



AZELLA

Stage V Sample Test

TEACHER'S EDITION

Grades 9-12



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Purpose and Use of the AZELLA Stage V Sample Test

This is the Teacher's Edition of the AZELLA Stage V Sample Test, which contains the information needed to administer the test. In addition to this document, there are two other documents needed to administer the test – the AZELLA Stage V Sample Test Book and the Stage V Answer Document.

This Sample Test was created to provide educators with a tool to help ninth through twelfth grade students feel comfortable and confident when taking the Stage V AZELLA Spring Reassessment. The samples included in the test book represent various common item types that a student will encounter on the AZELLA Stage V Reassessment Test.

Every year the full range of assessable Performance Indicators (P.I.) from the Stage V English Language Proficiency Standards (ELPS) are eligible for testing on the Stage V Reassessment. Therefore, instruction must continue to include all of the English Language Proficiency Standards and Performance Indicators. This Sample Test does not contain a complete representation of all the item types on the Stage V Reassessment and is not designed to encompass the full range of the Performance Indicators included in the Stage V ELPS.

This Teacher's Edition provides the directions and scripts needed to administer each section of the test: Listening, Reading, Writing, and Speaking. Also provided in this document are a replica of each item on the Sample Test, the point value associated with each item, the correct response for multiple choice items, and the rubric identifier for extended responses. For extended response items worth multiple points in Writing and Speaking, there is an individualized rubric needed for the scoring of each item. The scoring rubrics are provided at the end of this document. Point values are provided only to offer educators a general sense of the relative value of each of the items. Multiple choice items are worth 1 point each. The highest point value for any item is 4 points, and the lowest point value is .4, which only occurs with the Speaking "repeat" items.

There is no score interpretation provided for this Sample Test.

The Stage V Sample Test Answer Document is provided to give your students an opportunity to practice recording their answers on an external answer document that is similar to the one used for the Stage V Reassessment. Student responses to both the multiple choice items and the two extended writing responses will be recorded on the

answer document. Test Administrators should monitor students to ensure they are recording their responses in the correct places on the answer document.

The Speaking subtest is designed to be administered one-to-one with students. The *Speaking Response Summary* is found on the last two pages of the Stage V Answer Document. This summary is included to provide Test Administrators with a place to capture student's oral responses and to record scores. A section for notes is provided for your convenience.

Educators are able to use this Sample Test as it best fits their needs; however, it is recommended that the test be printed, providing students with the format and feel of the Stage V Reassessment. Test books and answer documents can be printed in color or grayscale, single- or double-sided.

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

Although the Stage V Reassessment utilizes audio recordings, neither a Listening CD nor a Speaking telephone component are available for the Sample Test. Scripts are provided in this Teacher's Edition for those purposes. The Test Administrator will read the directions and test items aloud to students whenever a verbal delivery is necessary. Test Administrators should speak clearly and fluently using a normal tone of voice.

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

AZELLA requires that specific administrative procedures be followed. The scripted directions are formatted to guide you through the test administration and to help ensure proper testing procedures. The Sample Test is designed to parallel the procedures for the Stage IV Reassessment. Please review the directions in advance to become familiar with the scripted text and testing procedures.

Examples of the format for the scripted directions are as follows:

SAY

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

Text Printed in Italics

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

Listening Section

The Listening section of this test can be administered in a group setting. The Test Administrator will read from the script in this Teacher's Edition, pausing for the students to record their responses on their answer documents. The Test Administrator will need to monitor students' work to ensure they are following the directions and responding to the right question on the right page. This section of the Sample Test includes seven (7) multiple choice items – each worth 1 point.

The Stage IV Sample Test items include comprehension skills from the ELPS. These include: distinguishing phonemes, making inferences and drawing conclusions, sequencing events, multi-step directions, and summarizing.

Reading Section

The Reading section of this test can be administered in a group setting. This section includes twenty (20) multiple choice items that are worth 1 point each. Students will independently read the passages, read the test items, and record their responses on the answer document.

The Reading Section of the Stage V Sample Test provides items in each of the three major Reading areas as assessed by the Stage V Reassessment: Print Concepts, Phonemic Awareness/Decoding, and Comprehension. The Sample Reading subtest contains a limited selection of the Reading Comprehension Performance Indicators from the ELPS. The Stage V Reassessment contains a broader selection of items based on the complete set of Comprehension Standards detailed in Reading Standard 4 of the ELPS.

Test results indicate that ELL students struggle with signal words as identified in the ELPS. These include:

- Chronological Order/Sequence - P.I. 4.9; (e.g. first, next, finally, today, now, meanwhile, not long ago)
- Compare/Contrast - P.I. 4.10 (e.g. similarly, on the other hand, however, yet, in spite of)

- Cause/Effect - P.I. 4.11 (e.g. as a result of, consequently, so that, because of, since)

For the Stage V Reassessment, students will be tested using both fiction and non-fiction passages. The Sample Test passages include literature (narrative), expository, persuasive, and functional genres. The Lexile, word count, and sentence length for each passage is included in this Teacher's Edition.

Items may require students to demonstrate skills in prediction and inference (using illustrations, charts, and graphs), locating facts, asking and answering questions, sequencing events, making connections, summarizing, extracting and interpreting information, identifying author's purpose, identifying cause and effect, describing characters and setting, identifying the plot, stating main idea, identifying signal words, locating information from a graphic organizer, and following multi-step directions.

These skills should be taught and tested regularly in the classroom. It is important to prepare students for all of the performance indicators included in the Reading English Language Proficiency Standards.

Because they require a verbal response, Oral Reading skills from Reading Standard 2 are tested within the Speaking section of the test.

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

Writing Section

The Writing section of this test can be administered in a group setting. This section includes nineteen (19) multiple choice questions, each worth 1 point. Additionally, there are two extended writing items worth 5 points each. Students will read the questions and answer choices independently, recording their responses in the answer document.

Many of the items are structured around the word order rules of phrase and sentence construction, often focusing on the use of verb tenses and subject-verb agreement. It should be noted that the verb tenses specified in Stage V of the Writing domain of the English Language Proficiency Standards (Standard 2; P.I. 6) include: simple, progressive, and perfect forms of present, past, and future tenses.

The multiple choice items include, but are not limited to, a series of questions that ask "Which sentence is correct?" The types of sentences that are presented in the items are declarative, negative, and interrogative.

Another common item type requires students to choose one of the answer choices that would fill in a blank within a sentence. To respond correctly, the student will need to apply various language skills for subject-verb agreement and word order rules.

There are items within the multiple choice section that assess specific paragraph construction skills. These include identifying: a topic statement, smooth and effective transitions, clear sequencing, relevant supporting details, and a conclusion that provides a sense of resolution (Standard 4, P.I. 2). An incomplete paragraph may be provided which is missing a first sentence, a last sentence, a transition statement, or a supporting detail. Students must select a sentence from the answer choices that would best fit the paragraph. For items on this test, students should be aware that a missing first sentence should be a topic statement, and a missing last sentence should be a concluding statement.

The Sample Test includes items that assess Standard English Conventions (Writing Standard 2). These items are heavily influenced by the Language Strand of the ELPS. The Writing Standards together with the Language Strand comprise an extensive set of language skills. Just as with Listening and Reading, an instructional plan built on the Writing Domain and the Language Strand of the ELPS will ensure that students are prepared for the Stage V Reassessment.

Before moving on to the two extended writing items, a break may be provided after students complete the multiple choice questions (item numbers 1 – 19).

Two extended Writing items are included in this test. Although a paragraph is all that is required, it is important to stress the need for strong structural design in the composition of the paragraph. Review the Stage V Writing rubric (III-V.W.5) to ensure students have a complete understanding of what is expected regarding their writing. Each item also includes a checklist for students to guide their writing. Again, it is important to emphasize the need to address each element included in the checklist.

The Sample Test and the Stage V Reassessment call for providing students with blank paper in order to allow for pre-writing activities. This blank sheet of paper will not be scored. Final responses should be written on the Answer Document for scoring. The Stage V Reassessment may address any of the writing application genres included in the ELPS: Narrative, Expository, Functional, or Persuasive (Standard 1).

Item number 20 can be found on page 30 and item number 21 can be found on page 31. Each of these two items requires the writing of a single paragraph. The scoring rubric for these items begins on page 59 of this Teacher's Edition.

Speaking Section

The Speaking subtest is individually administered to each student. Using the script in this Teacher's Edition, the Test Administrator will ask the student a series of questions for which the student will need to respond. A two-page Speaking Response Summary, useful for recording the scores of student responses, is included on pages 5 and 6 of the answer document. Scores should be assigned based on the designated rubrics.

