
Section 4



Arizona’s English Language Learner Assessment (AZELLA)

Assessing English Language Learners with Disabilities

Assessing English Language Proficiency

The English learner assessment in Arizona is known as AZELLA. All students who enter schools with a primary or home language other than English indicated on their enrollment forms (known as students who have a Primary Home Language Other Than English [PHLOTE]) must be tested to determine whether there are English language development needs. **This includes the range of students with disabilities, from high incidence to those with significant cognitive disabilities. All qualifying students must be initially tested, then reassessed with AZELLA annually until they reach proficiency.**

AZELLA is a standards-based assessment that measures a student’s English language proficiency based on the Arizona English Language Proficiency Standards. AZELLA meets both state and federal requirements in assessing the language proficiency of students identified as second language learners. It is used to determine student placement for appropriate English language instruction as well as for periodic reassessment purposes. The Test Administration Directions (TAD) that accompany each form of the AZELLA provide guidance and scripted directions to ensure a standardized administration of the assessment.

Students with both EL and SPED needs are required to make an earnest attempt at all the domains tested. When a student has a disability that precludes assessment in one or more of the AZELLA domains because there are no appropriate accommodations to address access issues, the AZELLA District Test Coordinator must contact the AZELLA team at ADE to discuss options. The conditions of AZELLA participation should be documented in the student’s IEP as:

[Student’s Name] will not participate in the _____ AZELLA sub-test domain because the student’s disability precludes assessment in this domain and there are no appropriate accommodations.

[Student’s Name] will participate and make an earnest attempt at the _____ AZELLA sub-test domains.

AZELLA Assessment Accommodations

Please refer to Arizona’s [Accommodations Guidelines](#) manual for detailed information on assessment accommodation policies.

The following AZELLA **Universal Test Administration Conditions**, separated into tables by stages, may be offered to **any student** to provide him/her with a comfortable, distraction-free environment during testing:

Universal Test Administration Conditions – Stages I and II, Paper and Pencil Administrations

Universal Test Administration Conditions Include:

- Testing in a small group, one-on-one, or in a separate location (e.g., another room, or in a study carrel)
- Being seated in a specific location within the testing room, or being seated at special furniture
- Having the test administered by a familiar Test Administrator
- Using a special pencil or grip
- Using devices (e.g., glasses, contacts, magnification, special lighting, color overlays) that allow the student to see the test
- Using devices (e.g., hearing aids, amplification apparatus) that allow the student to hear the test administration
- Wearing noise buffers after the scripted directions have been read (for the Reading and Writing sections)
- Repeating scripted directions from the *Test Administration Directions* as needed
- Answering questions about the scripted directions from the *Test Administration Directions* and/or the directions that the students read on their own as needed

Universal Test Administration Conditions – Stages III Through V, Online Administrations

Universal Test Administration Conditions Include:

- Testing in a small group, one-on-one, or in a separate location (e.g., another room, or in a study carrel)
- Being seated in a specific location within the testing room, or being seated at special furniture
- Having the test administered by a familiar Test Administrator
- Using a special pencil or grip
- Using devices or online tools (e.g., glasses, contacts, magnification, special lighting, color overlays or contrast, line reader) that allow the student to see the test
- Using TestNav tools that are universally available to all students during testing, or those that can be set prior to the testing day (e.g., color contrast, line reader mask, answer masking, and the magnification tool)
- Using devices or online tools (e.g., hearing aids, amplification apparatus) that allow the student to hear the test administration
- Wearing noise buffers after the scripted directions have been read (for the Reading and Writing sections)
- Repeating scripted directions from the *Test Administration Directions* as needed
- Answering questions about the scripted directions from the *Test Administration Directions* and/or the directions that the students read on their own as needed

Students who are unable to respond due to an injury may receive additional considerations. Contact AZELLA@azed.gov for further information.

Students with disabilities are those with special needs who have an Individualized Education Plan (IEP) as determined by the Individual with Disabilities in Education Act (IDEA) or a 504 Plan as determined by the Americans with Disabilities Act (ADA). AZELLA’s accommodations are changes in the presentation (e.g., read the extended writing prompts aloud) and/or the response options (e.g., scribe assisting with bubbling answers) in the administration of the assessment that **do not alter the item and what is being measured**, but still allow students to demonstrate their proficiency in English. The “Universal Test Administration Conditions” detailed above are available to all students and may also be included in a student’s IEP or 504 Plan. The following AZELLA Test Accommodations for Students with Disabilities are only available to those students who have a current IEP or 504 Plan.

