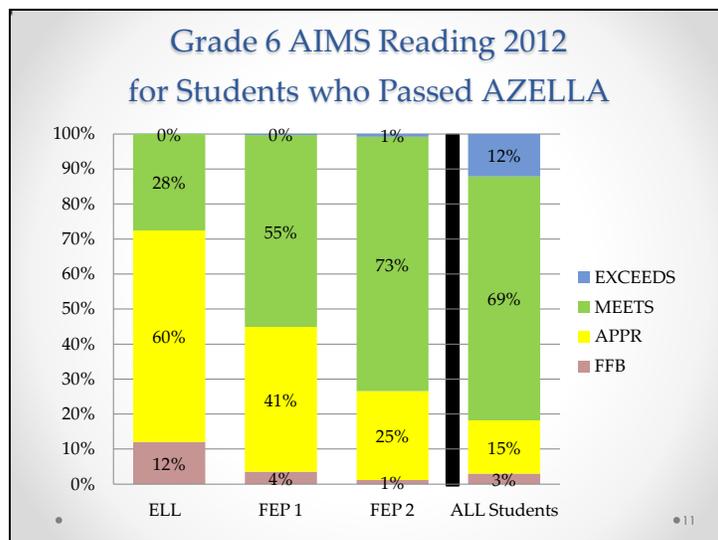
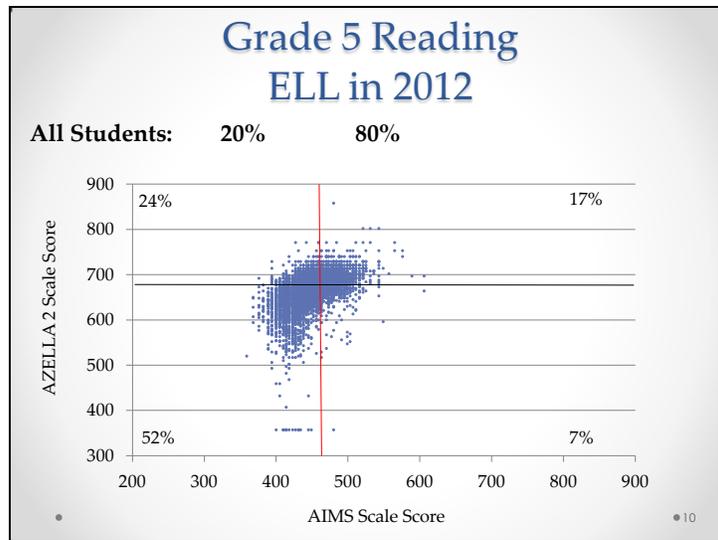
**Appendix R.2: Impact Data on AIMS in 2012 with AZELLA2**