The Speaking section of this Sample Test includes twenty-one (21) items: two (2) unscored practice items, nine (9) extended responses worth 4 points each, and ten (10) repeat items worth .4 points each. The scoring rubrics for Speaking items begin on page 61 of this Teacher's Edition.

Speaking items numbers one (1) and two (2) on the Sample Test are actual unscored practice items from the Reassessment Test. These items are the first two questions students will hear when they begin the telephone administration of the Stage V Reassessment Speaking test. Responses to the first two questions must be sufficiently audible in order for the telephone-administrated Speaking subtest to continue.

There are several item types that students need to be aware of and practice:

- Students may struggle with two-part Speaking items that ask an initial question, then after the student responds, asks a second follow-up question. Examples of this item type are as follows:
 - Look at the picture and ask me a question. (*Pause for response.*) Ask me another question. (*Pause for a second response.*)
 - Look at the pictures. Tell me how they are alike. (*Pause for response.*) Tell me they are different. (*Pause for a second response.*)
- It is possible that a “why” or “how” question could be the second follow-up question.
- Students may be required to interpret information or make a prediction based on a graphic stimulus.

- Students may be asked to provide directions using a map.
- A Speaking test item may include the instruction to “Please answer in two or more complete sentences.” Since it is built into the scoring rubric, it is essential that the student provide two or more complete sentences when that requirement is stated.
- For the repeat items (items 12 through 21), the student must only repeat what is heard and not answer any of the repeat items that are questions.

Estimated Sample Test Administration Times

Since the Sample Test is structured differently than the Stage V Reassessment, the estimated Stage V Sample Test administration times are as follows:

| Domain | Estimated time | Administration |
|---------------|-----------------------|-----------------------|
| Listening | 20 minutes | Small group |
| Reading | 40 - 50 minutes | Small group |
| Writing | 30 - 60 minutes | Small group |
| Speaking | 15 minutes | Individual |

Session 1

Listening

The students respond to each question by filling in the circle in the correct location on their answer documents. During the Listening section, students may be allowed to take notes in the test book, but not on the answer document. Distribute the test books and the answer documents.

Make sure each student has a test book, answer document, and two graphite-based (No. 2) pencils with erasers. Be sure that all desks are cleared of books and other materials not needed for the test.

SAY Today, you will be taking the Stage V Sample Test. This test will measure your English language proficiency. This test has four parts: Listening, Reading, Writing, and Speaking.

Do not open your test book until I tell you to do so. You must remain silent until the conclusion of the testing session. All answers must be written in the AZELLA Answer Document. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session.

Hold up an AZELLA Answer Document. Point to the Student's Name line on the front cover.

SAY Find the Student's Name line on the front cover of your answer document. Write your full name on this line.

Confirm that every student has written his/her name in the proper location on the answer document.

SAY Now, we will begin the Listening portion of the test. Talking during the Listening portion of the test is not allowed. You may take notes in your test book as you listen to the passages and the questions.

You will respond to each question by filling in the answer choice on your answer document. To answer a multiple-choice question, fill in the circle that corresponds to the answer you choose. Be sure to fill in the circles completely and make your mark heavy and dark. Make sure that when you mark your answer, the test question number is the same as the number on your answer document. If you want to change an answer, completely erase the mark you made before making a new mark.

Open your test book to page 3 and your answer document to page 2.
Locate the Listening section.

Ensure that all students are on the correct page of the test book and answer document.

SAY This is the Listening section. Find the Listening section on the answer document.

Look at the top of page 3. Read the directions to yourself as I read them aloud.

Directions: Listen to the questions and the answers. Fill in the correct circle on your answer document.

| | |
|-------------------|--|
| DIRECTIONS | Listen to the questions and the answers. Fill in the correct circle on your answer document. |
|-------------------|--|

#1

This item is worth 1 point.

Correct response is D.

SAY Look at number 1.
Listen to the passage.

“Brian was waiting for the school bus. As he waited, he read his homework. Suddenly, wind blew the paper from his hands. Brian chased after it. Finally, the paper hit a tree and stuck to it. Brian was happy to get it back before the school bus came.”

Now listen to the passage again to answer the question.

Where does Brian find his homework?

“Brian was waiting for the school bus. As he waited, he read his homework. Suddenly, wind blew the paper from his hands. Brian chased after it. Finally, the paper hit a tree and stuck to it. Brian was happy to get it back before the school bus came.”

Where does Brian find his homework?

Listen to the answer choices.

The answer choices are:

- (A) at home**
- (B) at school**
- (C) on a bus**
- (D) on a tree**

- 1** **A.** at home
 B. at school
 C. on a bus
 D. on a tree

Mark your answer.

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

#2 – #3

Number 2 is worth 1 point.

Correct response is B.

Number 3 is worth 1 point.

Correct response is C.

SAY Look at numbers 2 and 3.

Listen to the passage.

“Biotic factors are all of the living things in an ecosystem, such as plants and animals. There are three groups of biotic factors: Producers, Consumers, and Decomposers. Producers are all plants, such as grass and trees that absorb energy from the sun to create food. Consumers are

animals that eat producers and other animals. Decomposers are organisms that break down dead or decaying material into soil.”

Now listen to the passage again to answer the questions.

Which statement is most likely true about Consumers?

Pause briefly before reading this second question.

What is the main idea of the passage?

“Biotic factors are all of the living things in an ecosystem, such as plants and animals. There are three groups of biotic factors: Producers, Consumers, and Decomposers. Producers are all plants, such as grass and trees that absorb energy from the sun to create food. Consumers are animals that eat producers and other animals. Decomposers are organisms that break down dead or decaying material into soil.”

Listen to the question and the answer choices.

Question number 2: Which statement is most likely true about Consumers?

The answer choices are:

- (A) They create their own food.
- (B) They eat plants and other animals.
- (C) They absorb energy from the sun.
- (D) They break down dead or decaying material.

- 2** A. They create their own food.

B. They eat plants and other animals.

C. They absorb energy from the sun.

D. They break down dead or decaying material.

Mark your answer.

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



The second question for this passage is on the next page.

ition

SAY Listen to the question and the answer choices.

Question number 3: What is the main idea of the passage?

The answer choices are:

- (A) Consumers are animals that eat producers and other animals.**
- (B) Decomposers are organisms that break down dead or decaying material into soil.**
- (C) Biotic factors are all of the living things in an ecosystem, such as plants and animals.**
- (D) Producers are all plants, such as grass and trees that absorb energy from the sun to create food.**

- 3** **A.** Consumers are animals that eat producers and other animals.

B. Decomposers are organisms that break down dead or decaying material into soil.

C. Biotic factors are all of the living things in an ecosystem, such as plants and animals.

D. Producers are all plants, such as grass and trees that absorb energy from the sun to create food.

Mark your answer.

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

#4

This item is worth 1 point.

Correct response is B.

SAY Turn to page 4.
Look at number 4.
Listen to the passage.

“On Thursday, flyers were posted around campus announcing the football game. Jody and Melissa decided to attend the game. Friday afternoon, they purchased tickets at the bookstore. After dinner, the girls met at the school. Before the gates opened, Jody noticed her ticket was missing. Meanwhile, someone standing behind the girls found the ticket on the ground and said, “Did anyone lose their ticket?” Jody replied, “I think that ticket is mine! Thank you.”

Now listen to the passage again to answer the question. What did the girls do right before they ate dinner?

“On Thursday, flyers were posted around campus announcing the football game. Jody and Melissa decided to attend the game. Friday afternoon, they purchased tickets at the bookstore. After dinner, the girls met at the school. Before the gates opened, Jody noticed her ticket was missing. Meanwhile, someone standing behind the girls found the ticket on the ground and said, “Did anyone lose their ticket?” Jody replied, “I think that ticket is mine! Thank you.”

**Listen to the question and the answer choices.
What did the girls do right before they ate dinner?**

The answer choices are:

- (A) They lost a ticket.**
- (B) They purchased tickets.**
- (C) They met at the school.**
- (D) They decided to attend the game.**

Mark your answer.

- | |
|--|
| <p>4</p> <ul style="list-style-type: none">A. They lost a ticket.B. They purchased tickets.C. They met at the school.D. They decided to attend the game. |
|--|

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

#5

This item is worth 1 point.

Correct response is C.

SAY Look at number 5.

Listen to the following conversation between a school counselor and a freshman student to answer the questions.

Speaker 1 (counselor)

SAY Good morning. I am the freshman guidance counselor who will be working with you this year. During your freshman year, you will be allowed to take elective classes. Our school offers electives in the following departments: music, art, athletics, technology, and theatre. Do you have any questions regarding electives?

