



Stage IV

AZELLA Online Sample Test

User's Guide



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AZELLA Online Sample Test User's Guide

Purpose and Use of the Online Sample Tests

The AZELLA Online Sample Tests were created to provide opportunities for educators to interact with students in grades three through twelve as they navigate the online format. The goal is for students to feel comfortable and confident when taking the Stages III, IV, and V AZELLA Spring Reassessment.

The samples included in this online test represent various common item types that a student will encounter on the online AZELLA Stage IV Reassessment Test. This Sample Test provides students with the format and feel of the Stage IV Online Reassessment and the opportunity to practice the use of the navigation tools within the actual testing platform.

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

There are some critical differences between this Sample Test and the Spring Reassessment. This Sample Test is not scored. Proficiency levels are not provided based on the number of correct responses to the Sample Test. Student Responses are not saved once the student submits or exits any test section. Although student Speaking responses are recorded during the Sample Test session, once the test is submitted all student responses are discarded.

This User's Guide provides the directions and scripts needed to administer each section of the Sample Test: Listening, Reading, Writing Part 1, Writing Part 2, and Speaking. This document also provides a list of each item on the online Stage IV 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 Part 2 and Speaking, there is an individualized rubric needed for the scoring of each item. The scoring rubrics are provided, for educator reference only, at the end of this document. Similarly, point values are provided 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 Stages III – V online test platform is called TestNav. This application needs to be downloaded onto the devices prior to testing. It is strongly recommended that students do the Online Sample Test before they take the Operational Test.

Educators may choose to utilize the Sample Test for classroom practice. One activity would be to follow a Sample Test section with a discussion of the correct responses for each item. This must be done before students submit their responses for the section. However, the main purpose of the Sample Tests is for students to become familiar with the testing platform, the navigation tools, the “Play” and the “Record” buttons, and the text box.

Test Administrators should monitor students to ensure that they are comfortable using the navigation tools and are progressing through the Sample Test at an appropriate pace for the proficiency and grade level.

The Speaking subtest is designed to be administered with a maximum of 6 students in a regular-size classroom. You can find the [Recommended Seating Arrangements for a Classroom Setting](#) document here.

(<https://cms.azed.gov/home/GetDocumentFile?id=595d37a43217e10d0c85a8ea>)

Keep in mind that the Speaking Section requires the use of unidirectional, noise-cancelling headphones in order to record the student responses appropriately. There is a required microphone check to verify that the equipment is working as expected prior to beginning the Speaking test. You can find the [Headphone and Microphone Requirements](#) document here.

(<https://cms.azed.gov/home/GetDocumentFile?id=591b5c823217e1221c5e8b24>)

Students do not require a username and password to access the Online Sample Test. Teachers may choose to administer the entire Sample Test or selected Sections. Each section of the Sample Test is launched individually from the Arizona Sample Test landing page in TestNav.

If the goal is 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 Online Sample Test is another way to assist students to feel comfortable when taking the online Reassessment.

The Test Administrator will read some of the directions aloud to students, ensure that students are comfortable with the different item types, and respond to the students' questions regarding Sample Items and navigation tools. When reading the scripted directions, Test Administrators should speak clearly and fluently using a normal tone of voice.

This Online Sample Test includes pre-recorded narrative directions. These directions are offered to make this Sample Test as self-contained as possible. For your reference, transcripts of the *Audio Scripts* of the recorded directions are also provided in this guide.

There are items on this Sample Test that are the actual sample items from the online Stage IV Reassessment Test. The remaining items are similar to actual item types, but do not appear on the Stage IV Reassessment. For the purpose of administering this Sample Test, it is not advisable to alter the script or items. However, educators may want to create their own practice items modeled after these item types for use in the classroom.

The Operational AZELLA Tests require that specific administrative procedures be followed. The scripted directions, in audio format and Test-Administrator delivered, are formatted to guide you through the test administration and to help ensure proper testing procedures. The Online Sample Test is designed to parallel the procedures for the Stage IV Reassessment. Please review the directions in advance to become familiar with the scripted text and testing procedures.

Order of Administration

It is recommended to follow the prescribed test administration order (Listening, Reading, Writing Part 1, Writing Part 2, and Speaking) to emulate the student experience on testing day.

Introduction -About this User's Guide

What does the Test Administrator read?

The Test Administrator reads the **TA Scripted Directions**.

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.
------------	--

<i>Text Printed in Italics</i>	<i>Directions and information for Test Administrators are printed in italics. Text printed in italics should not be read aloud to students.</i>
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NOTE: In all directions delivered to students, recorded or TA scripted, the Test Administrator is referred to as the "teacher."

What are the **audio scripts**?

The audio scripts are transcriptions of the pre-recorded scripts included on the Online Sample Test that contain directions, sample items, and other materials that help the student navigate through the Sample Test. The audio scripts are included in this User's Guide for reference only and are not meant to be read aloud to students by the Test Administrator.

Examples of the format for the audio scripts are as follows:

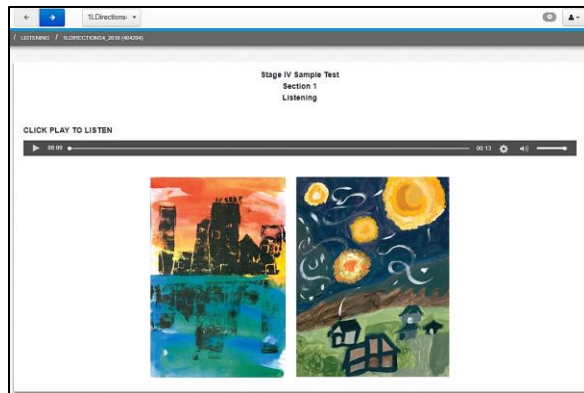
Screen #X – Audio Scripts

Directions and information given to students via audio recording when students press the “Play” button on a given Screen or Sample Item.

What is a **screen**?

A **screen** is what students can see as they navigate through the Online Sample Test and include features such as the “Play” and record bars, tools, and icons. Screens are represented in this User's Guide with screenshots to help Test Administrators keep students on track.

Example of a **screen**:

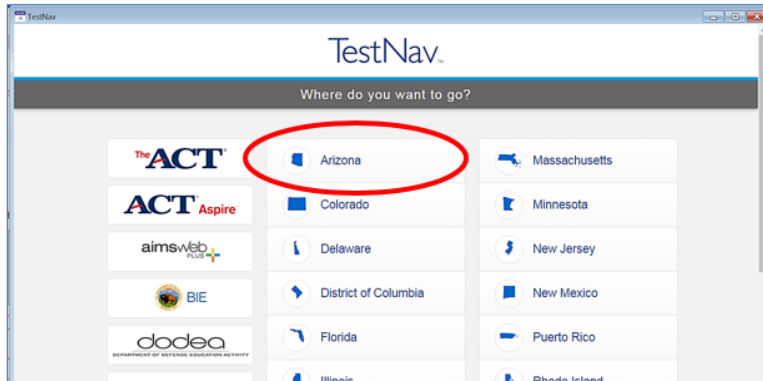


Required and Allowable Materials and Equipment

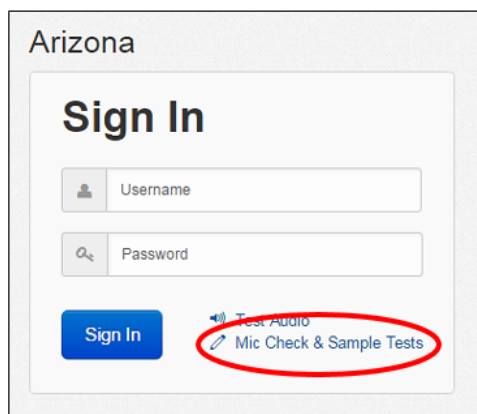
Online Sample Test				
Sample Test Section	Setting	Scratch Paper	Headphones or Earbuds	Headsets with Microphone
Section 1: Listening	whole class	yes	yes	not required
Section 2: Reading	whole class	yes	yes (directions only)	not required
Section 3: Writing Part 1	whole class	yes	yes (directions only)	not required
Section 4: Writing Part 2	whole class	yes	yes (directions only)	not required
Section 5: Speaking	small group (6 students)	yes	yes	required