To maintain the validity and reliability of the AZELLA test, the use of scribes for the extended writing responses is **not** permitted. The use of a scribe would require a student to “spell-out” everything that is to be written without the test administrator or scribe providing any input or additional directions. This same practice would have to occur in regular instruction as well. There is a natural tendency for adults to write the words correctly and use correct English grammar structure; however, for assessment purposes this may not be done without violating the construct(s) being assessed.

A dually enrolled (SPED and EL) student who has a current IEP that states the student may use assistive technologies may do so for the **extended Writing portion** of the Writing sub-test domain of the AZELLA Reassessment Test. The student may use assistive technologies with **spell check, grammar check, proofing, automatic capitalization – paragraphing - and spacing, and predict ahead functions turned OFF**. The qualified Test Administrator must copy the student’s responses **EXACTLY** as written (e.g. capitalization, punctuation, spelling, symbols, paragraphing, words per line, spacing, etc.) to the test book/answer document, then into the testing platform Writing Part 2 unit (Stages III through V only).

The IEP must clearly indicate that *the student will use assistive technologies for the extended writing responses on the AZELLA Writing Test with **spell check, grammar check, proofing, automatic capitalization – paragraphing - and spacing, and predict ahead functions turned OFF***.

A Braille version of the AZELLA Reassessment Test is not available.

The following AZELLA testing accommodations are arranged separately for Stages I and II (paper/pencil administrations), and Stages III through V (online administrations). They are listed by Domain: L (Listening), R (Reading), W (Writing) and S (Speaking) as they relate to the format of the AZELLA.

AZELLA Accommodations for Students with Disabilities – Stages I and II, Paper and Pencil Administration	Acceptable	Not Acceptable or Not Applicable
Allow frequent breaks	L, R, W	S
Allow a Scribe to assist in bubbling answers for multiple choice items	L, R, W	S
Allow the Test Administrator to read the prompts aloud	W	L, R, S
Allow the use of assistive technology* for the extended writing prompt response with spell check, grammar check, and word prediction functions turned off <i>Contact AZELLA@azed.gov before providing this accommodation</i> * Speech-to-Text is prohibited.	W	L, R, S
Allow the enlargement of test materials <i>Contact AZELLA@azed.gov before providing this accommodation</i>	L, R, W, S	
Allow the test to be administered over more than 5 days <i>Contact AZELLA@azed.gov before providing this accommodation</i>	L, R, W	S
The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment. Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. Email questions to AZELLA@azed.gov regarding the administration of the AZELLA to students with disabilities.		

An enlarged version of a Stage I or Stage II test book for a dually enrolled (SPED and EL) student whose IEP states that an enlarged font test book is required, must be requested by sending an email **containing only the student's SSID #** to the AZELLA Team at ADE (azella@azed.gov).

AZELLA Accommodations for Students with Disabilities – Stages III Through V, Online Administration	Acceptable	Not Acceptable or Not Applicable
Allow frequent breaks	L, R, W, S	
Allow a Scribe to assist in clicking on the student’s selected answer choice for multiple choice items	L, R, W	S
Allow the Test Administrator to read the prompts aloud, as needed	W	L, R, S
<p>Allow the use of assistive technology for the extended writing prompt response with spell check, grammar check, and word prediction functions turned off. Contact AZELLA@azed.gov before providing this accommodation.</p> <p>* Speech-to-Text is prohibited.</p>	W	L, R, S
<p>Allow the printing or enlargement of test materials. Contact AZELLA@azed.gov before providing this accommodation.</p>	L, R, W, S	
<p>Allow the test to be administered over more than 5 days. Contact AZELLA@azed.gov before providing this accommodation.</p>	L, R, W, S	
<p>Allow the use of American Sign Language (ASL) for scripted directions that are read to the students. Contact AZELLA@azed.gov before providing this accommodation.</p>	R, W	L, S
<p>The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment. Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. American Sign Language (ASL) may only be used for the scripted directions. It may not be used for any of the content of the tests. Email questions to AZELLA@azed.gov regarding the administration of the AZELLA to students with disabilities.</p>		