Speaker 2 (student)

SAY Can I take two electives? And, can the classes be from the same department? For example, I would like to take two athletic classes.

Speaker 1 (counselor)

SAY If you attended summer school or took an online class, you may take two electives. And yes, there are many students who will take two classes from the same department such as a dance class and a tennis class, or perhaps band and choir.

Speaker 2 (student)

SAY When do elective classes meet? Do classes last a semester or all year long?

Speaker 1 (counselor)

SAY Regardless of the time of year, elective classes are held at the beginning of the day and at the end of the day.

Speaker 2 (student)

SAY Great, I'm signing up for swimming and soccer!

Now listen to the passage again to answer the question. Which of the student's questions was not answered?

Speaker 1 (counselor)

SAY Good morning. I am the freshman guidance counselor who will be working with you this year. During your freshman year, you will be allowed to take elective classes. Our school offers electives in the following departments: music, art, athletics, technology, and theatre. Do you have any questions regarding electives?

Speaker 2 (student)

SAY Can I take two electives? And, can the classes be from the same department? For example, I would like to take two athletic classes.

Speaker 1 (counselor)

SAY If you attended summer school or took an online class, you may take two electives. And yes, there are many students who will take two classes from the same department such as a dance class and a tennis class, or perhaps band and choir.

Speaker 2 (student)

SAY When do elective classes meet? Do classes last a semester or all year long?

Speaker 1 (counselor)

SAY Regardless of the time of year, elective classes are held at the beginning of the day and at the end of the day.

Speaker 2 (student)

SAY Great, I'm signing up for swimming and soccer!

The question for this passage is on the next page.

Which of the student's questions was not answered?

The answer choices are:

- (A) Can I take two electives?
- (B) When do elective classes meet?
- (C) Do classes last a semester or all year long?
- (D) Can the classes be from the same department?

- 5 A. Can I take two electives?
B. When do elective classes meet?
C. Do classes last a semester or all year long?
D. Can the classes be from the same department?

Mark your answer.

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

#6

This item is worth 1 point.

Correct response is A.

SAY Look at number 6.

Listen to the discussion on Predator-Prey Relationships to answer the question.

Speaker 1 (Predator discussant)

SAY “All animals must eat to survive. Predators are always on the lookout for a meal. A predator is an organism that hunts and eats another organism. Some examples of predators are lions, bears, and foxes. The prey is part of the predator's environment, and the predator dies if it does not get food. Therefore, it is necessary for predators to develop speed, the ability to hide, and a good sense of smell, sight, or hearing. For instance, the fastest lions are able to catch food and eat, so they survive and reproduce.”

Speaker 2 (Prey discussant)

SAY “The prey is the organism which the predator eats. Some examples of prey are fish, zebras, and rabbits. Prey must constantly avoid being eaten. Likewise, the predator is part of the prey's environment. Some animals never venture too far from their homes in underground dens or thick vegetation and can quickly hide when danger approaches. The Prey must be able to outrun, hide from, and avoid predators. For instance, the fastest zebras are able to escape the lions, so they survive and reproduce. An important thing to realize is that as both organisms become faster to adapt to their environments, their relationship remains the same. This is true in all predator-prey relationships.”

Now listen to the discussion again to answer the question. What is the relationship between predators and prey?

Speaker 1 (Predator discussant)

SAY “All animals must eat to survive. Predators are always on the lookout for a meal. A predator is an organism that hunts and eats another organism. Some examples of predators are lions, bears, and foxes. The prey is part of the predator's environment, and the predator dies if it does not get food. Therefore, it is necessary for predators to develop speed, the ability to hide, and a good sense of smell, sight, or hearing. For instance, the fastest lions are able to catch food and eat, so they survive and reproduce.”

Speaker 2 (Prey discussant)

SAY “The prey is the organism which the predator eats. Some examples of prey are fish, zebras, and rabbits. Prey must constantly avoid being eaten. Likewise, the predator is part of the prey's environment. Some animals never venture too far from their homes in underground dens or thick vegetation and can quickly hide when danger approaches. The Prey must be able to outrun, hide from, and avoid predators. For instance, the fastest zebras are able to escape the lions, so they survive and reproduce. An important thing to realize is that as both organisms become faster to adapt to their environments, their relationship remains the same. This is true in all predator-prey relationships.”

What is the relationship between predators and prey?

The answer choices are:

- (A) Predators hunt and eat prey.**
- (B) Prey hunt and eat predators.**
- (C) Predators never venture far from home.**
- (D) Prey are always on the lookout for a meal.**

Mark your answer.

- 6** **A.** Predators hunt and eat prey.

B. Prey hunt and eat predators.

C. Predators never venture far from home.

D. Prey are always on the lookout for a meal.

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

#7

This item is worth 1 point.

Correct response is A.

SAY Look at number 7.

Listen to the passage.

“Here are five steps to help you write an introductory paragraph. Finding a topic to write about is the first step. Second, you need to research necessary information about the topic. Third, determine the most important facts to include. Do not use irrelevant information or opinions. Fourth, express your position in a thesis statement. The thesis statement briefly states the purpose of the essay. Finally, include your thesis statement at the end of your introductory paragraph.”

Now listen to the passage again to answer the question. In what step do you research information?

“Here are five steps to help you write an introductory paragraph. Finding a topic to write about is the first step. Second, you need to research necessary information about the topic. Third, determine the most important facts to include. Do not use irrelevant information or opinions. Fourth, express your position in a thesis statement. The thesis statement briefly states the purpose of the essay. Finally, include your thesis statement at the end of your introductory paragraph.”

Listen to the question and the answer choices.

Based on the passage, in what step do you research information?

The answer choices are:

- (A) Step Two
- (B) Step Three
- (C) Step Four
- (D) Step Five

- 7** A. Step Two
B. Step Three
C. Step Four
D. Step Five

Mark your answer.

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

SAY We have finished the Listening activity.

Session 2

Reading

For the Reading test, make sure each student has a test book, an answer document, and two graphite-based (No. 2) pencils with erasers. Be sure that all desks are cleared of books and other materials not needed for the test. The students respond to each question by filling in the circle in the correct location on their answer documents. During the Reading session, students are allowed to take notes in the test book, but not on the answer document.

SAY The Reading section contains several passages followed by multiple-choice questions. Only answers written in the AZELLA Answer Document will be scored.

Now we will begin the Reading portion of the test. If it helps you to select your answer choice, you may write in your test book.

You will respond to each question by filling in the answer choice on your answer document. To answer a multiple-choice question, fill in the circle that corresponds to the answer you choose. Be sure to fill in the circles completely and make your mark heavy and dark. Make sure that when you mark your answer, the test question number is the same as the number on your answer document. If you want to change an answer, completely erase the mark you made before making a new mark.

Turn to page 6 of the test book. Now open your answer document to page 2. Locate the Reading section.

Verify that all students have their test books and answer documents open to the correct pages.

SAY Find the directions at the top of the page of the test book.

Read the directions to yourself as I read them aloud.

Directions: Read the questions and the answers. Fill in the correct circle on your answer document.

DIRECTIONS

Read the questions and the answers. Fill in the correct circle on your answer document.

SAY You will do items 1 through 20. When you have completed question number 20, put your pencil down.

#1

*This item is worth 1 point.
Correct response is D.*

1 Read the sentence.

Juan _____
to his sister.

Which word belongs in the blank?

- A. family
- B. hungry
- C. meets
- D. talks

#2

*This item is worth 1 point.
Correct response is B.*

2 Look at the following words.

salute
salad
savage
salvage
saliva
salary

Which two words come **first**
in alphabetical order?


- A. salute, savage
- B. salad, salary
- C. saliva, salute
- D. salvage, savage

#3

This item is worth 1 point.

Correct response is C.

3 Which section of this webpage would help you develop a flood plan?



Special Edition

DESERT NEWS

[Business](#) [Education](#) [Editorials](#) [Recreation](#) [Photo Gallery](#) [Blogs](#)

Featured Articles

Park Crisis: Football fields flood during rains
Volunteers needed before Friday's game.

Weather Ties Up Traffic During Rush Hour
Motorists stranded during heavy rainstorm.

Quick Response Thanks to City Flood Plan
Trucks clear trees and debris quickly.

[Subscribe Today](#) [Search](#)

Weather

10 Day Forecast

Useful Links

- [Tips for driving in the rain](#)
- [How to prepare for flooding](#)
- [Have a family plan](#)

A. Weather
B. Editorials
C. Useful Links
D. Featured Articles

#4

*This item is worth 1 point.
Correct response is D.*

4 Read the sentence.

Sociologists spend a great deal of time in cities.

