



AZELLA

Stage III

Sample Test

TEACHER'S EDITION



Grades 3-5



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Purpose and Use of the AZELLA Stage III Sample Test

This is the Teacher's Edition of the AZELLA Stage III 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 III Sample Test Book and the Stage III Answer Document.

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

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

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 III 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 III 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. Because both the Stage I and Stage II AZELLA tests allow students to record their responses in their

test books, the use of an external answer document may be new to third grade students.

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 III 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 III Reassessment. The test 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 III Reassessment.

Although the Stage III 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 III Reassessment Test. The remaining items are similar to actual item types, but do not appear on the Stage III 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 III 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 six (6) multiple choice items that are worth 1 point each.

The Stage III Sample Test items include comprehension skills from the ELPS. These include: understanding the elements of a story (e.g., main ideas, details), sequencing a series of events, summarizing the main idea and details from a presentation, and following multi-step directions.

Reading Section

The Reading section of this test can be administered in a group setting. This section includes seventeen (17) 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 III Sample Test provides items in each of the three major Reading areas as assessed by the Stage III 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 III 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. 4.8; (e.g. first, next, after, finally, today, now, meanwhile, not long ago)
- Compare/Contrast - P.I. 4.9 (e.g. similarly, on the other hand, however, yet, in spite of)
- Cause/Effect - P.I. 4.10 (e.g. as a result of, consequently, so that, because of, since)

For the Stage III Reassessment, students will be tested using both fiction and non-fiction passages. The Sample Test passages include expository, functional, and narrative 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, 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 listed above 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 portion of the Sample Test has been completed, students should be provided with a break before continuing on to the Writing test.

Writing Section

The Writing section of this test can be administered in a group setting. This section includes thirteen (13) 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 on 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 III of the Writing domain of the

ELPS (Standard 2; P.I. 7) include: simple present, past, and future; present and past progressive.

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 addressed in these 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 other word order rules.

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 III Reassessment.

Before moving on to the two extended writing items, a break should be provided after students complete the multiple choice questions (item numbers 1 – 13).

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 III 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 III 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 III Reassessment may address any of the writing application genres included in the ELPS: Narrative, Expository, Functional, or Persuasive (Standard 1).

Item number 14 can be found on page 22, and item number 15 can be found on pages 23 and 24. These two items require the writing of a single paragraph based on a picture or series of pictures. The scoring rubric for these items begins on page 47 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-two (22) items: three (3) unscored practice items, three (3) short answer items (Oral Reading) worth one point each, six (6) extended responses worth 4 points each, and ten (10) repeat items worth .4 points each. The scoring rubrics for Oral Reading and Speaking items begin on page 49 of this Teacher's Edition.

Speaking items numbers one (1), two (2), and three (3) are actual unscored practice items from the Reassessment Test. These items are the first three questions students will hear when they begin the telephone administration of the Stage III Speaking test. Audible responses to these three questions must be provided for the scored part of the Speaking subtest to be activated. These questions are included in this Sample Test to help students feel comfortable when the actual Speaking test begins.

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:
 - Tell me what is happening in the picture. (*Pause for response.*) Tell me what will probably happen next. (*Pause for a second response.*)
 - Look at the picture and ask me a question. (*Pause for response.*) Ask me another question. (*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 make a prediction based on a graphic stimulus.

- 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 14 through 23), 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 III Reassessment, the estimated Stage III Sample Test administration times are as follows:

Domain	Estimated time	Administration
Listening	10 minutes	Small group
Reading	20 - 30 minutes	Small group
Writing	30 - 45 minutes	Small group
Speaking	10 - 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 session, students are 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 III 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 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. Do not take notes on your answer document.

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

Make sure students have opened their test books and answer documents to the beginning of the Listening section.

SAY We will begin the Listening section. Remember, you are able to take notes in your test book.

#1

This item is worth 1 point.

Correct response is C.

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

Look at number 1. Look at the pictures.