How to Log on to TestNav Stage IV Online Sample Test

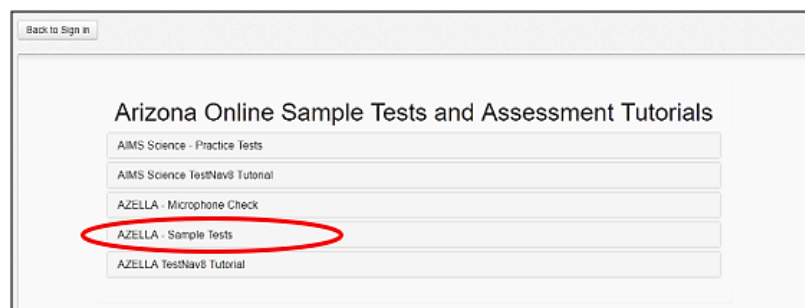
1. Open the TestNav app and select Arizona.



2. Click on Mic Check & Sample Tests.



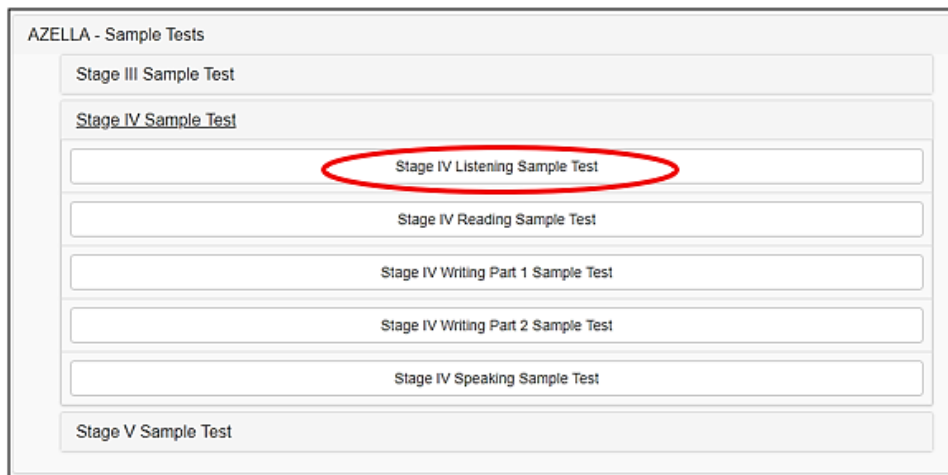
3. Locate the "AZELLA -Sample Tests" menu in the "Arizona Online Sample Test and Assessment Tutorials" landing page.



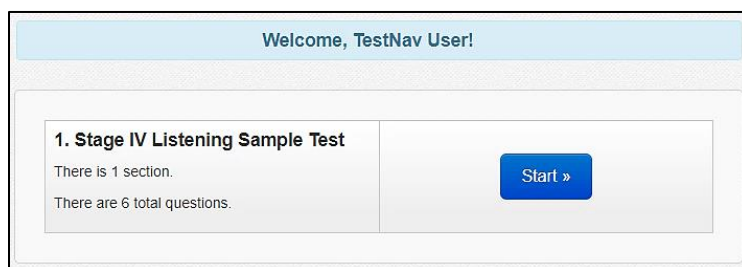
4. *Select the Stage IV Sample Test.*



5. *Select the Listening unit from the Stage IV expanded view (Listening, Reading, Writing Part 1, Writing Part 2, Speaking).*



6. *The Stage IV Listening start screen will appear indicating the number of questions for this section.*

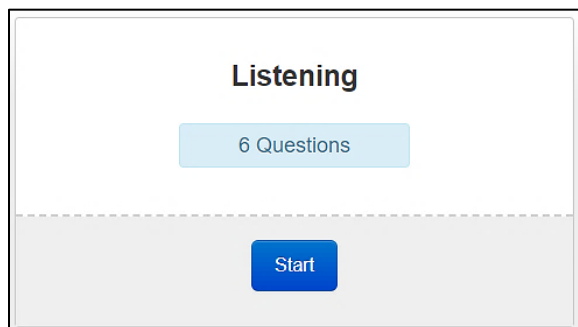


Section 1: Listening

The Listening section of this Online Sample Test can be administered in a group setting. The Sample Test Listening items are recorded and formatted in the same way as the items on the operational tests. There is a limited amount of text that the Test Administrator will read from the script in this User's Guide. The Sample Test Administrator's role is to assist students with navigation questions, and answer student questions about tools and item types. The Test Administrator will need to monitor students' work to ensure they are following the directions and responding to the questions by clicking on their selected answer choice. This section of the Sample Test includes six (6) multiple choice items that are worth 1 point each. During the Listening session, students are allowed to take notes on their scratch paper.

The Stage IV Listening 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.

Make sure each student has a set of headphones or earbuds in good working condition. Be sure that all desks are cleared of books and other materials not needed for the test.



TA Scripted Directions:

SAY Today, you will be taking the Stage IV Online Sample Test. This test has five parts: Listening, Reading, Writing Part 1, Writing Part 2, and Speaking.

Do not start the Sample Test until I tell you to do so. Electronic devices, such as cell phones, are not permitted during the entire testing session.

To obtain the best score possible, be sure to answer all the questions on the test. The computer will collect your answers.

SAY Now, we will begin the Listening Section of the test. Talking during the Listening Section of the test is not allowed. You may take notes on your scratch paper as you listen to the passages and questions.

You can see that Section 1, which is the Listening Section, has six questions. You will respond to each question by selecting the circle next to your answer choice. If you want to change an answer, just click on the circle next to your new answer choice.

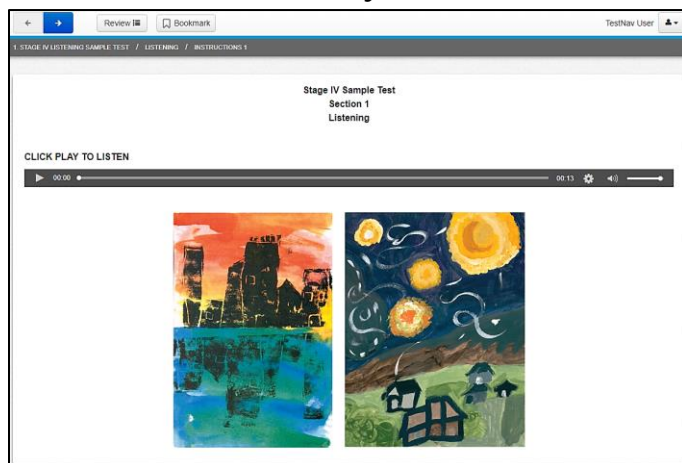
Click on the blue “Start” button.