When you add the suffix -ologist to the word society, what is the meaning of the new word?

- A. a citizen of society
- B. a member of society
- C. a person who is social
- D. a person who studies society

#5

*This item is worth 1 point.
Correct response is A.*

5 Read the sentence.

Sarah was the _____ girl in the whole school.

Which word belongs in the blank space?

- A. prettiest
- B. prettying
- C. prettier
- D. prettied

#6

*This item is worth 1 point.
Correct response is A.*

6 Read the sentence.

The airplane _____ through the clouds.

Which word belongs in the blank space?

- A. flew
- B. jumped
- C. landing
- D. quickly

#7

*This item is worth 1 point.
Correct response is C.*

7 Read the sentence.

Jack's brother rode a tricycle.

When you add the prefix tri- to cycle, what is the meaning of the new word?

- A. One wheel
- B. Two wheels
- C. Three wheels
- D. Four wheels

#8

This item is worth 1 point.

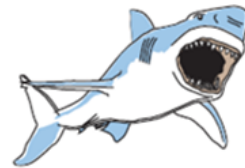
Correct response is A.

DIRECTIONS

Read the passage and the question. Fill in the correct circle on your answer document.

Shark Teeth

Sharks need their teeth so that they can catch their food. If they did not have teeth, they could not catch anything. Sharks have an endless supply of teeth. If a shark loses a tooth, then another one will always grow in its place. A shark can have more than five rows of teeth in its mouth.



- 8 According to the passage, what happens when a shark loses a tooth?
- A. A new tooth grows in its place.
 - B. A larger tooth begins to grow.
 - C. The shark cannot chew its food.
 - D. The shark cannot catch anything.

“Hip Hop Workshop” – Passage for items #9 -11.

- *Lexile Measure:* 930L
- *Mean Sentence Length:* 10.33
- *Word Count:* 279

DIRECTIONS

Read the passage and answer questions 9 through 11. Fill in the correct circle on your answer document for each question.

Hip Hop Workshop

Saturday, May 20, 10:00 a.m. - 3:00 p.m.

North City Community Center
5678 N. Verde Drive

All the hottest HIP HOPPERS in town
will be there showing you all the latest and greatest moves!!!

Dancer and choreographer Bryan Feldman will be there straight from his tour with Gusher. Gizmo Valdez will share the same steps he taught the Arizona Desert Girls. Missy Heart brings her VTV Awards show-stopping dance numbers to you.

Many participants have various skill levels. As a result, four sessions will be offered including beginning, intermediate, and advanced level classes. Sign up for the classes that match your interest and skill level. There will be a one-hour lunch break, which includes a Jam Session where you can talk with the instructors and get their autographs.

Lunch will not be provided. However, there is a picnic area if you want to bring your own lunch. Additionally, the snack bar at the Community Center will be available if you wish to purchase food. For safety reasons, no food or drink will be allowed in the dance rooms.

| Instructor | 10:00-10:45 | 11:00-11:45 | 12:00-1:00 | 1:00-1:45 | 2:00-3:00 |
|------------|--------------|---------------------------|------------|---------------------|---------------------|
| Bryan | Int. Hip Hop | Beg. Breakin ² | Lunch | Adv. Pop and Lock | Free Style/Showcase |
| Gizmo | Adv. Hip Hop | Int. Breakin ² | Lunch | Beg. Pop and Lock | Free Style/Showcase |
| Missy | Beg. Hip Hop | Adv. Breakin ² | Lunch | Inter. Pop and Lock | Free Style/Showcase |

The cost for the workshop is \$60, which includes up to 4 classes. There is an early registration discount of \$10 if you register by May 8.

Registration begins at 9:00 a.m., May 1 at the Community Center or online at www.hiphop.edu. Class size is limited, so register early. Call 602-855-6835 for more information.

#9

This item is worth 1 point.

Correct response is A.

- 9** How can you save on the cost of the Hip Hop Workshop?
- A. By registering early
 - B. By calling 602-555-6835
 - C. By taking multiple classes
 - D. By participating in the Jam Session

#10

This item is worth 1 point.

Correct response is B.

- 10** Which words from the passage indicate cause and effect?
- A. Straight from
 - B. As a result
 - C. Sign up for
 - D. Which includes

#11

This item is worth 1 point.

Correct response is C.

- 11** Which word from the passage indicates a comparison/contrast?
- A. including
 - B. provided
 - C. However
 - D. Additionally

“Build a Kaleidoscope” – Passage for items #12 -15.

- *Lexile Measure:* 1170 L
- *Mean Sentence Length:* 17.95
- *Word Count:* 395

DIRECTIONS

Read the passage and answer questions 12 through 15. Fill in the correct circle on your answer document for each question.

Build a Kaleidoscope

Kaleidoscopes use mirrors and reflections to create spectacular images for the eyes! A Scottish scientist, Sir David Brewster, invented the kaleidoscope in 1816. He combined the Greek words *kalos*, meaning “beautiful”; *eidos*, meaning “form”; and *scopos*, meaning “watcher.” His kaleidoscope tube used mirrors set at different angles. They reflected bits of colored glass and objects that formed patterns when viewed through one end. Follow these instructions to build your own kaleidoscope.

Materials

- Potato chip can with plastic lid
- Hammer and large nail
- Glue
- 8 x10 –inch sheet of black construction paper
- Heavy piece of 8 x 10 –inch card stock
- 8 x 10- inch plastic transparency
- Masking tape
- Plastic wrap
- Sequins and glitter

Construction

1. **Punch the Hole** – Carefully punch a hole in the center of the metal end of the can using the hammer and nail. You will use this opening to look into your kaleidoscope, so make sure there are no sharp edges on the outside after you punch the hole.
2. **Build the Mirror** – Glue the black construction paper to the card stock. Glue the plastic transparency on top of the black paper. This is the mirror for your kaleidoscope.
3. **Insert the Mirror**– Place your mirror in front of you with the shiny side facing up and the long edges to the left and right. Fold the mirror lengthwise so that the right and the left edges meet in the center.

Now fold the mirror lengthwise again, this time on the center line. Gently unfold the mirror and overlap the two outer edges to form a triangular-shaped tube. Secure the tube by taping around the outside. Carefully insert the triangular tube inside your can.

4. **Stretch the plastic wrap** – Gently stretch the plastic wrap over the open end of your can. Secure it by wrapping masking tape around the end of the can.
5. **Insert Sparkles** – Stand the can on end with the metal end down. Place several pinches of sequins and glitter on top of the wrap. Do not overcrowd the area – it is essential that the sequins and glitter have room to shift into new patterns.
6. **Add the Lid** – Snap the plastic lid over the sequins. It will hold them into place and still allow room for them to shift. Now look through the opening of your kaleidoscope and rotate the tube to create new images and patterns.

#12

This item is worth 1 point.

Correct response is C.

12 Which word in the passage indicates chronological order?

- A. Carefully
- B. Place
- C. Now
- D. Gently

#13

This item is worth 1 point.

Correct response is C.

13 Based on the passage, what is the **most** important thing to remember when putting sequins and glitter on top of the wrap?

- A. "Secure it by wrapping masking tape around the end of the can."
- B. "Stand the can on end with the metal end down."
- C. "Do not overcrowd the area."
- D. "Snap the plastic lid over the sequins."

#14

*This item is worth 1 point.
Correct response is C.*

14 At which step do you fold the mirror?

- A. Punch the Hole**
- B. Build the Mirror**
- C. Insert the Mirror**
- D. Insert Sparkles**

#15

*This item is worth 1 point.
Correct response is B.*

15 What is the author's purpose for writing the passage?

- A.** To persuade the reader to make their own creation.
- B.** To provide information about building a kaleidoscope.
- C.** To inform the reader about kaleidoscope history.
- D.** To entertain the reader with an article about creating a science project.

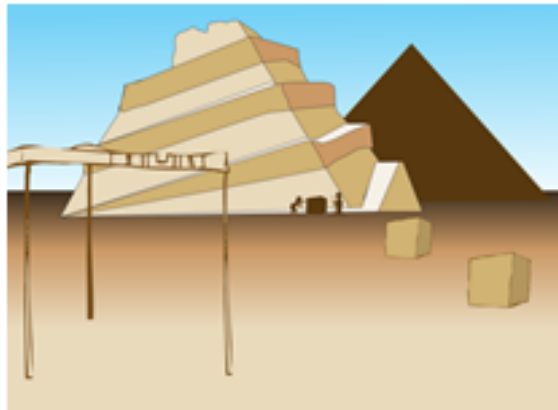
“A Part of the Whole” – Passage for items #16 -20.