Listen to the words: (A) bird, (B) apple, (C) pencil, (D) hammer

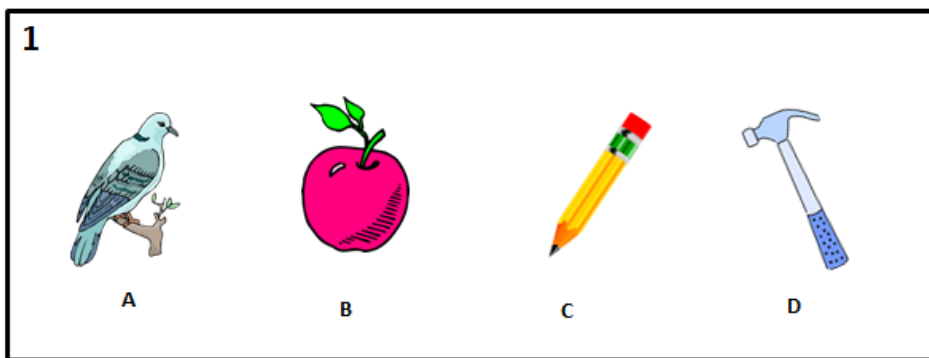
Which picture has the same first sound as parrot?

Listen to the words again: bird, apple, pencil, hammer.

Which picture has the same first sound as parrot?

Mark your answer.

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



#2

This item is worth 1 point.

Correct response is D.

SAY Look at number 2.
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.**

- 2
- 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.

#3

This item is worth 1 point.

Correct response is C.

SAY Look at number 3.

Listen to the passage.

“Arizona offers many hiking opportunities. The state’s forests, deserts, and canyons provide hours of hiking. Arizona supplies trail information for hikers. There are maps and guides to help hikers get ready to explore Arizona.”

Now listen to the passage again to answer the question:

What is the main idea of the passage?

“Arizona offers many hiking opportunities. The state’s forests, deserts, and canyons provide hours of hiking. Arizona supplies trail information for hikers. There are maps and guides to help hikers get ready to explore Arizona.”

What is the main idea of the passage?

Listen to the answer choices. The answer choices are (A) Hikers explore canyons. (B) Hikers use maps and guides. (C) Arizona is a great place for hikers. (D) Arizona has forests, deserts, and canyons.

Mark your answer.

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

- 3**

 - A.** Hikers explore canyons.
 - B.** Hikers use maps and guides.
 - C.** Arizona is a great place for hikers.
 - D.** Arizona has forests, deserts, and canyons.

#4

This item is worth 1 point.

Correct response is B.

SAY Look at number 4.

Listen to the passage.

“As soon as Sara arrives at school, she reads with her group. Afterwards, she learns about science. Before she goes to recess, she has lunch. Practicing math follows recess.”

Now listen to the passage again to answer the question. What does Sara do after recess?

“As soon as Sara arrives at school, she reads with her group. Afterwards, she learns about science. Before she goes to recess, she has lunch. Practicing math follows recess.”

What does Sara do after recess?

Listen to the answer choices. The answer choices are (A) Lunch (B) Math (C) Reading (D) Science

Mark your answer.

- | |
|--|
| <p>4</p> <ul style="list-style-type: none">A. LunchB. MathC. ReadingD. Science |
|--|

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

#5

This item is worth 1 point.

Correct response is B.

SAY Look at number 5.

Listen to the passage.

“Both sea turtles and tortoises are reptiles and lay eggs on land. Sea turtles have webbed feet for swimming. Tortoises have round feet for digging. Tortoises live on hot and dry land. Sea turtles spend most of the time in water.”

Now listen to the passage again to answer the question. How are sea turtles and tortoises alike?

“Both sea turtles and tortoises are reptiles and lay eggs on land. Sea turtles have webbed feet for swimming. Tortoises have round feet for digging. Tortoises live on hot and dry land. Sea turtles spend most of the time in water.”

How are sea turtles and tortoises alike?

Listen to the answer choices. The answer choices are (A) They both swim. (B) They both lay eggs. (C) They both live on land. (D) They both have round feet.

Mark your answer.

- 5**

 - A.** They both swim.
 - B.** They both lay eggs.
 - C.** They both live on land.
 - D.** They both have round feet.

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

#6

This item is worth 1 point.

Correct response is C.

SAY Look at number 6.

Listen to the passage.

“Miss Carrol has a science experiment for her class. First, the students need to wrap a wire around a long nail. Then, they will connect both ends of the wire to a small battery. The battery should be held in place for 30 seconds. Once the battery is removed, the students are finally ready to try their new magnets.”

Now listen to the passage again to answer the question.

Which step comes just before the students try their new magnets?

“Miss Carrol has a science experiment for her class. First, the students need to wrap a wire around a long nail. Then, they will connect both ends of the wire to a small battery. The battery should be held in place for 30 seconds. Once the battery is removed, the students are finally ready to try their new magnets.”