Make sure students are now on the **Welcome Screen** (shown below) of the Stage IV Online Sample Test.

SAY Now, put on your headphones and click the “Play” button to listen to the directions.

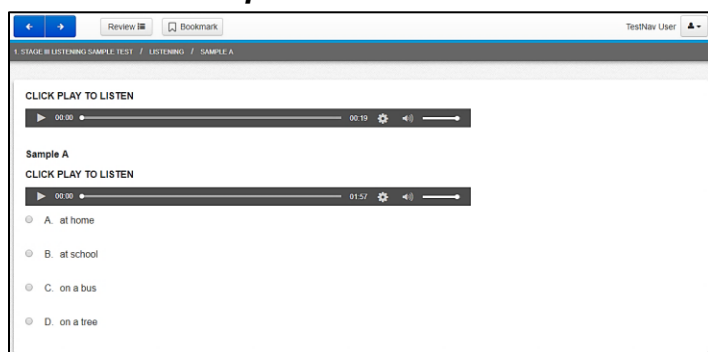
Listening Section Audio Scripts:

Screen #1 – Introductory Directions



This is the AZELLA Listening Sample Test for grades six, seven, and eight. Click the blue “Next” button at the top of the screen and then, click the “Play” button to begin.

Screen #2 -Sample A



For this Listening test, you will listen to a passage, a question, and the answer choices. The answer choices will appear on your screen. You will be able to take notes on your scratch paper or use some of the computer tools to help you select your answer. You will mark your answer by selecting the circle next to your answer choice. Raise your hand if you have any questions. Look at Sample A. To listen to Sample A and answer the question, click the “Play” button.

Speaker 1: Look at Sample A.
Listen to the passage.

Speaker 2: “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.”

Speaker 1: Now listen to the passage again to answer the question.
Where does Brian find his homework?

Speaker 2: “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.”

Speaker 1: 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.
Select your answer.

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

Speaker 1: You should have selected answer “D,” on a tree. That is where Brian found his homework.

If you did not select “D,” on a tree, you can change your answer by selecting the circle next to the correct answer.

Speaker 1: You can remove your headset and wait for your teacher’s instructions.

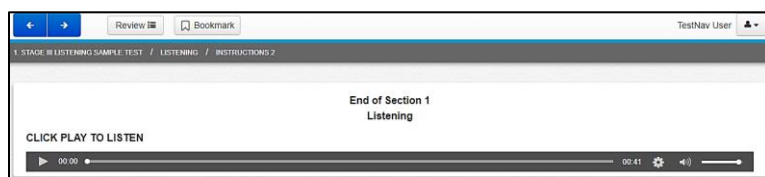
After completing Sample A, students will be instructed to remove their headsets and wait for the teacher’s instructions.

SAY Do you have any questions about Sample A?

Answer any questions that the students might have about Sample A. Make sure that all students know how to click the “Play” button, select the correct answer, and use the blue “Next” button.

SAY Click on the blue “Next” button and put on your headphones to start the Listening test.

Screen #3 – End of Section 1 Directions



You have now finished the AZELLA Listening Sample Test. You can make sure that you answered all of the questions by clicking the “Review” button. Check to see if there is a dark circle next to each number. A dark circle means that you did not answer the question. If you missed any questions, you can go back and answer them. When you are ready, you can remove your headset and wait for your teacher’s instructions.

Monitor that students are comfortable using the “Review” button to go to an unanswered question. If a student cannot answer a question, it is ok to submit a Section or the entire test without having answered all the questions. The purpose of the “Review” tool is to ensure that a student did not leave a question unanswered by mistake.

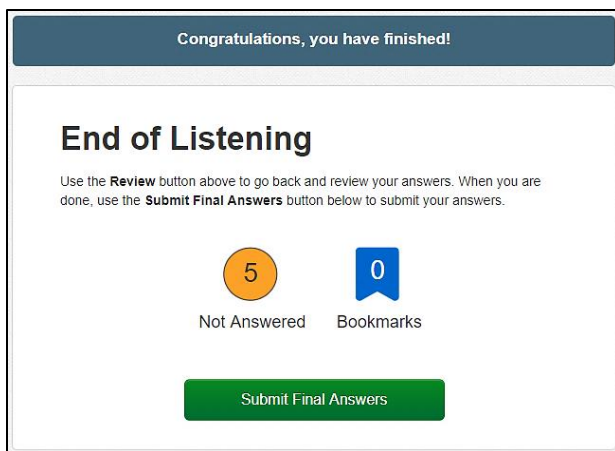
There are 6 items on the Stage IV Listening Online Sample Test. The point value and correct response of each item are included on the table below for your reference. The item number can be found in the gray banner on the screen, above each item.

Test Administrators may choose to review the correct Listening responses with the testing group. Once a student submits his/her responses or exits the Sample Test, the student responses will no longer be available for review.

Item #1 <i>This item is worth 1 point. Correct response is C.</i>	Item #4 <i>This item is worth 1 point. Correct response is D.</i>
Item #2 <i>This item is worth 1 point. Correct response is B.</i>	Item #5 <i>This item is worth 1 point. Correct response is A.</i>
Item #3 <i>This item is worth 1 point. Correct response is D.</i>	Item #6 <i>This item is worth 1 point. Correct response is B.</i>

SAY When you click the blue “Next” button, you will see a screen that says, “End of Section 1.” You will also see a number inside a circle. That number tells you how many questions you did not answer. It is not too late to go back and answer any questions that you missed.

SAY Click on the green “Submit” button.

The screen has a dark blue header with the text "Congratulations, you have finished!". Below the header, the title "End of Listening" is displayed in a large, bold font. Underneath the title, a paragraph of text reads: "Use the **Review** button above to go back and review your answers. When you are done, use the **Submit Final Answers** button below to submit your answers." In the center, there are two circular icons: an orange one with the number "5" and a blue one with the number "0". Below the orange icon is the text "Not Answered", and below the blue icon is the text "Bookmarks". At the bottom center, there is a large green button with the text "Submit Final Answers".

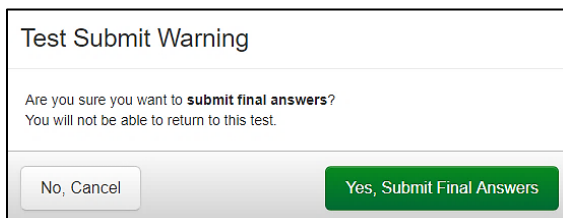
Congratulations, you have finished!

End of Listening

Use the **Review** button above to go back and review your answers. When you are done, use the **Submit Final Answers** button below to submit your answers.

5 Not Answered 0 Bookmarks

Submit Final Answers

The screen has a title "Test Submit Warning" at the top. Below the title, a paragraph of text reads: "Are you sure you want to **submit final answers**? You will not be able to return to this test." At the bottom, there are two buttons: a light gray button on the left with the text "No, Cancel" and a green button on the right with the text "Yes, Submit Final Answers".

