

Name:

Date:

AZELLA Data Dialogue Graphic Organizer: Stage III

Step 1: Purpose and Expectations

- Analyze AZELLA data
- Identify instructional goals and strategies for this school year
- *Materials Needed: AZELLA Data Report, AZELLA Data Dialogue Graphic Organizer*

Step 2a: Observation of Student Data

AZELLA Overall Proficiency Level

Pre-Emergent/Emergent	Basic	Intermediate

Step 2b: Observation of Student Data

Stage III AZELLA Reading Performance Descriptors	Reading Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> ● Apply knowledge of affixes. ● Use syntax to confirm decoding. ● Segment and decode multisyllabic words. ● Apply spelling exceptions. ● Evaluate the usefulness of print sources. ● Summarize main idea and details. ● Describe, compare, and contrast character traits, motivations, setting, and plot. ● Apply content vocabulary. ● Follow multistep directions. ● Interpret information from functional documents and external text. ● Compare and contrast expository text. 			

What are important points that seem to “pop out”?

Stage III AZELLA Writing Performance Descriptors	Writing Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> ● Write narratives that include characters, setting, sensory details, appropriate word choice, logical sequence, developed plot, transitional words, and varied sentence structures. ● Write expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, appropriate transitions, varied sentence structure, and precise academic vocabulary. ● Write one or more persuasive paragraphs that state a clear position with supporting details using persuasive vocabulary/strategies. ● Spell multisyllabic, academic words. ● Use semicolons in a series, introductory clauses, dialogue, and direct address. ● Uses subject-verb agreement in declarative, positive, negative, and interrogative construction forms. ● Capitalizes proper nouns, book and poem titles, and abbreviations. ● Uses quotation marks for dialogue and titles, colons in business salutations, and apostrophes in plural possessives. ● Uses future progressive verb tense. 			

What are important points that seem to “pop out”?

Stage III AZELLA Speaking Performance Descriptors	Speaking Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> • Produce grade-appropriate complete sentences with academic/content vocabulary, accurate pronunciation, intonation, and stress. • States multi-step directions. • Asks and responds to grade-appropriate questions and statements. • Makes comparisons, describes events, agrees/disagrees, and expresses possibilities. • Relates personal experiences/stories using descriptive language, supporting details and/or examples. 			

What are important points that seem to “pop out”?

Stage III AZELLA Listening Performance Descriptors	Listening Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> • Paraphrases and summarizes main ideas/concepts and supporting details from read-alouds. • Sequences events. • Responds to comprehension questions by describing relationships among ideas, events, and 			

<p>facts, such as problem/solution, compare/contrast, sequence, and cause and effect using academic vocabulary.</p> <ul style="list-style-type: none">• Follows multi-step procedures containing frequency adverbs.			
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What are important points that seem to “pop out”?

Step 3: Analysis of Data
What does the data tell you?

What do you notice?
What are some patterns, categories, or trends that emerge?

Step 4: Goal Setting
What do I want my students to accomplish by the end of the year?

My goal(s) for my students:

Step 5: Next Steps

**What will I do to ensure all students reach proficiency?
Are there specific routines or lessons I can implement?**

I will....

Step 6: Closure

What support and/or resources do I need to be successful?

I need...