Which step comes just before the students try their new magnets?

Listen to the answer choices. The answer choices are (A) Connecting the wire to the battery. (B) Wrapping the wire around the nail. (C) Removing the battery from the wire. (D) Holding the battery in place for 30 seconds.

Mark your answer.

- | |
|---|
| <p>6</p> <ul style="list-style-type: none">A. Connecting the wire to the battery.B. Wrapping the wire around the nail.C. Removing the battery from the wire.D. Holding the battery in place for 30 seconds. |
|---|

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 Now we will begin the Reading portion of the test. You must remain silent until the conclusion of the testing session. The Reading section contains several passages followed by multiple-choice questions. 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. 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: Listen to the question and the answers. Fill in the correct circle on your answer document.

DIRECTIONS

Listen to the question and the answers. Fill in the correct circle on your answer document.

#1

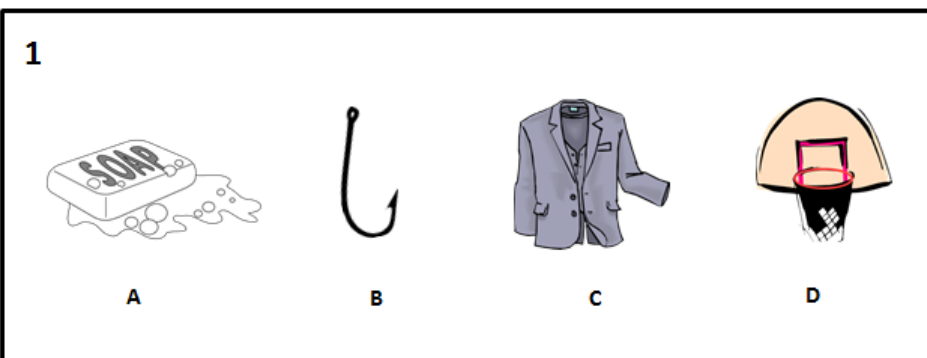
This item is worth 1 point.

Correct response is D.

SAY Look at Number 1.

Which word rhymes with soup? soap, hook, suit, hoop

Fill in the correct circle on your answer document.



Pause. Allow students time to complete question 1.

SAY Now look at the next set of directions on page 6.

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.

You will now answer questions 2 through 6. When you have finished number 6, stop and put down your pencil.

You may begin.

Allow students time to complete questions 2 through 6.

#2

This item is worth 1 point.

Correct response is B.

2 What is the base word of studied?

- A. stud
- B. study
- C. died
- D. studi

#3

This item is worth 1 point.

Correct response is B.

3 The dogs _____ in the distance.

Which word belongs in the blank?

- A. brown
- B. howled
- C. loudly
- D. smelled

#4

This item is worth 1 point.

Correct response is A.

4 If this list was in alphabetical order, which words would be last?

Cortez
Columbus
Cabot
Clark
Cousteau
Cook

- A. Cortez, Cousteau
- B. Cabot, Cook
- C. Clark, Cousteau
- D. Columbus, Cook

#5

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

- 5** Look at the dictionary entry for the word capacity.

ca-pac'-i-ty (kə pas ə te) n., pl. -ties **1.** The ability to contain, absorb, or receive
2. all that can be contained; volume

Which part of speech is the word capacity?

- A. adjective
- B. adverb
- C. noun
- D. verb

#6

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

- 6** Which word belongs in the blank?

Juan _____
to his sister.

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

SAY Turn to page 8 of the test book.

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

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

DIRECTIONS

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


You will do questions number 7 through number 17. When you have finished number 17, stop and put down your pencil.

Monitor students' progress on the Reading subtest until all students have completed the question 17.

“The Pocket” - Passage for item #7.

The Pocket

“What is in your pocket?” asked Mother. Mark took out toys, peanuts, and pennies. There were also some crayons, a cookie, and a ball. “See?” Mark said. “Nothing much!”



#7

This item is worth 1 point.

Correct response is C.

7 What is one thing in Mark's pocket?

- A. apples
- B. balloons
- C. pennies
- D. stones

“I Love to Bake Cakes” – Passage for items #8 – 10.

- *Lexile Measure: 700L*
- *Mean Sentence Length: 10.64*
- *Word Count: 298*

DIRECTIONS

Read the passage and answer questions 8 through 10. Fill in the correct circle on your answer document for each question.