Test Submit Warning

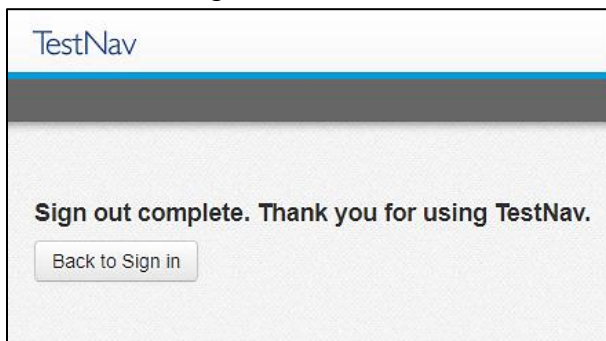
Are you sure you want to **submit final answers**?
You will not be able to return to this test.

No, Cancel Yes, Submit Final Answers

SAY This is a very important screen. It says, “Are you sure you want to submit final answers? You will not be able to return to this test.” When you are sure you are ready, click on the green “Yes, Submit Final Answers” button.

NOTE: It is important to impress upon the students that for the Operational Test, clicking “Yes, Submit Final Answers” on the Test Submit Warning will submit the answers to that Section and that they will not be able to return.

After submitting each unit, TestNav will show the screen below.

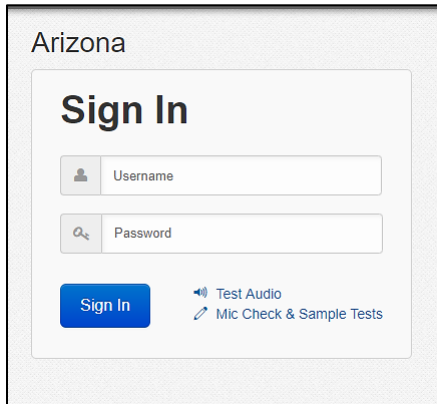
The screen has the "TestNav" logo at the top left. Below the logo, there is a dark gray horizontal bar. Underneath the bar, the text "Sign out complete. Thank you for using TestNav." is displayed. At the bottom, there is a light gray button with the text "Back to Sign in".

TestNav

Sign out complete. Thank you for using TestNav.

Back to Sign in

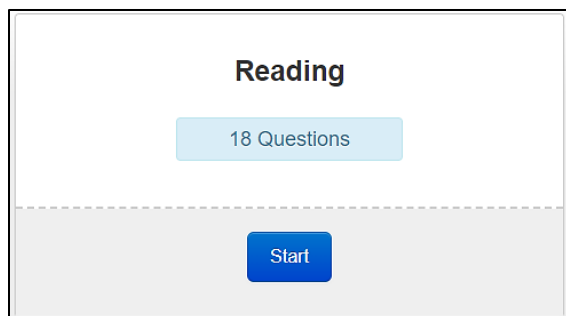
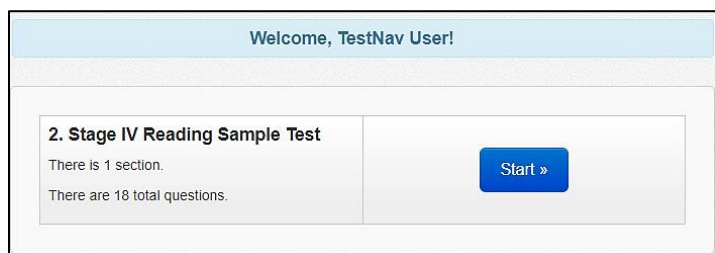
The “Back to Sign in” button will take the student back to the Sign In page:

A screenshot of the Arizona Sign In page. The page has a light gray background. At the top left, the word "Arizona" is displayed in a dark gray font. Below it, the words "Sign In" are prominently displayed in a large, bold, dark gray font. Underneath the title, there are two input fields: the first is labeled "Username" with a small person icon to its left, and the second is labeled "Password" with a small key icon to its left. Below these fields, there is a blue button with the text "Sign In" in white. To the right of this button, there are two links: "Test Audio" with a speaker icon and "Mic Check & Sample Tests" with a microphone icon.

To continue to Section 2: Reading, repeat steps 2-4 of the “How to log on to TestNav Stage IV Online Sample Test” and then click on the “Stage IV Reading Sample Test” option.

Section 2: Reading

For the Reading test, make sure each student has scratch paper and pencil. Headphones are necessary for Audio Directions, but not for the Reading items. Be sure that all desks are cleared of books and other materials not needed for the test. The students respond to each question by clicking next to their selected answer choice. During the Reading session, students are allowed to take notes on their scratch paper.



TA Scripted Directions:

SAY Now we will begin the Reading Section 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.

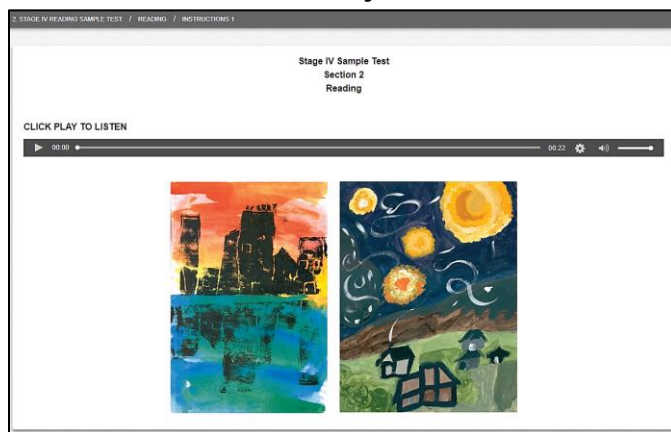
Electronic devices, such as cell phones, are not permitted during the entire testing session.

You can see that Section 2, which is the Reading Section, has 18 questions. You will respond to each question by selecting the circle that corresponds to the answer you choose. If you want to change an answer, just click on the circle next to your new answer choice.

Now, click on the “Start” button. Put on your headphones and click on the “Play” button to listen to the directions.

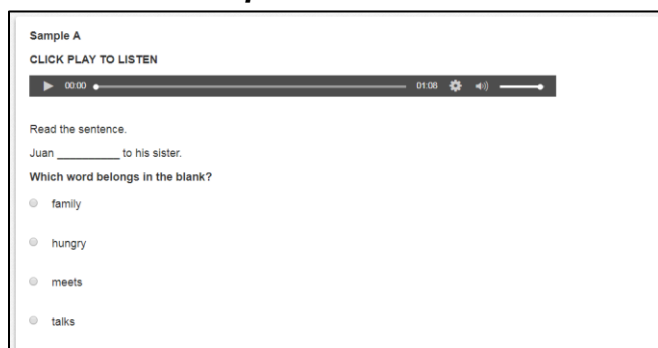
Reading Section Audio Scripts:

Screen #1 – Introductory Directions



This is the AZELLA Reading Sample Test for grades six, seven, and eight. The Sample Reading Test has multiple-choice questions. Some of these questions are about a passage that you will read on your screen. Click the blue “Next” button at the top of the screen for Sample A.