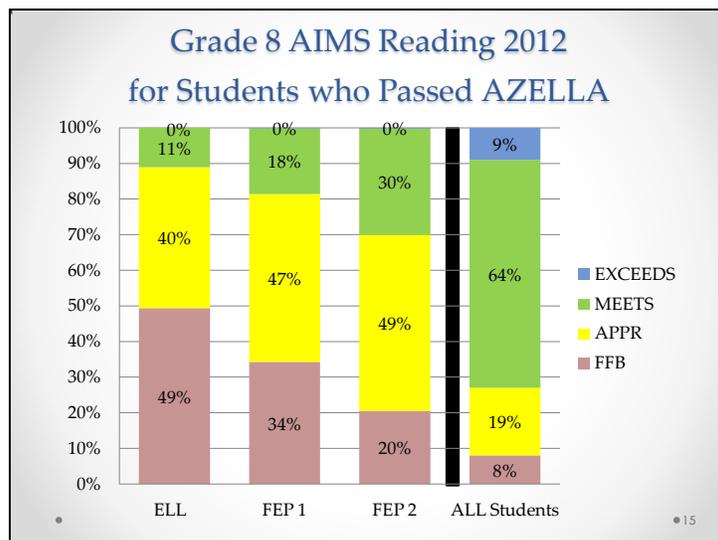
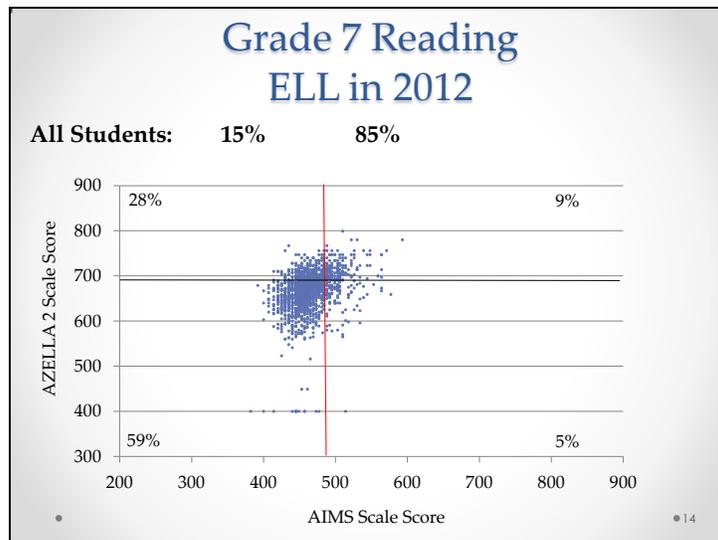
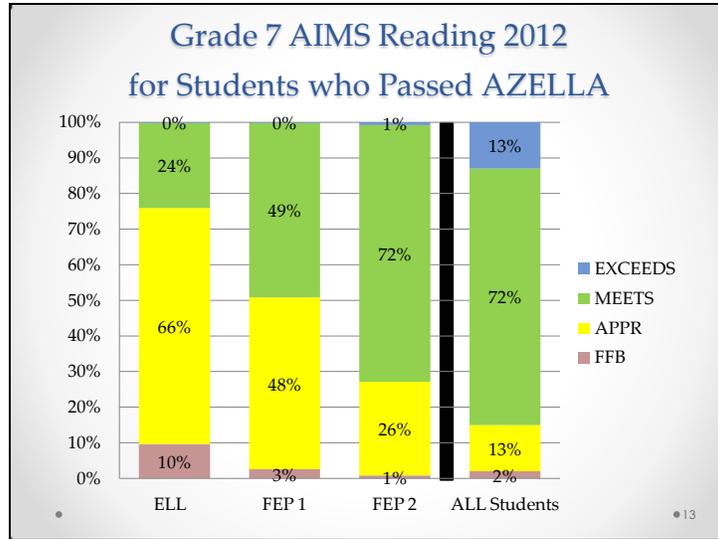
The 2012  
AZELLA 2 - AIMS story.  
  
Once upon a time....

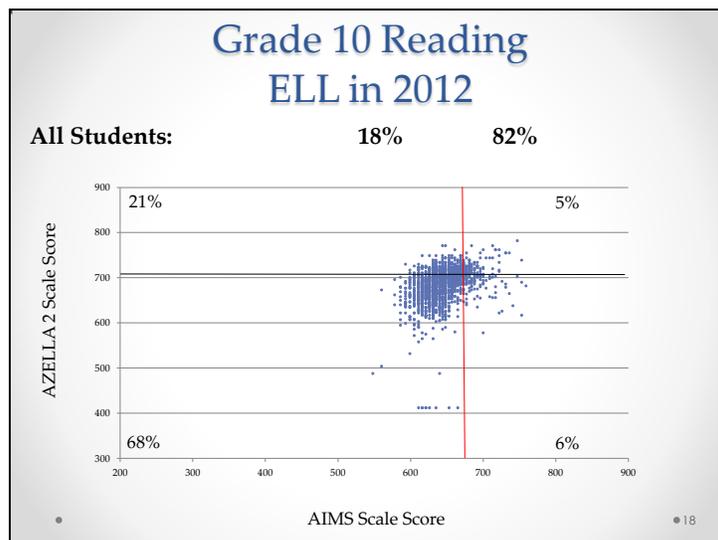
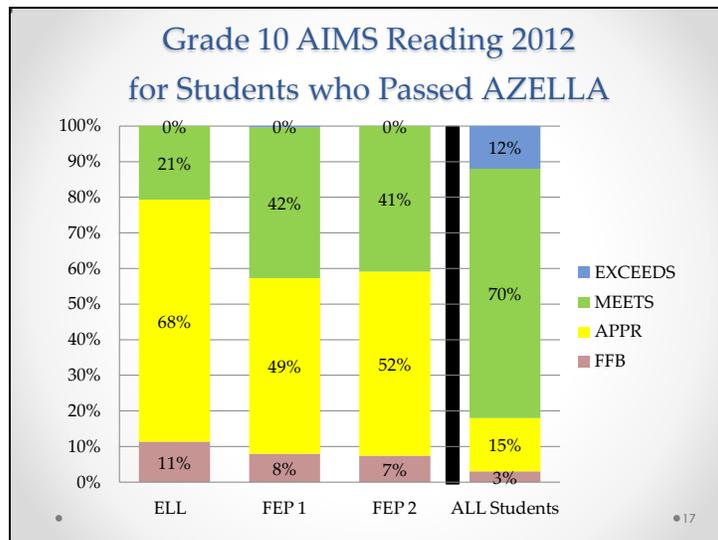
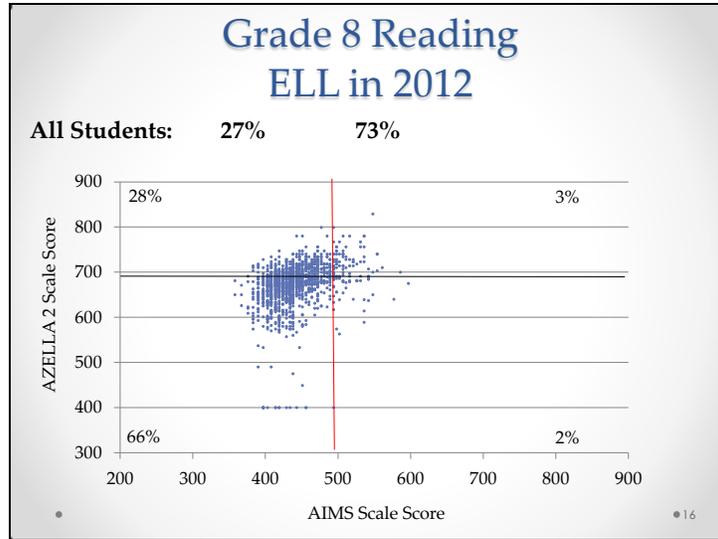