I Love to Bake Cakes

I am not just an eater of cakes; I am also a baker of cakes. I know the favorite cakes of all my family members. Dad likes banana bread. Aunt Ruth likes pound cake. My cousin, Logan, likes raisin bread. Grandma likes carrot cakes. My sister likes fudge brownies. I like them all. I like to make cakes as much as I like to eat them.

Before I mix in the flour, I always sift it to make sure my cake is light and fluffy. After that, I will do whatever else it takes to get the batter ready. I may need to stir, mix, beat, whip, or blend the ingredients to get them ready to be baked.

But before I can bake the cake, I need to grease the pan and carefully pour the thick, smooth batter into the cake pan. It is important to clean the bowl, getting all the batter into the pan. However, licking the spoon after the job is complete is the best part for me. Once the pan is full of the batter, into the oven it goes.

While the cake is baking, I wash all the dishes. Then I keep watching the clock and peeking into the oven to see if the cake is done. It seems like such a long time. Finally, the cake is ready! I take the cake out of the oven to cool, and in just a little while longer, we are all ready for a special treat.

Aunt Ruth's Pound Cake Recipe

- 4 cups
- 3 cups sugar
- 4 cups flour
- 2 sticks butter
- 3/4 cup milk
- 2 teaspoons vanilla
- 6 eggs



Preparation

Preheat oven to 325 degrees. Grease the pan. Mix ingredients together for 3 minutes using an electric mixer. Pour batter into the greased pan. Bake for one hour and thirty minutes. Remove from the oven and cool the cake for about one hour.

#8

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

- 8** Which part of cake baking is represented by the illustration?
- A. pour the cake batter into the cake pan
 - B. whip or blend the ingredients
 - C. put the pan in the oven
 - D. sift the flour

#9

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

- 9** If the passage continues, what will the family **most** likely do next?
- A. The family will watch TV.
 - B. The family will eat the cake.
 - C. The family will bake brownies.
 - D. The family will wash the dishes.

#10

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

- 10** According to Aunt Ruth's Pound Cake recipe, what step comes right after greasing the pan?
- A. mixing the ingredients
 - B. preheating the oven 325 degrees
 - C. pouring batter into the greased pan
 - D. baking the cake for one hour and thirty minutes

“Zoo Party at Sun Valley Zoo” – Passage for items #11 – 13.

- *Lexile Measure: 890L*
- *Mean Sentence Length: 12.60*
- *Word Count: 189*

DIRECTIONS

Read the passage and answer questions 11 through 13. Fill in the correct circle on your answer document for each question.

Zoo Party at Sun Valley Zoo

On Saturday, September 7, the Sun Valley Zoo will have a special celebration. Our new spider monkey habitat will be one year old and we want everyone to join the party. If you have not yet seen where our spider monkeys live and play, you will love their new, and more natural, setting. This is a great time for you to meet all of our spider monkey family.

There will be special activities including art projects, storytelling, sing-alongs, and lots of other fun monkey business. If you visit our information booth during your visit, you will receive a special birthday gift.

We will have refreshments that can be enjoyed by humans and monkeys, too. We will have fresh fruit including bananas and apples instead of birthday cake. The celebration will end after the singing of “Happy Birthday.”

Ask for a map upon entering the park for the location of the Spider Monkey habitat.

The special celebration will be from 10:00 a.m. to 1:00 p.m.

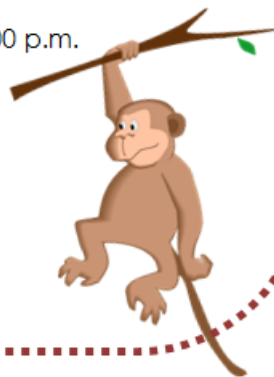
The zoo opens at 9:00 a.m. and closes at 6:00 p.m.

Tickets prices:

Adults: \$15

Students: \$8

Children under 5: Free



#11

This item is worth 1 point.

Correct response is A.

11 Why did the author write the passage?

- A. to inform the reader about an event at the zoo
- B. to describe to the reader the monkey's habitat at the zoo
- C. to persuade the reader to have birthday parties at the zoo
- D. to entertain the reader with a story about a spider monkey at the zoo

#12

This item is worth 1 point.

Correct response is D.

12 Which word from the passage signals when something will happen?

- A. This
- B. There
- C. instead
- D. after

#13

This item is worth 1 point.

Correct response is C.

13 What does the word habitat mean as it is used in the passage?

- A. animal
- B. event
- C. home
- D. party

“Family Math Night” – Passage for items #14 – 17.