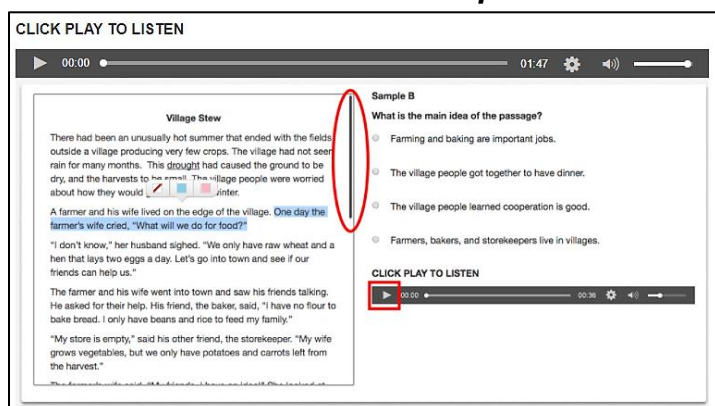
Screen #2 -Sample A



Look at Sample A

Directions: Read the sentence with the missing word. Read the question. Read the four answers. Mark your answer by selecting the circle next to your answer choice. The correct answer for Sample A is “talks,” which is the last answer choice. If you did not select “talks,” you can change your answer now. Make sure the correct answer choice, “talks,” is selected for Sample A. Raise your hand if you have any questions. If you don’t have any questions about Sample A, click the blue “Next” button and go to Sample B.

Screen #3 – Directions for Sample B



Look at the picture of Sample B on this screen. The title of the story for Sample B is “Village Stew.” This story has more than one question. You will be able to see the story with every question. You will use the blue “Next” button to go from one question to the next. You will be able to see the story for Sample B on one part your screen. The whole story cannot fit on that part of the screen at one time. You will need to use the scrollbar to read the whole story. You will see a question on the other part of your screen. Sample B is the first question for this story. You will read the story and the question before you answer the question. You might want to take notes on your scratch paper or use some of the computer tools to help you select your answer. One of the computer tools you might want to use is the highlight tool. You will mark your answer by selecting the circle next to your answer choice. Click the blue “Next” button to go to Sample B and wait for instructions from your teacher.

After listening to the directions for Sample B, students will be instructed to remove their headsets and wait for the teacher’s instructions.

Reading Samples B and C provide an opportunity to assist students in understanding the features of reading comprehension items that are associated with a Reading passage. For students with limited experience with online reading tests of this type, you may need to provide more explicit directions and assistance than is offered in the script.

TA Scripted Directions:

- SAY** When you go to Sample B you need to make sure that you scroll all the way down the passage so you can read the whole passage and see the pictures that go with the passage.
- SAY** Some of the passages have more than one picture and some additional information that you might miss and that you will need to be able to answer the questions.

SAY Remember that you are going to read the passage first, then you are going to answer the question in Sample B, and the last thing you are going to do is click the “Play” button to listen for more directions.

SAY After everyone is done with this story and this question, I will tell you it is ok to click “Play.”

Wait until students have selected their answers and ask them if they have any questions. After you answer the students’ questions, ask them to put on their headsets and click the “Play” button.

Screen #4 -Sample B

Village Stew

There had been an unusually hot summer that ended with the fields outside a village producing very few crops. The village had not seen rain for many months. This drought had caused the ground to be dry, and the harvests to be small. The village people were worried about how they would get through the winter.

A farmer and his wife lived on the edge of the village. One day the farmer's wife cried, "What will we do for food?"

"I don't know," her husband sighed. "We only have raw wheat and a hen that lays two eggs a day. Let's go into town and see if our friends can help us."

The farmer and his wife went into town and saw his friends talking. He asked for their help. His friend, the baker, said, "I have no flour to bake bread. I only have beans and rice to feed my family."

"My store is empty," said his other friend, the storekeeper. "My wife grows vegetables, but we only have potatoes and carrots left from the harvest."

Sample B

What is the main idea of the passage?

- ☐ Farming and baking are important jobs.
- ☐ The village people got together to have dinner.
- ☐ The village people learned cooperation is good.
- ☐ Farmers, bakers, and storekeepers live in villages.

CLICK PLAY TO LISTEN

00:04 00:36

The correct answer for Sample B is "The village people learned cooperation is good." which is the third answer choice. If you need to change your answer you can do it now. Raise your hand if you have any questions. If you don't have any questions about Sample B, click the blue "Next" button and go to Sample C.

Screen #5 -Sample C

Village Stew

There had been an unusually hot summer that ended with the fields outside a village producing very few crops. The village had not seen rain for many months. This drought had caused the ground to be dry, and the harvests to be small. The village people were worried about how they would get through the winter.

A farmer and his wife lived on the edge of the village. One day the farmer's wife cried, "What will we do for food?"

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"My store is empty," said his other friend, the storekeeper. "My wife grows vegetables, but we only have potatoes and carrots left from the harvest."

Sample C

Why were the village people worried?

- ☐ Because they had very little food.
- ☐ Because they had seen rain clouds.
- ☐ Because the winter had dried the ground.
- ☐ Because they only had rice and eggs to eat.

CLICK PLAY TO LISTEN

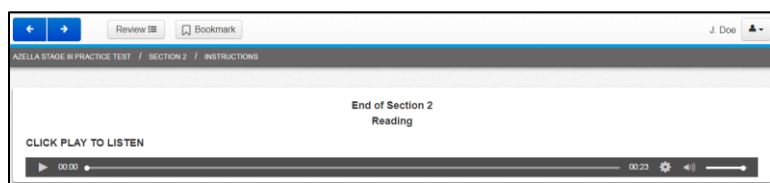
00:00 00:58

Look at Sample C. This is the same story that you just read for Sample B, but there is a new question. Read the question and select your answer choice for Sample C. You will mark your answer by selecting the circle next to your answer choice. Last, click "Play" to continue to listen to the directions.

The correct answer for Sample C is "Because they had very little food.", which is the first answer choice. If you need to change your answer to a question, you can do it now. Raise your hand if you have any questions. If you don't have any questions about Sample C, click the blue "Next" button and begin answering the Reading questions.

NOTE: Students do not have to keep their headsets on. However, students will need headphones after item #18 to listen to the End of Section 2, Reading directions.

Screen #6 -End of Section 2 Directions



You have now finished the AZELLA Reading Sample Test. You can make sure that you answered all of the questions by clicking the “Review” button. Check to see if there is a dark circle next to any number. A dark circle means that you did not answer the question. If you missed any questions, you can go back and answer them. When you are ready, you can remove your headset and wait for your teacher’s instructions.

There are 17 items on the Stage IV Reading Online Sample Test. The point value and correct response of each item are included on the list for your reference.

Item #1 is worth 1 point. Correct response is B.	Item #7 is worth 1 point. Correct response is D.	Item #13 is worth 1 point. Correct response is A.
Item #2 is worth 1 point. Correct response is D.	Item #8 is worth 1 point. Correct response is C.	Item #14 is worth 1 point. Correct response is B.
Item #3 is worth 1 point. Correct response is D.	Item #9 is worth 1 point. Correct response is C.	Item #15 is worth 1 point. Correct response is D.
Item #4 is worth 1 point. Correct response is C.	Item #10 is worth 1 point. Correct response is D.	Item #16 is worth 1 point. Correct response is A.
Item #5 is worth 1 point. Correct response is D.	Item #11 is worth 1 point. Correct response is B.	Item #17 is worth 1 point. Correct response is C.
Item #6 is worth 1 point. Correct response is A.	Item #12 is worth 1 point. Correct response is C.	Item #18 is worth 1 point. Correct response is B.