- *Lexile Measure: 930L*
- *Mean Sentence Length: 15.26*
- *Word Count: 412*

DIRECTIONS

Read the passage and answer questions 16 through 20. Fill in the correct circle on your answer document for each question.

A Part of the Whole



Ahmosé stood with his uncle and gazed up at the pyramid towering before them. It rose out of the desert like a majestic mountain. Thousands of huge stones were stacked one on top of another, and an earthen ramp hugged the pyramid like a sturdy arm. Ahmosé had travelled from his home village far away and he was excited to be so close to the pyramid.

At the base of the pyramid was a small city of tents. People crowded in the open spaces, and their voices mixed with the braying of camels. Thin wisps of smoke swirled over the low walls of bakeries, and Ahmosé could smell freshly baked bread. He was so caught up in the sights and sounds that he didn't realize his uncle was talking to him until the older man touched him on the arm.

"Now it's time to find our tent," Ahmosé's uncle said. Ahmosé grinned at his uncle. This was the day he had been anticipating his whole life - the day when he would have the chance to help build the pyramid. Now as he and his uncle made their way through the maze of tents, Ahmosé could hardly believe he was actually here.

The next morning, Ahmose and his uncle rose before the sunrise and went to the bakery. Ahmose's uncle lit the ovens, and Ahmose stirred bread dough. Ahmose helped his uncle bake loaf after loaf while the pyramid loomed over them. Soon, hordes of workers lined up for breakfast. Ahmose would just finish baking one loaf and handing it out when more workers would appear, their hands outstretched.

As Ahmose worked through the morning, he began to realize that his job was to bake bread for the builders, not to build a pyramid. His disappointment was very strong. Ahmose heard one of the builders say to his uncle, "If we had to suffer through one more day of the other bakers' bread, we were going to quit." The other workers agreed, and Ahmose's uncle laughed.

"It looks like you have a new helper," said another worker.

"This is my nephew, Ahmose." The boy could hear the pride in his uncle's voice.

"Well, if he's half as good as you, then we'll all get this pyramid built, one loaf of bread at a time," laughed the man.

Ahmose looked at the huge structure rising above him. For the first time, he realized that the pyramid was made of much more than just stones.

#16

This item is worth 1 point.

Correct response is D.

16 What is the connection between baking the bread and building the pyramid?

- A. Building pyramids makes you hungry.
- B. Hard work is necessary to build pyramids.
- C. Freshly baked bread is part of a good breakfast.
- D. People who feed workers are as necessary as the workers.

#17

This item is worth 1 point.

Correct response is C.

- 17** Which statement from the passage relates to the illustration?
- A. "We'll all get this pyramid built, one loaf of bread at a time."
 - B. "He would have the chance to help build the pyramid."
 - C. "An earthen ramp hugged the pyramid like a sturdy arm."
 - D. "He realized that the pyramid was made of much more than just stones."

#18

This item is worth 1 point.

Correct response is D.

- 18** Which word **best** describes Ahmose's feelings toward baking bread at the end of the passage?
- A. bored
 - B. disappointed
 - C. intelligent
 - D. proud

#19

This item is worth 1 point.

Correct response is C.

- 19** Which sentence **best** describes the main conflict in the passage?
- A. Ahmose and his uncle needed to find their tent.
 - B. Ahmose is excited to be so close to the pyramid.
 - C. Ahmose realizes he will not be working on the pyramid.
 - D. Ahmose handed out one loaf of bread and more workers would appear.

#20

This item is worth 1 point.

Correct response is C.

- 20** What is the main idea of the passage?
- A. Bakers need helpers to feed the hungry pyramid workers.
 - B. Ahmose anticipated working on the pyramids his whole life.
 - C. Workers and bakers are both important to building a pyramid.
 - D. Ahmose travelled from his home village to help build the pyramids.

Monitor students' progress on the Reading subtest until all students have completed question 20.

SAY We have finished the Reading activity.

Provide students with a break before continuing on to Writing.

| |
|--------------------|
| <h1>Session 3</h1> |
| <h2>Writing</h2> |

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

Please have two sheets of blank or lined scratch paper available for each student. This scratch paper should be distributed before students begin the open-ended writing prompts – numbers 20 and 21 – for the second portion of the Writing test. The student response for number 20 will be written on page 3 and the response for number 21 on page 4. The scratch paper will not be scored. During the Writing session, students may be allowed to take notes in the test book, but not on the answer document.

SAY The Writing session is administered in two parts. The first part of the test is a series of multiple-choice questions, and the second part has two open-ended writing prompts.

Now, we will begin the Writing portion of the test. Talking during the Writing portion of the test is not allowed. If it helps you to select your answer choice, you may write in your test book.

Turn to page 19 of the test book. Now open your answer document to page 2. Locate the Writing section.

Verify that all students have their test books and answer documents open to the correct pages.

SAY Find the directions at the top of the page of the test book.

Read the directions to yourself as I read them aloud.

Directions: Read the questions and the answers. Fill in the correct circle on your answer document.

DIRECTIONS

Read the questions and the answers. Fill in the correct circle on your answer document.

SAY You will do questions 1 through 19. When you have finished number 19, stop and put down your pencil. You may begin.

Allow students time to complete questions 1 through 19.

#1

*This item is worth 1 point.
Correct response is B.*

- 1** Which sentence uses capitalization correctly?
- A. Our favorite science teacher is dr. Joe Ortiz.
 - B. Our favorite science teacher is Dr. Joe Ortiz.
 - C. Our favorite Science teacher is Dr. Joe Ortiz.
 - D. Our favorite Science teacher is dr. Joe Ortiz.

#2

*This item is worth 1 point.
Correct response is D.*

- 2** Read the sentence.
- Kara is buying bananas at the store.
- Which word belongs in the underlined part of the sentence?
- A. away
 - B. out
 - C. toward
 - D. correct as is

#3

*This item is worth 1 point.
Correct response is C.*

- 3** Which word is spelled correctly?
- A. tawgth
 - B. tought
 - C. taught
 - D. thaught

#4

This item is worth 1 point.

Correct response is B.

4

Which sentence uses punctuation correctly?

- A. In the evening I do my homework before playing video games.
- B. In the evening, I do my homework before playing video games.
- C. In the evening I do my homework, before playing video games.
- D. In the evening, I do my homework, before playing video games.

#5

This item is worth 1 point.

Correct response is B.

5

Which sentence uses punctuation correctly?

- A. I arrived at the bus stop at: 8:00 a.m., but the bus didn't come until 8:15 a.m.
- B. I arrived at the bus stop at 8:00 a.m., but the bus didn't come until 8:15 a.m.
- C. I arrived at the bus stop at 800 a.m., but the bus didn't come until 815 a.m.
- D. I arrived at the bus stop at: 800 a.m., but the bus didn't come until 815 a.m.

#6

This item is worth 1 point.

Correct response is C.

6

Which sentence uses punctuation correctly?

- A. Beyond this, continued Dr. King, "I am in Birmingham because injustice is here."
- B. "Beyond this, continued Dr. King, I am in Birmingham because injustice is here."
- C. "Beyond this," continued Dr. King, "I am in Birmingham because injustice is here."
- D. "Beyond this," continued Dr. King, I am in Birmingham because injustice is here.

#7

This item is worth 1 point.

Correct response is A.

7

Read the sentence.

She is horseback riding in the beach.

Which words belong in the underlined part of the sentence?

- A. on the beach.
- B. with the beach.
- C. during the beach.
- D. correct as is

#8

This item is worth 1 point.

Correct response is B.

8

Read the sentence.

Did you hear that computer services will update all
employee's computers with the new software?

Which words belong in the underlined part of the sentence?

- A. employees computers
- B. employees' computers
- C. employees computer's
- D. correct as is

#9

This item is worth 1 point.

Correct response is D.

9

Read the sentence.

When the phone rang, I realized I had slept too long.

Which words belong in the underlined part of the sentence?

- A. has slept
- B. had slept
- C. have sleeping
- D. correct as is

#10

This item is worth 1 point.

Correct response is A

10

Read the paragraph from a student essay.

_____ During the month of March, students turn in used books from home that their families no longer want. Students receive one ticket for each book they turn in. On the last day of school, students exchange each ticket they have for one of the collected books.

Which sentence belongs in the blank space?

- A. My school has a book exchange for students at the end of every school year.
- B. Students at my school like exchange their tickets for used books.
- C. Students at my school read more books during the spring.
- D. My school encourages students to read library books.

#11

This item is worth 1 point.

Correct response is A.

11

Read the sentence.

When the phone rang, it waked up my sister and me.