- *Lexile Measure: 670L*
- *Mean Sentence Length: 11.57*
- *Word Count: 324*

DIRECTIONS

Read the passage and answer questions 14 through 17. Fill in the correct circle on your answer document for each question.

Family Math Night

“Mom, don’t forget that tonight is Family Math Night!” Eric exclaimed as he ran into the house after school.

“I hope I will be done with my work in time. I remember that Family Math Night begins at 7:00 p.m. If I can’t go, you may need to ask your brother to take you, or maybe ask grandma. Perhaps your father will be home in time.”

Eric looked for William. His eighth grade brother was sitting in the kitchen doing homework. “Can you take me to Family Math Night tonight, William?”

William replied, “I would like to take you, but I need to finish my homework first. Maybe you should ask grandma or dad if they can take you.”

Eric decided to call his grandma and ask her to take him to Family Math Night. She answered the phone after many rings saying, “I would love to take you, but I am in the middle of cooking dinner. Have you asked your father?”

When Eric’s father came home, he was very tired. When Eric asked him to take him to Family Math Night, he sighed deeply and said that he was hoping to stay home, eat dinner, and then read a book until bedtime.

Eric was very sad. He thought there was nobody who could take him to Family Math Night. He remembered how much fun he had the last time when he played a multiplication game with his mother. He wanted to try the measuring game that was planned for tonight.

Just then, Eric’s mother came into the room. “I am ready to go!” she said. Right behind her was William. He was ready to go, too. Eric heard the door open, and in walked Grandma. She was also ready to go. Just then, Dad walked into the room saying, “Don’t forget me!” So off they all went to Family Math Night, walking into the school right at 7:00 p.m.

#14

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

- 14** Which word **best** describes Eric at the beginning of the passage?
- A. excited
 - B. intelligent
 - C. sad
 - D. scared

#15

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

- 15** What is the **most** likely reason Eric wanted to go to Family Math Night?
- A. He liked to play math games.
 - B. He did not like to do homework.
 - C. He wanted to talk with his friends.
 - D. He did not want to be with his family.

#16

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

- 16** What conclusion can be made at the end of the passage?
- A. Eric's family is very busy.
 - B. Eric is a very good math student.
 - C. Eric considers math to be a very important subject.
 - D. Eric's family wanted him to attend Family Math Night.

#17

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

- 17** What is the **best** summary of the passage?
- A. It is very important to go to after school events so you can get better at math.
 - B. It is very important to do all your work before you attend after school events.
 - C. Eric was sad because he thought no one in his family could take him to Family Math Night.
 - D. Eric asked his busy family to take him to Family Math Night and they were all able to attend.

Observe when students have completed number 17.

SAY We have finished the Reading activity.

Provide students with a break before continuing on to Writing.

Session 3

Writing

The Writing Domain is administered in two portions. The first portion of the test is a series of multiple-choice questions, and the second portion has 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 – 14 and 15 – for the second portion of the Writing test. The student response for number 14 will be written on page 3 and the response for number 15 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 17 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.

You will do questions 1 through 13. When you have finished number 13, stop and put down your pencil.

You may begin.

Allow students time to complete questions 1 through 13.

#1

This item is worth 1 point.

Correct response is B.

1 Which word is spelled correctly?

- A. storys
- B. stories
- C. storeez
- D. storey's

#2

This item is worth 1 point.

Correct response is A.

2 Which sentence uses punctuation correctly?

- A. The children's coats are hanging in the closet.
- B. The childrens coats are hanging in the closet.
- C. The childrens' coats are hanging in the closet.
- D. The childrens coat's are hanging in the closet.

#3

This item is worth 1 point.

Correct response is C.

- 3** Which sentence uses capital letters correctly?
- A. Martin read *Diary of a wimpy kid* for his book report.
 - B. Martin read *Diary Of A Wimpy Kid* for his book report.
 - C. Martin read *Diary of a Wimpy Kid* for his book report.
 - D. Martin read *diary of a wimpy kid* for his book report.

#4

This item is worth 1 point.

Correct response is C.

- 4** Which sentence is correct?
- A. I having three kittens.
 - B. I haves three kittens.
 - C. I have three kittens.
 - D. I has three kittens.

#5

This item is worth 1 point.

Correct response is D.

- 5** Which word belongs in the blank?

The baby _____ a nap.

- A. is
- B. like
- C. need
- D. takes

#6

This item is worth 1 point.