After completing Item #18, students will be advised to review their responses using the “Review” screen. They will then be instructed to remove their headsets and wait for the teacher’s instructions. You can further assist students to use the “Review” page. You can also review the correct Reading responses with the testing group.

Students should then proceed through the End of Section and Submit process for Reading. Remind students that once they exit a section of the Sample Test, their responses will no longer be available for review.

Section 3: Writing Part 1

Welcome, TestNav User!

3. Stage IV Writing 1 Sample Test

There is 1 section.
There are 12 total questions.

Start »

Writing Part 1

12 Questions

Start

The Writing Domain is administered in two parts. The first part of the test is Section 3: Writing Part 1, which is a series of multiple-choice questions, and the second part, Section 4: Writing Part 2 has two open-ended writing prompts.

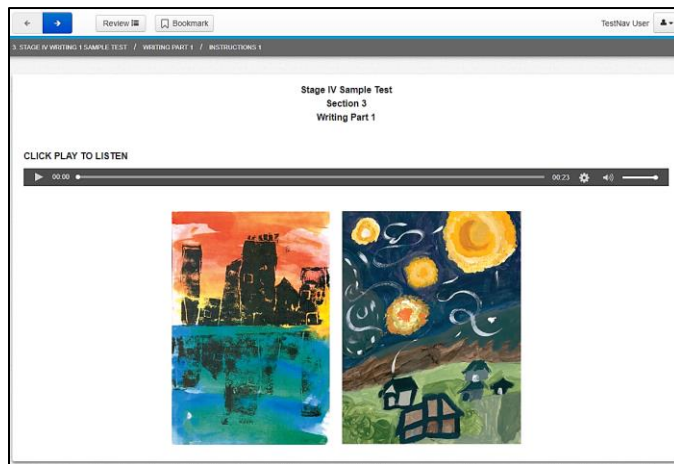
In addition to the Writing Performance Indicators, Part 1 questions apply sentence construction and grammar performance indicators from the Language Strand of Arizona's English Language Proficiency Standards.

TA Scripted Directions:

SAY Now, we will begin Part 1 of the Writing test. You can see that Section 3, Writing Part 1, has 12 questions. Talking during the Writing portion of the test is not allowed. If it helps you to select your answer choice, you may write on your scratch paper.

Writing Part 1 Audio Scripts:

Screen #1 – Introductory Directions



This is the AZELLA Writing Sample Test for grades six, seven, and eight. You will be able to take notes on your scratch paper or use some of the computer tools to help you select your answers for the Writing test. Click the blue “Next” button at the top of the screen for Sample A.

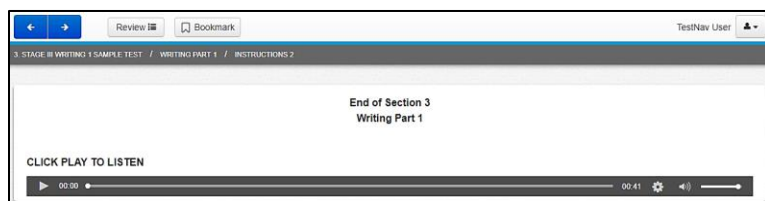
Screen #2 – Sample A



Look at Sample A. Directions: Read the question and the four answer choices. Mark your answer by selecting the circle next to your answer choice. The correct answer for Sample A is “I have three kittens.”, which is the third answer choice. If you did not select “I have three kittens.” you can change your answer now. Raise your hand if you have any questions. If you don’t have any questions about Sample A, click the blue “Next” button and begin answering the Writing questions.

Test Administrator answers any question that students may have about Sample A. Students should then proceed to answer the multiple-choice Writing Part 1 questions, the End of Section directions, and the submit process.

Screen #3 – End of Section 3 Directions



You have now finished the AZELLA Writing Part 1 Sample Test. You can make sure that you answered all of the questions by clicking the “Review” button. Check to see if there is a dark circle next to any number. A dark circle means that you did not answer the question. If you missed any questions, you can go back and answer them. When you are ready, you can remove your headset and wait for your teacher’s instructions.

You may want to further assist students to use the “Review” page. You can also review the correct Writing responses with the testing group.

Remind students that once they exit a section of the Sample Test, their responses will no longer be available for review.

There are 12 items on the Stage IV Writing Part 1 Online Sample Test. The point value and correct response of each item are included on the list for your reference.

Item #1 <i>This item is worth 1 point. Correct response is B.</i>	Item #5 <i>This item is worth 1 point. Correct response is A.</i>	Item #9 <i>This item is worth 1 point. Correct response is D.</i>
Item #2 <i>This item is worth 1 point. Correct response is B.</i>	Item #6 <i>This item is worth 1 point. Correct response is D.</i>	Item #10 <i>This item is worth 1 point. Correct response is A.</i>
Item #3 <i>This item is worth 1 point. Correct response is D.</i>	Item #7 <i>This item is worth 1 point. Correct response is D.</i>	Item #11 <i>This item is worth 1 point. Correct response is A.</i>
Item #4 <i>This item is worth 1 point. Correct response is B.</i>	Item #8 <i>This item is worth 1 point. Correct response is A.</i>	Item #12 <i>This item is worth 1 point. Correct response is C.</i>

Section 4: Writing Part 2

Welcome, TestNav User!

4. Stage IV Writing 2 Sample Test

There is 1 section.
There are 2 total questions.

Start »

Writing Part 2

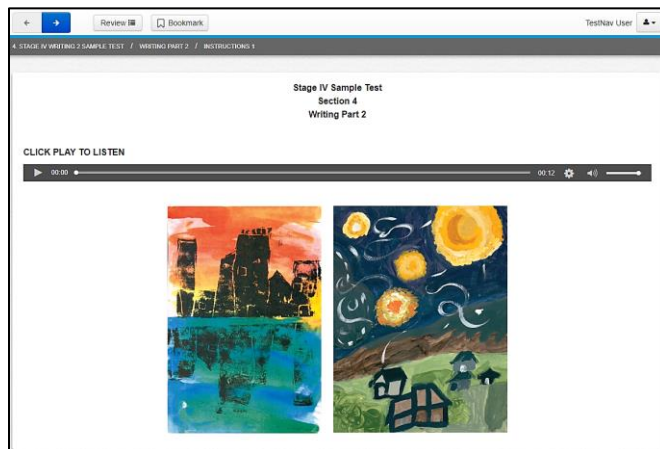
2 Questions

Start

For the Writing Part 2 test, make sure each student has scratch paper and pencil. Headphones are necessary for Audio Directions, and for the audio recordings of the stimulus (if applicable), prompt, and checklist of the writing items. The audio recordings of the writing items are available to all students, but it is the student's decision whether to listen to them. Be sure that all desks are cleared of books and other materials not needed for the test. The students respond to each question by typing in the text box provided on the screen. During the Writing Part 2 session, students are allowed to take notes, prepare an outline or graphic organizer, or write a draft paragraph on their scratch paper.