Which words belong in the underlined part of the sentence?

- A. woke up
- B. wakes up
- C. was waking up
- D. correct as is

#12

This item is worth 1 point.

Correct response is D.

12 Read the paragraph from a student essay.

_____ There they'll find prey such as mice, squirrels, and groundhogs that comprise much of their diet. The sandy loam soil makes it easier for them to unearth these burrowing creatures as well as to dig dens for their own use.

Which sentence belongs in the blank space?

- A. They prefer open country to rocky soil.
- B. The fields are full of holes called burrows.
- C. The grasses hide entrances to their underground homes.
- D. Open grasslands are typical habitat for the American badger.

#13

This item is worth 1 point.

Correct response is C.

13 Read the paragraph from a student essay.

The school administration has decided that student parking on campus will no longer be permitted. _____, student council is collecting signatures on a petition demanding that parking for students be reinstated. The student council president will present the petition at the next school board meeting.

Which word or words belongs in the blank space?

- A. Second
- B. Similar to
- C. As a result
- D. Furthermore

#14

This item is worth 1 point.

Correct response is B.

- 14** Read the paragraph from a student essay.

Jessica reviewed her list before leaving home and planned her route. She would begin with the post office, then travel to the bank. Jessica would meet her friend Ann near the bank for lunch. Following lunch, Jessica would stop for groceries and pick up her dog at the veterinarian. _____

Which sentence belongs in the blank space?

- A. Her dog, Spotty, seemed to be very tired lately.
- B. Heading home, she might think about an afternoon nap.
- C. Jessica was happy that Ann was her best friend in high school.
- D. She would buy all the ingredients for her favorite recipe at the grocery store.

#15

This item is worth 1 point.

Correct response is C.

- 15** Read the paragraph from a student essay.

As he reviewed his teacher's outline, Derek developed a plan to complete his research report. The initial step was to investigate his topic in order to develop a thesis statement. Then he selected and reviewed several sources online and found two books at the library. _____ His first draft was due for teacher evaluation by the end of the week.

Which sentence belongs in the blank space?

- A. The library is his favorite place to go after school.
- B. Books are better for research than online sources.
- C. As he read, he took notes and developed a rough draft.
- D. Writing a research report is not that hard when you have a plan.

#16

This item is worth 1 point.

Correct response is A.

16 Read the paragraph from a student essay.

(1) Harriet Tubman was born a slave in Maryland in 1822. (2) When she was 29 years old, she escaped from slavery and fled to Philadelphia. (3) During the years following her escape, she returned to the South 19 times. (4) She would help more than 300 slaves escape. (5) Later in life, Harriet would help fight for women's rights. (6) She inspired many generations of people who fought for equality.

What is the best choice that will improve the sentence fluency of sentences 3 and 4?

- A.** During the years following her escape, she returned to the South 19 times, helping more than 300 slaves escape.
- B.** More than 300 slaves escaped when she went back to the South 19 times during the years following.
- C.** During the years following, more than 300 slaves escaped when she went back to the south 19 times.
- D.** More than 19 times, she returned to the South to help more than 300 slaves escape during the years following her escape.

#17

This item is worth 1 point.

Correct response is B.

17 Which sentence is correct?

- A.** My grandfather can speaks Spanish.
- B.** My grandfather could speak Spanish.
- C.** My grandfather could speaks Spanish.
- D.** My grandfather can speaking Spanish.

#18

This item is worth 1 point.

Correct response is A.

18 Read the sentence.

The science teacher asked us to classify animals by their species.

Look at the dictionary entry for classify.

clas si fy, (klas-uh-fī) v. **1** to arrange (people or things) into groups based on ways that they are alike v. **2** to assign (someone or something) to a particular group v. **3** To limit or restrict the availability of information to authorized people. ANT – disarray, disorder, upset.

Which word could replace classify in the sentence?

- A. group
- B. limit
- C. restrict
- D. upset

#19

This item is worth 1 point.

Correct response is A.

19 Florence has chosen to research three of the most influential people during the Civil War period in American history.

Which source is **best** to use for this assignment?

- A. A book with Civil War era biographies.
- B. A map of the United States from 1864.
- C. A book about Civil War battles in the South.
- D. A search on the internet for "Abraham Lincoln."

SAY This concludes the first portion of the Writing test.

Provide students with a break before beginning number 20.

Pass out two pieces of blank or lined scratch paper to each student.

SAY Look at page 30 of your test book and turn to page 3 of your answer document. Read the directions to yourself as I read them aloud.
Directions: For items 20 and 21, follow the directions to write a paragraph. Think about what you want to include in your paragraph before you begin to write. Use the scratch paper provided to make notes, organize your thoughts, and write a draft. Write your final response to item 20 on page 3 of the answer document. Write your final response to item 21 on page 4 of the answer document. There is a checklist following each item in your test book. Use the checklist to help you in your writing.

When you have finished numbers 20 and 21, stop and put down your pencil.

DIRECTIONS

For items 20 and 21, follow the directions to write a paragraph. Think about what you want to include in your paragraph before you begin to write. Use the scratch paper provided to make notes, organize your thoughts, and write a draft. Write your final response to item 20 on page 3 of the answer document. Write your final response to item 21 on page 4 of the answer document. There is a checklist following each item in your test book. Use the checklist to help you in your writing.

SAY Turn to page 31.
Look at number 20.
You may begin now.

Monitor students' progress on the extended writing prompts until all students have complete question 21.

#20

This item is worth 5 points.

Score with Rubric III-V.W

- 20** On page 3 of your answer document, write an expository paragraph that explains what it is like to live in Arizona.

Be sure to include:

- A topic sentence.
- Supporting details.
- A conclusion.

Check Your Writing: Expository Writing

- ☐ Present information about the topic.
- ☐ Use a topic sentence, supporting details, and a conclusion.
- ☐ Use words that explain the topic.
- ☐ Use a variety of complete sentences.
- ☐ Use correct capitalization, punctuation, and grammar.

#21

This item is worth 5 points.

Score with Rubric III-V.W.

- 21** On page 4 of your answer document, write a persuasive paragraph in which you take a position on what needs to be changed to improve your school.

Be sure to:

- State your position.
- Give reasons to support your position.

Check Your Writing: Persuasive Writing

- ☐ State a position on the issue.
- ☐ Support the position with evidence.
- ☐ Use persuasive words.
- ☐ Use a variety of complete sentences.
- ☐ Use correct capitalization, punctuation, and grammar.

Observe when students have completed the extended writing prompts.

SAY We have completed the Writing activity.

Session 4

Speaking

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

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

SAY Today we're going to do an interesting Speaking activity. All you need to do is to answer some questions in English. Turn to page 33 of your test book.

#1

Unscored Practice Item

SAY What is your first and last name?

Pause for student response.

#2

Unscored Practice Item

SAY How old are you?

Pause for student response.

#3

Item is worth 4 points.

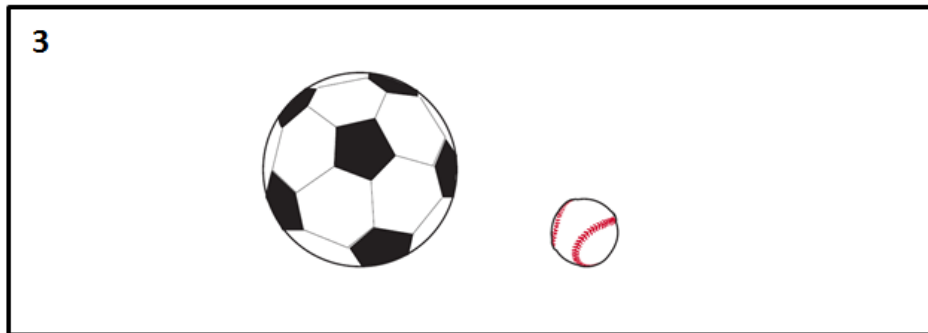
Score with rubric II-V.S.4.

SAY Look at number 3. Look at the pictures. How are they different?

Pause for student response.

SAY How are they similar?

Pause for student response.