Correct response is D.

- 6** Which word belongs in the blank?

I _____ not eat spinach.

- A. am
- B. is
- C. was
- D. will

#7

This item is worth 1 point.

Correct response is C.

7 Which word or words belong in the blank?

The class
_____ the
art museum for
a field trip.

- A. visit
- B. are visiting
- C. visited
- D. will visited

#8

This item is worth 1 point.

Correct response is C.

8 Which word belongs in the blank?

She had to
_____ a
project for her
science class.

- A. chooze
- B. chose
- C. choose
- D. chews

#9

This item is worth 1 point.

Correct response is D.

9 Which words belong in the blank?

They _____
animal habitats
on this website.

- A. are explore
- B. is exploring
- C. was exploring
- D. were exploring

#10

This item is worth 1 point.

Correct response is A.

- 10** Which sentence is correct?
- A. Have the students been working in teams on the project?
 - B. Was the students working in teams on the project?
 - C. Are the students been working in teams on the project?
 - D. Is the students working in teams on the project?

#11

This item is worth 1 point.

Correct response is C.

- 11** Which sentence is correct?
- A. Rose organize her desk yesterday.
 - B. Rose organizes her desk yesterday.
 - C. Rose organized her desk yesterday.
 - D. Rose organizing her desk yesterday.

#12

This item is worth 1 point.

Correct response is C.

- 12** Which sentence is correct?
- A. Sally's brother construct a robot using recycled materials.
 - B. Sally's brother constructing a robot using recycled materials.
 - C. Sally's brother is constructing a robot using recycled materials.
 - D. Sally's brother have constructed a robot using recycled materials.

#13

This item is worth 1 point.

Correct response is C.

- 13** Which sentence is correct?
- A.** The teacher label the parts of the plant last week.
 - B.** The teacher labels the parts of the plant last week.
 - C.** The teacher labeled the parts of the plant last week.
 - D.** The teacher labeling the parts of the plant last week.

When all students have finished question 13, you may want to provide a short break before progressing onto items 14 and 15. After the break, pass out two pieces of blank or lined scratch paper to each student.

SAY Look at page 21 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 14 and 15, 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 14 on page 3 of the answer document. Write your final response to item 15 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 14 and 15, stop and put down your pencil. Turn the page.

Look at number 14. You may begin.

Monitor students' progress on the extended writing prompts until all students have completed the question 15.

DIRECTIONS

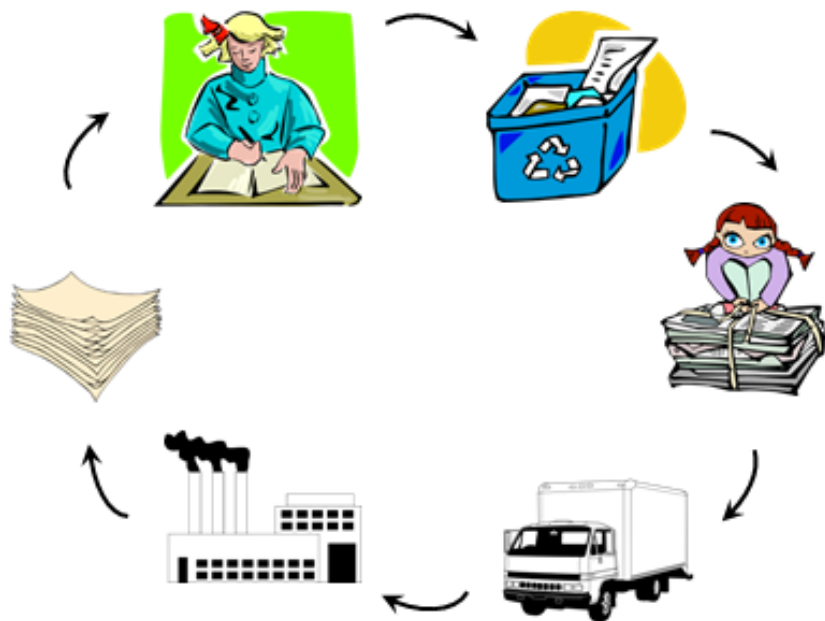
For items 14 and 15, follow the directions to write a paragraph. Think about what you want to include in your paragraph before you begin to write. Use the scratch paper provided to make notes, organize your thoughts, and write a draft. Write your final response to item 14 on page 3 of the answer document. Write your final response to item 15 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.