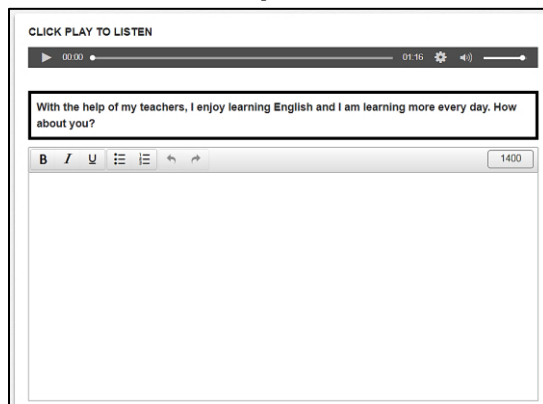
Writing Part 2 Audio Scripts:

Screen #1 – Introductory Directions



In this part of the AZELLA Writing Test, you will write your own paragraph for each question. Click the blue “Next” button to go to the Writing practice screen.

Screen #2 – Sample A and Directions



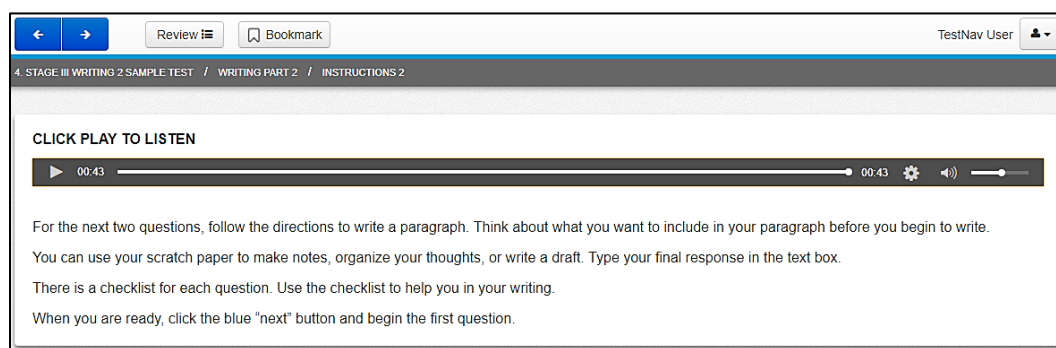
Look at Sample A. Look at the two sentences. The sentences say, “With the help of my teachers, I enjoy learning English and I am learning more every day. How about you?” Now, let’s try some practice writing. You have a special text box to do your typing. The pointer shows you where you are typing. You will be able to capitalize when you need to. You will find all the punctuation keys on your keyboard. You can use the backspace key, and the delete key. You can insert or change words. Now, type the two sentences that you see in the box. When you have typed the two sentences, raise your hand. Your teacher will tell you when to click the blue “Next” button. Then, you will begin the paragraph Writing Items.

Sample A provides Test Administrators with an opportunity to observe students as they type into the text box. If students are struggling to place the cursor, correct mistyped

words, use the shift key for capitalization, or find the punctuation keys, the Test Administrator can assist students. This is not intended to substitute for regular keyboarding instruction but rather to support students to feel comfortable with the tools provided by the TestNav platform. Sample A can be used as is, or the Test Administrator can provide their own prompts. This text box is designed so that Test Administrators can help students to comfortably practice their keyboarding in the TestNav environment. Sample A is also included in the actual AZELLA test. Test Administrators cannot assist students with keyboarding skills during their scored paragraph writing on AZELLA.

Once students are ready to move on to the paragraph writing, they will listen to the recorded introductory directions.

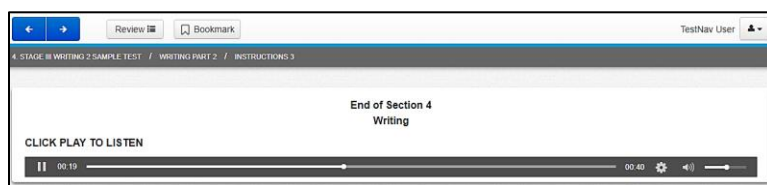
Screen #3 -Directions



For the next two questions, follow the directions to write a paragraph. Think about what you want to include in your paragraph before you begin to write. You can use your scratch paper to make notes, organize your thoughts, or write a draft. Type your final response in the text box. There is a checklist for each question. Use the checklist to help you in your writing. When you are ready, click the blue “Next” button and begin the first question.

Note: Each stimulus (if applicable), prompt, and checklist of the Writing Part 2 questions, includes an audio recording that the students may play as necessary.

Screen #4 – End of Section 4 Directions



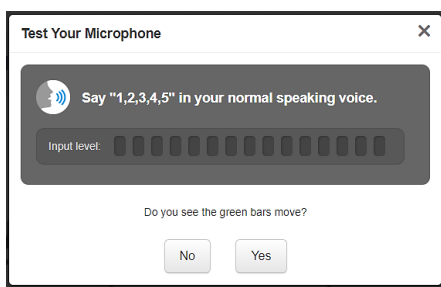
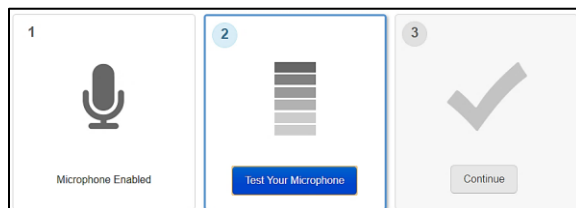
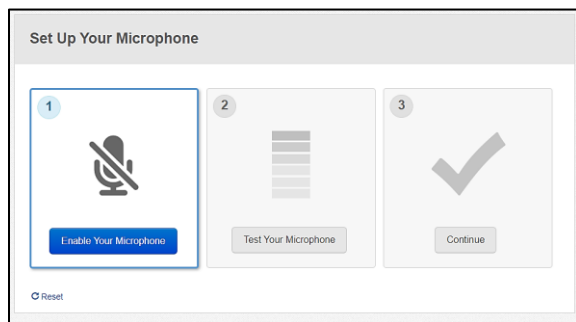
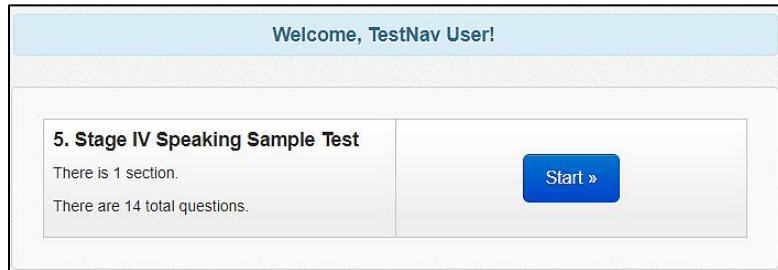
You have now finished the AZELLA Writing Part 2 Sample Test. You can make sure that you answered all of the questions by clicking the “Review” button. Check to see if there is a dark circle next to any number. A dark circle means that you did not answer the question. If you missed any questions, you can go back and answer them. When you are ready, you can remove your headset and wait for your teacher’s instructions.