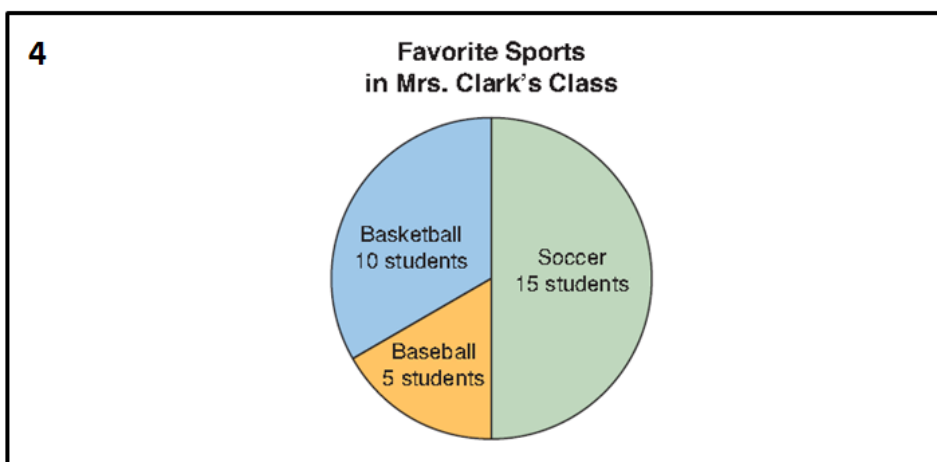
#4

Item is worth 4 points.

Score with rubric II-V.S.4.

SAY Look at number 4. Look at the circle graph. Please answer in complete sentences. Which sport is the favorite in Mrs. Clark's class?

Pause for student response.



SAY How many students in Mrs. Clark's class like baseball best?

#5

Item is worth 4 points.

Score with rubric II-V.S.4.

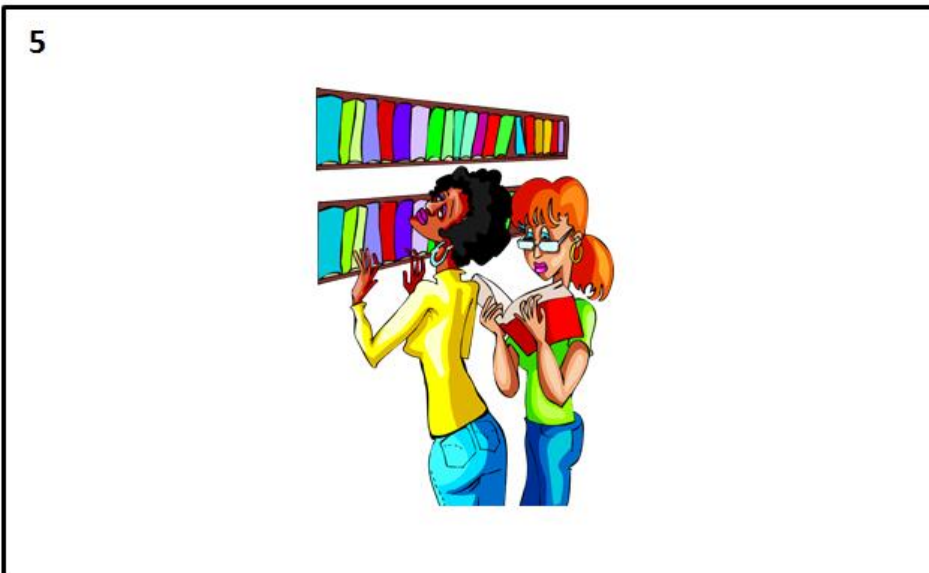
SAY Now turn to page 34. Look at number 6. Look at the picture.

Ask me one question about the picture.

Pause for student response.

SAY Ask me another question about the picture.

Pause for student response.



#6

Item is worth 4 points.

Score with rubric II-V.S.4.

SAY Look at number 6. Look at the chart. Please answer in complete sentences.

What is one thing that you learn from the information in the chart?

Pause for student response.

SAY Tell me one more thing that you learn from the information in the chart.

Pause for student response.

| | | | | |
|---|---|-----|------|------|
| 6 | Top Winning World Cup Teams as of July 2014 | | | |
| | | | | |
| | Name of Team | Win | Draw | Loss |
| | Brazil | 70 | 17 | 17 |
| | Germany | 66 | 20 | 20 |
| | Italy | 45 | 21 | 17 |
| | Argentina | 42 | 14 | 21 |
| | Spain | 29 | 12 | 18 |
| | England | 26 | 20 | 16 |

#7

Item is worth 4 points.

Score with rubric II-V.S.4.

SAY Look at number 7.

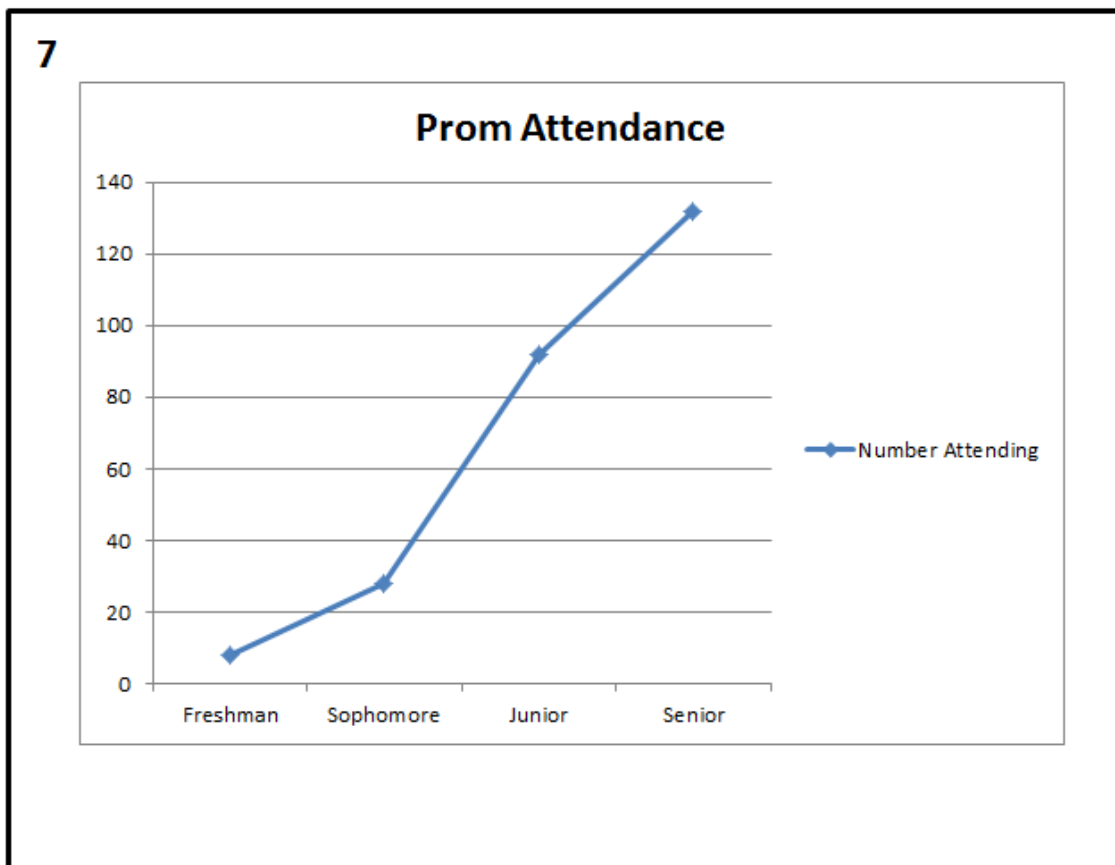
Look at the chart. Please answer in complete sentences.

Based on the chart for “Prom Attendance,” predict one thing about next year’s prom attendance.

Pause for student response.

SAY Predict one more thing about next year’s prom attendance.

Pause for student response.



