Name: Date:

AZELLA Data Dialogue Graphic Organizer: Stage IV

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 IV AZELLA Reading Performance Descriptors	Reading Proficiency Level		
	Pre-Emergent/ Emergent/Basic	**Intermediate**	**Proficient**
● Apply syntax to confirm decoding. ● Answer literal, inferential, and personal response questions about text. ● Summarize main idea and supporting details from text using academic vocabulary. ● Determine author's stated/implied purpose. ● Analyze literary elements: compare/contrast and describe connections between two characters; analyze motivations of major and minor characters; analyze, compare, and contrast settings; describe plot and its components. ● Apply content area vocabulary within math, science, and social studies			

text. ● Follow written multi-step instructions to perform unfamiliar procedures in math, science, and social studies. ● Interpret information from external text within non-fiction text for a specific purpose. ● Compare/contrast items within expository text. ● Distinguish fact from opinion and bias in persuasive text by providing supporting evidence.	

What are important points that seem to "pop out"?

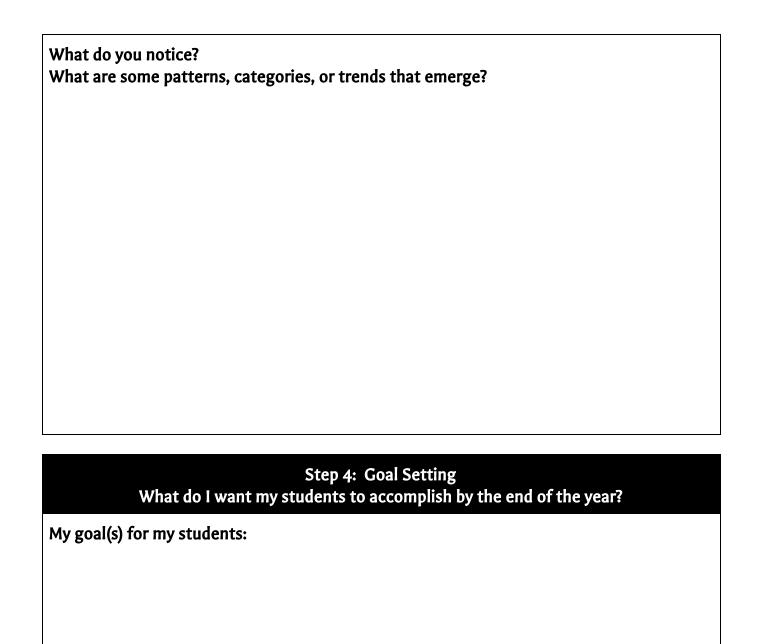| Stage IV AZELLA Writing Performance Descriptors	Writing Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
● Write one or more grade-appropriate narrative paragraphs that include an engaging plot, developed characters and setting, figurative language, and dialogue. ● Write functional text that addresses audience, stated purpose and context. ● Write a formal letter that presents information purposefully and follows a conventional format. ● Write one or more persuasive paragraphs that state a clear position, convincing arguments, and relevant evidence. ● Spell common patterns, homonyms, inflectional endings, and affixes. ● Write paragraphs with appropriate punctuation and capitalization. ● Use verb tenses (simple, progressive, perfect) in a variety of writing applications. ● Use declarative,			

interrogative, exclamatory, and imperative sentences in a variety of writing applications. ● Apply tools to rearrange and modify words, sentences, and paragraphs to clarify meaning. ● Identify and correct errors in conventions. ● Uses grade appropriate sentence structure, word choice, smooth and effective transitions, and a conclusion that provides a sense of resolution.			

What are important points that seem to "pop out"?

Stage IV AZELLA Speaking Performance Descriptors	Speaking Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
● Produce grade-appropriate sentences using accurate pronunciation, intonation, and stress. ● Produce multisyllabic words. ● Participate in formal and informal conversations using complete sentences. ● Shares an experience using descriptive language supported by details and examples using complete sentences ● Makes predictions and inferences. ● Issues a sequence of steps.			

What are important points that seem to "pop out"?

Stage IV AZELLA Listening Performance Descriptors	Listening Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
• Distinguishes between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. • Makes inferences and draws conclusions from grade-appropriate read alouds and presentations. • Sequence events from information presented aloud. • Complete all steps of multi-step directions.			

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….

I need…