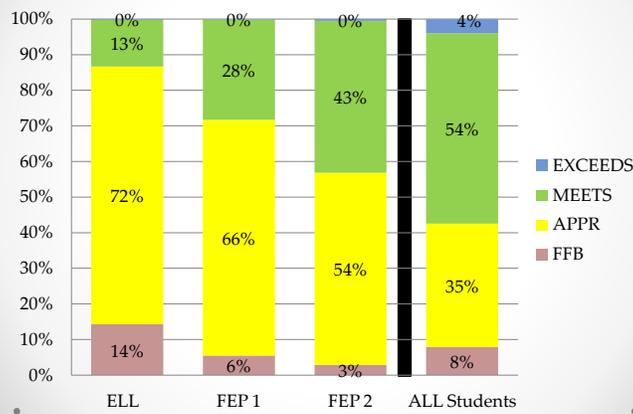




And then there was.....

19

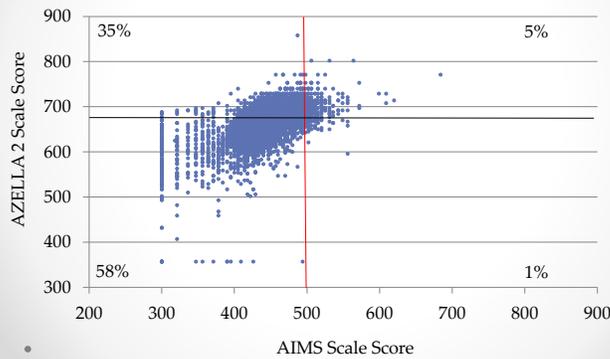
### Grade 5 AIMS Writing 2012 for Students who Passed AZELLA