#8

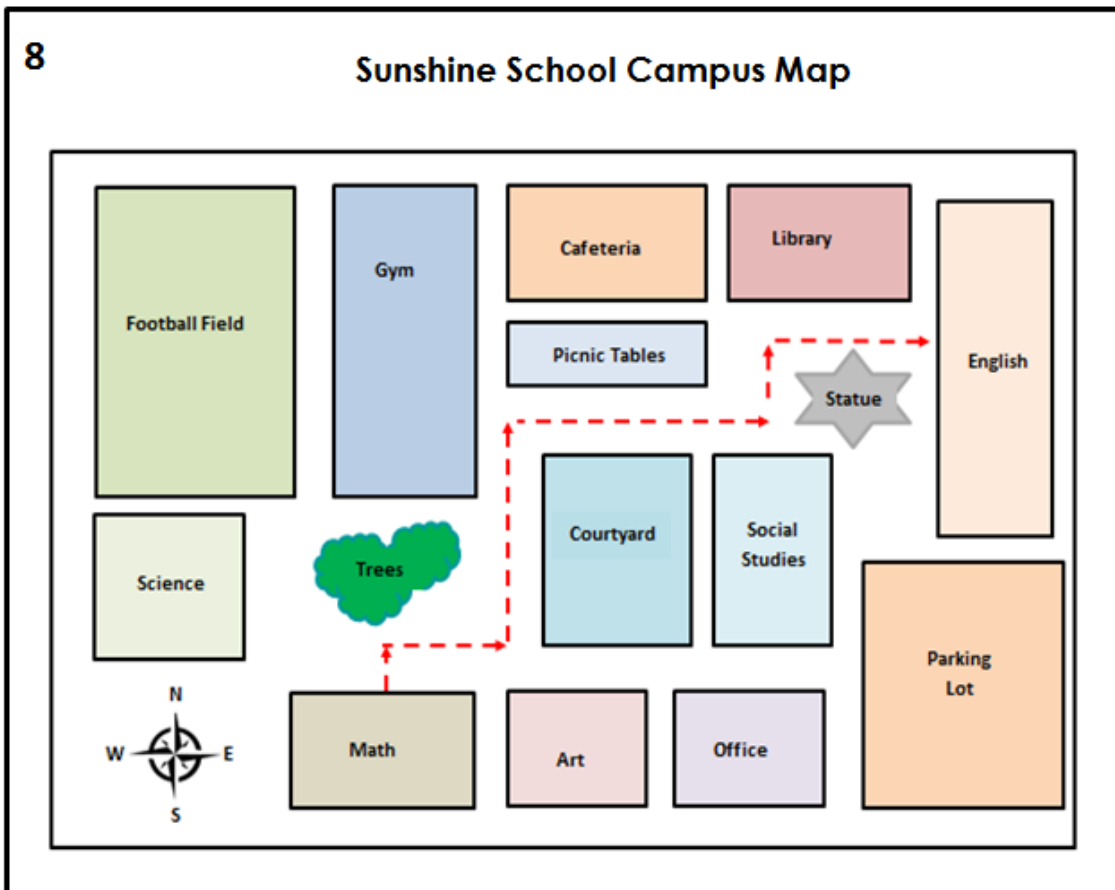
Item is worth 4 points.

Score with rubric II-V.S.4.

SAY Look at number 8.

Look at the map of the high school campus.

Please answer in two or more complete sentences. Use the path marked on the map to tell how to get from the Math building to the English building.



#9

Item is worth 4 points.

Score with rubric II-V.S.4.

SAY Look at number 9.

Follow along as I read the statement. Students should be allowed to listen to music using headphones, while working on assignments in class.

Please answer in complete sentences.

SAY Do you agree or disagree with this statement?

Pause for student response.

SAY Explain why you agree or disagree that “Students should be allowed to listen to music using headphones, while working on assignments in class.”

9

Students should be allowed to listen to music using headphones, while working on assignments in class.

SAY You can now close your book. The Speaking test will continue for questions 10 through 21.

You can now close your book.
The Speaking test will continue
for questions 10 through 21.

Test continues. Please read questions 10 – 21 aloud to the student.

#10

Item is worth 4 points.

Score with rubric II-V.S.4.

SAY Next, please answer in two or more complete sentences. Tell about a time you went shopping with a friend or relative. Include who the person was and why you went shopping.

Pause for student response.

#11

Item is worth 4 points.

Score with rubric II-V.S.4.

SAY Next, please answer in complete sentences. What is your favorite time of the year?

Pause for student response.

SAY Why is that your favorite time of the year?

Pause for student response.

#12 through #21 repeats

Individual repeat items are worth .4 points – repeat total is worth 4 points. Begin the repeat section as scripted below.

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

#12

SAY Remember, you should not leave campus during school hours.

Pause for student response.

#13

SAY Do you know where the nurse's office is?

Pause for student response.

#14

SAY The library will be closed on Saturday.

Pause for student response.

#15

SAY To raise money to go to the convention, student government will be selling cookies at lunch.

Pause for student response.

#16

SAY The literature study is on the complete works of Jane Austin.

Pause for student response.

#17

SAY In science class, we learned the four main steps of photosynthesis.

Pause for student response.

#18

SAY I can demonstrate the relationship between x and y on a graph.

Pause for student response.

#19

SAY Before exiting the lunchroom, students must clean up after themselves.

Pause for student response.

#20

SAY Legislation was passed during the Civil War which was critical to economic development.

Pause for student response.

#21

SAY The bookstore is accepting applications for employment.

Pause for student response.

SAY Now we have finished the Speaking activity.

Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #20 and #21

Score 5: Ideas are expressed and developed clearly; conventions of Standard English are successfully incorporated; sentences are varied with both simple and complex structures; writing is organized and clearly moves from one sentence to the next; writing is focused and descriptive. A score point 5 will include:

- An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.
- Command of grammar (including syntax) and usage with few or no errors.
- Correct capitalization and end punctuation; infrequent errors in internal punctuation.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- Recognizable organization that allows the reader to follow the text from beginning to end.
- Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.
- Prompt/question addressed either in a statement or with clear implication.

Score 4: Main idea is evident and development is present. Writing includes minimal errors in Standard English conventions that do not impede communication of the text. There is variation of sentence structures; simple sentences prevail. Vocabulary is appropriate. Student uses transitions although they are repetitive or missing at times. A score point 4 will include:

- An idea and details or characters and setting as appropriate.
- Minimal errors in grammar (including syntax) and usage that do not impede communication.
- Infrequent errors in capitalization and punctuation do not impede communication.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- An organization that incorporates transitional words to guide the reader through the text, from beginning to end.
- Words and phrases that address the topic and audience using academic language although inconsistencies are noted.
- Evidence of connection to the prompt/question, stated or implied.

Score 3: Main idea is present; few details are evident although some are general. Writing includes errors in Standard English conventions which impede communication. There is a hint of sentence variation, but attempts are often unsuccessful. Vocabulary is limited. A score point 3 will include:

- Main idea present; details randomly placed; simplistically stated character(s) and/or setting as appropriate.
- Errors in grammar (including syntax) and usage that begin to confuse the reader.
- Frequent errors in capitalization and punctuation that begin to impede communication.

- Frequent spelling errors that begin to impede reader's comprehension.
- Organization difficult to follow; transitions often missing; beginning and/or ending that may be missing.
- Repetitive use of words and phrases.
- Some evidence of connection to the prompt/question stated or implied.

Score 2: Main idea is discernible; details are not always tied to an idea and are sometimes off topic. Errors in Standard English conventions impede communication. Sentences are often incomplete or are simplistic in structure. Vocabulary is limited and repetitive. A score point 2 will include:

- Ideas vague and/or simplistic; details sometimes unrelated; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- Beginning capitalization and end punctuation are often incorrect. Internal punctuation not correct if used.
- Spelling errors that impede reader's comprehension.
- Organization non-existent; no cohesiveness among the sentences; beginning and ending missing.
- Repetitive and/or incorrect words and phrases.

Score 1: No main idea is present; there is only a list of English words and phrases with no connection to one another. The use of Standard English conventions is not evident. Sentences are incomplete or are random words strung together. Vocabulary is the repetition of a few words that offer no cohesive meaning. A score point 1 will include:

- Absence of ideas; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- No consistent evidence of capitalization and punctuation.
- Spelling errors that impede the reader's comprehension.
- Organization non-existent; no cohesiveness among the words and phrases; beginning and ending missing.

Score 0: This score point is applied in any of the following conditions:

- Blank page
- Language other than English
- Off-topic response
- Restatement or copying of the prompt
- Illegible or unintelligible response
- Evidence of teacher interference or student cheating

Speaking Rubric

Rubric ID: II-V.S.4 (Extended Response)

Stages II-V

0-4 points

Use for items #3 through #11

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

Score 4: Student formulates a response in correct understandable English using two or more sentences based on given stimuli.

- Student responds in complete declarative or interrogative sentences.
- Grammar (including syntax) errors are not evident and do not impede communication.
- Student responds with clear and correct pronunciation.
- Student responds using correct syntax.

Score 3: Student formulates a response in understandable English using two or more sentences based on a given stimuli.

- Student responds in complete declarative or interrogative sentences.
- Sentences have minor grammatical (including syntax) errors.
- Student responds with clear and correct pronunciation.

Score 2: Student formulates an intelligible English response based on given stimuli.

- Student does not respond in two complete declarative or interrogative sentences.
- Student responds with errors in grammar (including syntax).
- Student attempts to respond with clear and correct pronunciation.

Score 1: Student formulates erroneous responses based on given stimuli.

- Student does not respond in complete declarative or interrogative sentences.
- Student responds with significant errors in grammar (including syntax).
- Student does not respond with clear and correct pronunciation.

Score 0:

- Student formulates responses in non-English.
- Student does not respond.

Scoring Repeat Items

Use for items #12 through #21

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

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

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

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

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