

Name:

Date:

AZELLA Data Dialogue Graphic Organizer: Stage II

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 II AZELLA Reading Performance Descriptors	Reading Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> ● ABC order (by 1st letter) ● Syllabication ● Read multi-syllable words. ● Identify base words. ● High frequency words, irregular sight words, and contractions ● Use syntax to confirm decoding. ● Locate facts and answer questions about text. ● Make predictions. ● Summarize main idea and details. ● Identify purpose for reading. ● Identify cause and effect. ● Describe character, setting, plot. ● Identify sources to answer questions. ● Locate information using organizational features. ● Interpret signs, symbols, labels, & captions. 			

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

Stage II AZELLA Writing Performance Descriptors	Writing Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> ● Write a narrative with main idea, characters, setting, and sequence. ● Write a summary of key events/ideas from informational text. ● Create expository and functional text using complete sentences. ● Use common spelling patterns, regular plurals, affixes, and inflectional endings to spell. ● Spell high frequency words. ● Capitalize proper nouns. ● Use periods, question marks, exclamation points, commas in a series, & apostrophes. ● Uses verb tenses and subject-verb agreement. ● Uses noun, adverbial, and/or prepositional phrases. ● Uses declarative, interrogative, and exclamatory sentences. 			
<p>What are important points that seem to “pop out”?</p>			

Stage II AZELLA Speaking Performance Descriptors	Speaking Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> ● Asks and responds to academic or social questions using complete detailed sentences. ● States multi-step directions/commands. ● Generates and repeats sentences with accurate pronunciation, intonation, and stress. 			
<p>What are important points that seem to “pop out”?</p>			

Stage II AZELLA Listening Performance Descriptors	Listening Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> ● Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences. ● Summarizes main idea and supporting details from read alouds. ● Sequences a series of events from read alouds, presentations, and conversations using transition words/phrases and complete sentences. ● Follows multiple-step directions which include prepositions. 			
<p>What are important points that seem to “pop out”?</p>			

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...