#14

This item is worth 5 points.

Score with rubric III-V.W.5.

14 Look at the picture of the paper recycling process.



On page 3 of your answer document, explain what the picture shows about the recycling process.

Be sure to include:

- All the steps.
- Details from the picture.

Check Your Writing: Expository Writing

- ☐ Explain what is happening in the picture.
- ☐ Use descriptive words.
- ☐ Include details.
- ☐ Use a variety of complete sentences.
- ☐ Use correct capitalization, punctuation, and grammar.

#15

This item is worth 5 points.

Score with rubric III-V.W.5.

15 Look at the three pictures.



On page 4 of your answer document, write a story about what you see in the pictures.

Tell what happened first, what happened next, and what happened last.

Be sure to include:

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

Check Your Writing: Narrative Writing

- ☐ Write a story about what you see in the pictures.
- ☐ Include a main idea, characters, and details.
- ☐ Use descriptive words.
- ☐ Use a variety of complete sentences.
- ☐ Use correct capitalization, punctuation, and grammar.

Observe when students have completed number 15.

SAY We have finished 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 Speaking Response Summary provided.

SAY Today we're going to do an interesting Speaking activity. All you need to do is answer some questions in English. Turn to page 26 of your test book.

#1

Unscored Practice Item

SAY What is your first and last name?

Pause for student response.

#2

Unscored Practice Item

SAY What is your teacher's name?

Pause for student response.

#3

Unscored Practice Item

SAY How old are you?

Pause for student response.

#4

This item is worth 1 point

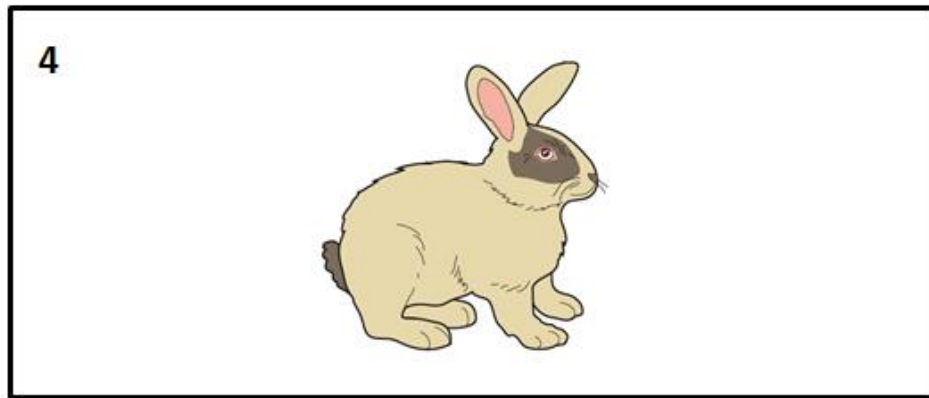
Use rubric II-III.OR.1

SAY Look at the picture for number 4.

What is this?

Say the two syllables of the word for the picture.

Pause for student response.



#5

This item is worth 1 point

Use rubric II-III.OR.1

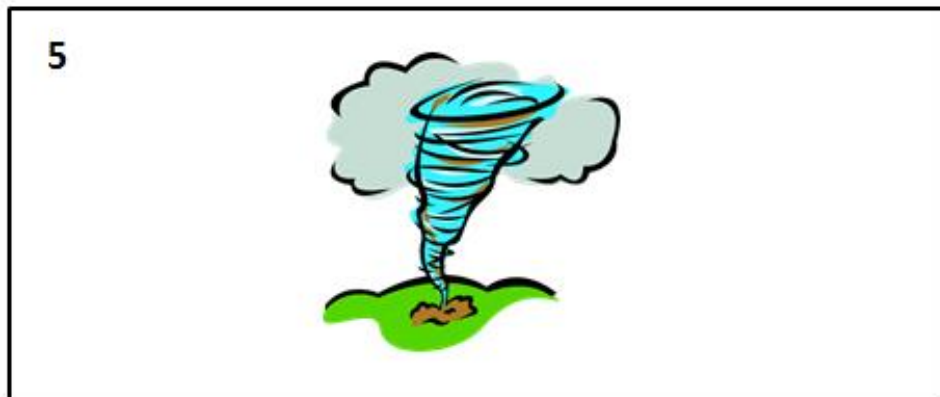
SAY Look at number 5.

Look at the picture.

This is a tornado.

Say the three syllables of the word “tornado.”

Pause for student response.