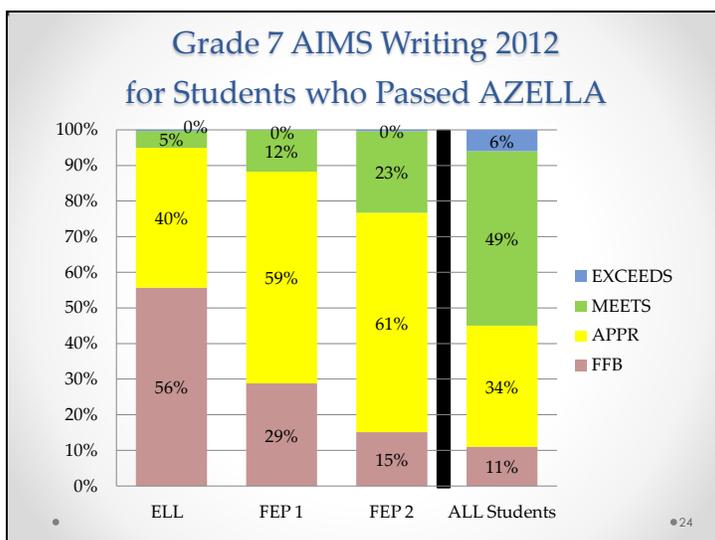
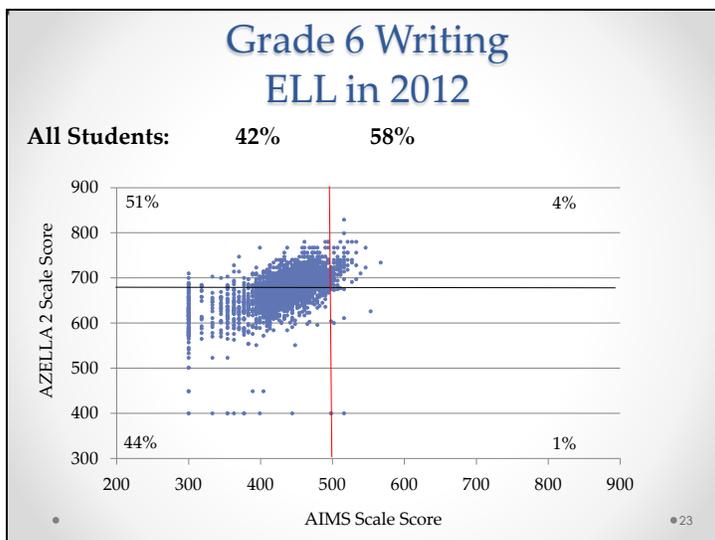
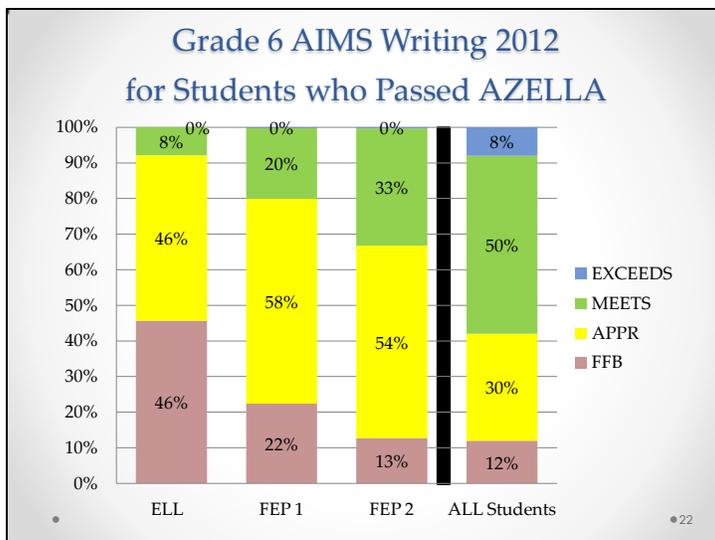
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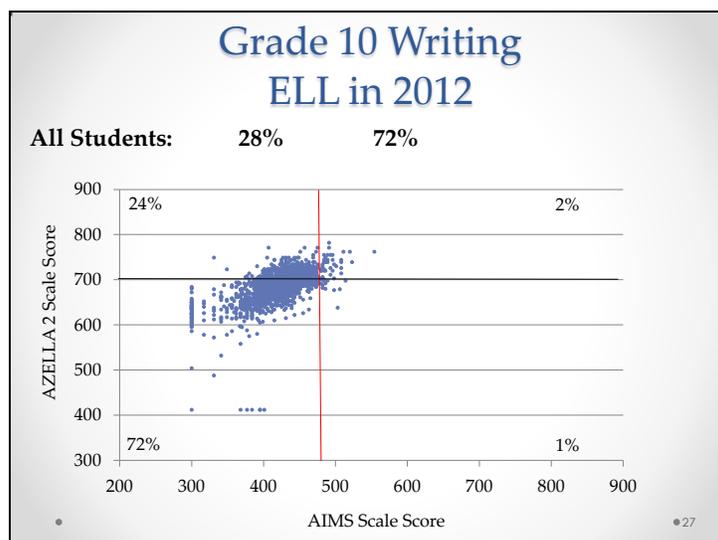
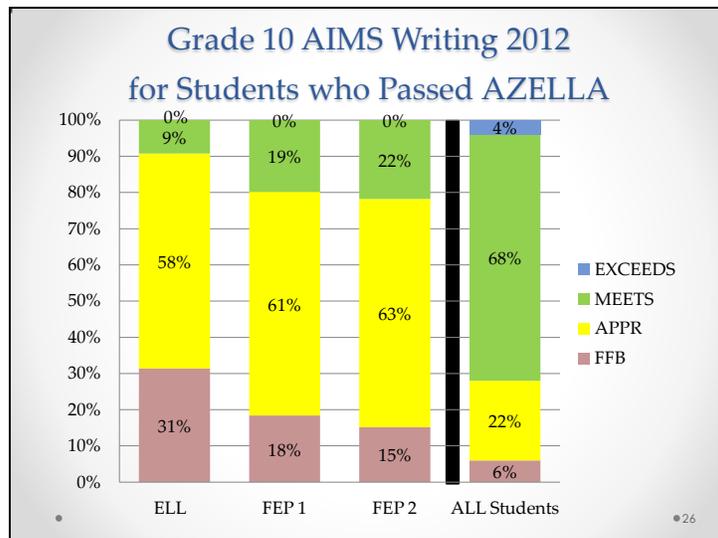
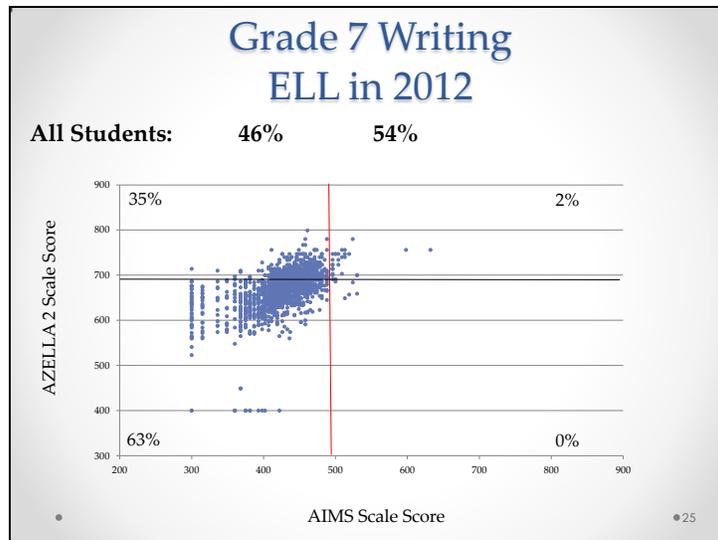
### Grade 5 Writing ELL in 2012