#6

This item is worth 1 point.

Use rubric III-IV.OR.1

SAY Look at number 6.

Look at the list of words.

Read each word to me.

Pause for student response.

6

charter

shortly

thisle

#7

This item is worth 4 points.

Use rubric II-V.S.4

SAY Look at the picture for number 7.

Please answer in complete sentences.

Tell me one way the objects are different.

Pause for student response.

Tell me one way the objects are similar.

Pause for student response.



#8

This item is worth 4 points.

Use rubric II-V.S.4

SAY Look at number 8.

Look at the picture.

Ask a question about the picture.

Pause for student response.

Ask another question about the picture.

Pause for student response.



#9

This item is worth 4 points.

Use rubric II-V.S.4

SAY Look at number 9.

Look at the picture.

Please answer in complete sentences.

What is happening in the picture?

Pause for student response.

What is another thing you can tell about the picture?

Pause for student response.



#10

This item is worth 4 points.

Use rubric II-V.S.4

SAY Look at number 10.

Please answer in complete sentences.

“Soccer is the best sport.”

Do you agree or disagree with the statement?

Pause for student response.

Explain why you agree or disagree that soccer is the best sport.

Pause for student response.

10

Soccer is the best sport.

SAY You can now close your book. The Speaking test will continue for questions 11 through 22.

You can now close your book.
The Speaking test will continue
for questions 11 through 22.

Test continues. Please read questions 11 – 22 aloud to the student.

#11

This item is worth 4 points.

Use rubric II-V.S.4

SAY Please answer in two or more complete sentences.

How do you get ready for lunch at school?

Include at least two steps.

Pause for student response.

#12

This item is worth 4 points.

Use rubric II-V.S.4

SAY Next, please answer in two or more complete sentences.

Think about a time when it rained.

Tell about something that happened while it was raining and how it made you feel.

Pause for student response.

#13 through #22 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.

#13

SAY Summarize the plot of this folktale.

Pause for student response.

#14

SAY The earth’s center is called the core.

Pause for student response.

#15

SAY The next day, I went back to the library.

Pause for student response.

#16

SAY How does the sun make energy?

Pause for student response.

#17

SAY If no one volunteers, I will have to choose someone.

Pause for student response.

#18

SAY The main words in proper nouns always begin with capital letters.

Pause for student response.

#19

SAY In Flagstaff, the mountain's peaks are snow covered in the winter.

Pause for student response.

#20

SAY How do you show your respect for your teacher?

Pause for student response.

#21

SAY If I stay up late, I'll miss the bus.

Pause for student response.

#22

SAY Our teacher said, "Whenever the bell rings, you may get your belongings and line up for the bus."

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 #14 and #15

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

Oral Reading Rubric

Rubric ID: II-III.OR.1 (Segmenting Syllables)

Stages II & III

0-1 point

Use for items #4 and #5

Rubric interpretation: Although these items are included in the Speaking section of the test, these items test Oral Reading skills found in the Reading domain of the ELPS. The AZELLA 1 Point Rubric measures the student's ability to segment words into two or three syllables. It is a scoring tool that measures correct segmenting and pronunciation of syllables. The items in Stages III assess students' ability to segment English words. The rubric is defined by score points 0-1. Students who correctly segment a two- or three-syllable word earn a score point 1. For example, the word "paper" has two syllables and the student must say the word with two distinct syllables (pa per, pap er); the word "butterfly" has three syllables and the student must say the word with three distinct syllables (but ter fly, butt er fly). Syllables may be constructed as C-V or C-V-C clusters. An incorrect response or no response earns a score point 0. Students who earn a score point 1 demonstrate English speaking skills required for a mainstream classroom.

Score 1: Student segment English words into correct number of syllables.

- All syllables are clear and correct.

Score 0: Student does not segment English words into syllables.

- Partial response.
- No response.

Oral Reading Rubric

Rubric ID: III-IV.OR.1 (Decoding)

Stages III-IV

0-1 point

Use for item #6

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

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

Score 1: Student correctly decodes all three words using understandable English.

Score 0: Student incorrectly decodes one or more words using unintelligible English.

- Partial response.
- No response.

Speaking Rubric

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

Stages II-V

0-4 points

Use for items number: #7 through #12

Rubric interpretation: The AZELLA 4 Point Speaking Rubric is a scoring tool that measures correct oral English responses to given stimuli in two or more sentences. The items in Stages 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 # 13 through #22

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 III 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.