All Students: 42% 58%



21





And they lived....

## Appendix S: June Standard Setting Evaluation Form with Responses



**ARIZONA ENGLISH LANGUAGE LERNER ASSESSMENT (AZELLA)  
STANDARD SETTING  
FINAL STANDARD SETTING EVALUATION FORM  
JUNE 28, 2013**



Directions: Please respond to each statement by placing an "X" in the box corresponding to your opinion. If you have any additional comments, please write them in the space provided at the end of this form.

**NOTE: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree**

	Statement	SD	D	A	SA
1	The workshop was well organized.	0	0	9	21
2	The impact data presented on AIMS were clear.	0	0	9	21
3	The impact data on AIMS were helpful to determine if the current performance standards are appropriate.	0	1	11	18
4	Discussion throughout the meeting was open and honest.	0	0	7	23
5	I believe that my opinions were considered and valued by my group.	0	0	7	23
6	I would defend the performance standards recommended by our committee.	0	0	8	22
7	Overall, I valued the workshop as a professional development experience.	0	0	6	24

Please feel free to add comments on any of your responses above, make suggestions to improve future standard settings, and/ or tell us what you liked and did not like about this workshop. Thank you.

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Your team always works hard at making what would be boring data into interesting material. I appreciate how pleasant and prepared everyone on your team is. Thanks for all you do!
This was wonderful. I would be interested in comparing next year's data to this year.
The expert teachers gathered truly cared about the students not the politics.
I really enjoyed this workshop! In the future, if possible, you should try to conduct these workshops during the summer.
The coordinators did an excellent job of helping participants fully understand the data and implications.
Great experience. Thank you!
Thanks. Good information.
I would have appreciated some feedback that the scores had been (changed) smoothed since our last committee.
Thank you.
I appreciated the diverse group and the point of view I learned from others. Good learning.
I had to chuckle regarding item 6.
My experience was both professional and positive. Thank you. Data was easy to understand from the presenters.
Pearson excellent.
Overall great. There are ways to control a group without shushing ('shh') them. Suggest these be explored.
Worried that math does not correlate with reading/writing.
It was wonderful to have a better understanding of how correlation between AZELLA + AIMS worked.
I really would have enjoyed receiving an agenda at the beginning of our session. I worried at the beginning that we were going to be a mouthpiece for the decisions Pearson wanted, but ended up feeling good about our opinion being listened to. #6-To the death! (but I would have defended our first "unsmooth" decision !!) as well!!
I appreciate the opportunity to see the data so that I can further explain it to my staff.
Thank you for including us all in this conversation. It has been a true pleasure serving.
Thank you for this opportunity. It is important that teachers have a voice on what impacts us.
I'm not sure how to defend the choices w/o discussing data.
The presenters are always incredibly professional and attentive to the task at hand.
Instructional implications and professional development are important follow up components.