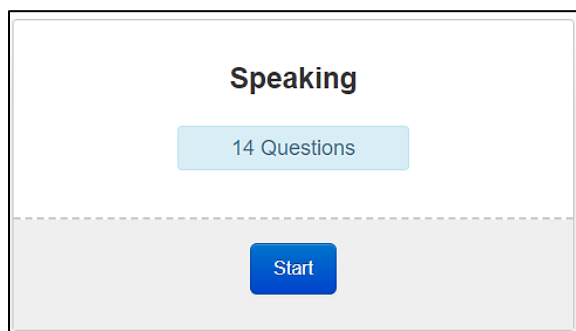
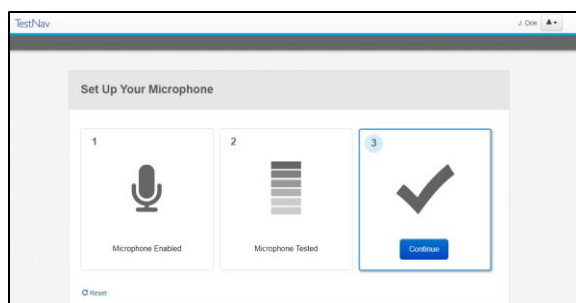
After completing the two writing prompts, students will be advised to review their responses using the “Review” screen. They will then be instructed to remove their headsets and wait for the teacher’s instructions. Students should then proceed through the End of Section and Submit process for Writing Part 2. Remind students that once they exit a section of the Sample Test, their responses will no longer be available for review or editing.

NOTE: Use Writing Rubric ID III-V.W.5 to score the two extended-writing responses of Writing Part 2.

Section 5: Speaking

Before the students can access the Speaking Section of the Sample Test, they will have to follow a series of prompts to perform the microphone check and ensure that their microphones are properly working. Monitor students as they progress through the screens of the microphone check.





The Speaking test is administered to students individually or in small groups. 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 and managing the "Listen" and "Record" functions. Students' spoken responses for the Sample Test are recorded and available for review using the Speaking response replay feature. Similar to the operational tests, each item of the Speaking Sample Test has a maximum recording time between 15 and 60 seconds.

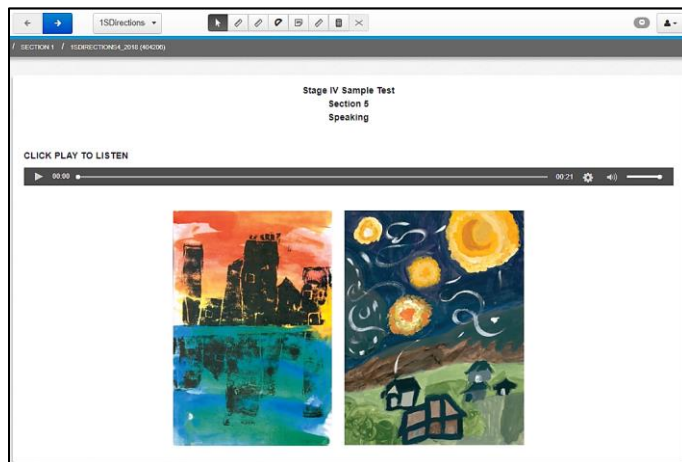
TA Scripted Directions:

SAY Now we will begin the Speaking Section of the test. You can see that Section 5, the Speaking Section, has 14 questions. You will answer each question by speaking into your microphone. Please answer the questions in complete sentences.

Now, click on the "Start" button. Put on your headphones and click on the "Play" button to listen to the directions.

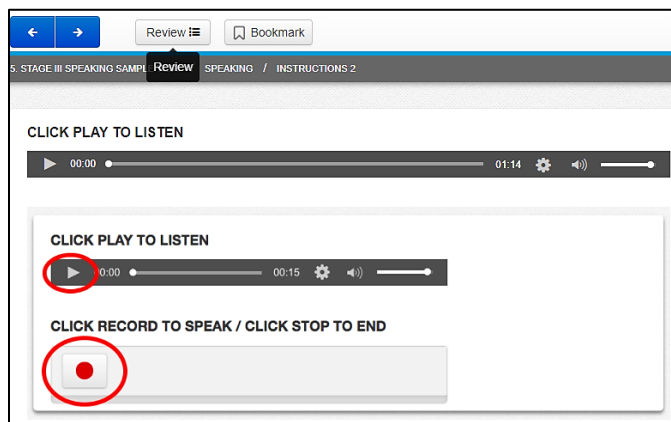
Speaking Audio Scripts:

Screen #1 - Introductory Directions



This is the AZELLA Speaking Sample Test for grades six, seven, and eight. For this test, all you need to do is answer some questions in English. You will listen to the questions and you will record your answers. Click the blue “Next” button at the top of the screen.

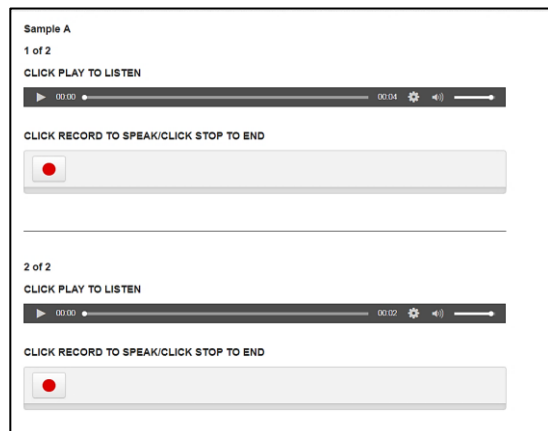
Screen #2 - Directions



For the Speaking test, you will click the “Play” button to hear the question. Then you will click the “Record” button to record your answer. After you click “Record,” be sure to speak in a strong voice. You will only be able to record your answer one time. Click the “stop” button when you are finished speaking or just wait until the recording is complete. You will be able to take notes on your scratch paper during the Speaking Test. Some of the questions have two parts. Listen to the first question and record your answer. Then, listen to the second question and record your answer. When you are ready, click the blue “Next” button at the top of the screen and try Sample A on your own. After you record your answers for the two questions in Sample A, remove your headset and wait for your teacher’s instructions.

The test administrator should ensure that all students understand how to use the “PLAY” and “RECORD” tools before instructing them to move on to the Speaking questions. Sample A provides an opportunity for the Test Administrator to use the Speaking response playback feature to listen to the student’s recorded responses and verify that the clarity and volume of the responses are sufficient. The test administrator can then direct students to increase or decrease the volume of their voice as appropriate or to adjust the position of the microphone.

Screen #3 – Sample A

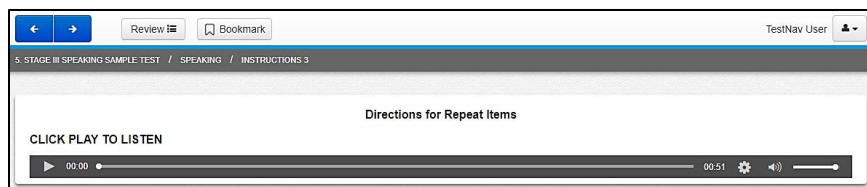


Sample A

What is your first name?

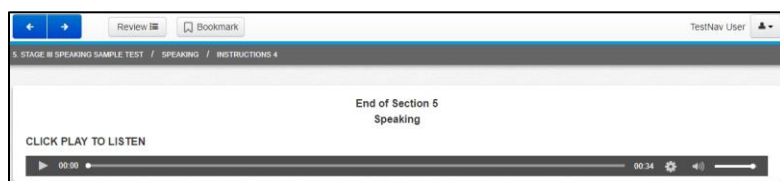
What is your last name?

Screen #4 – Directions for Repeat Items



Next, repeat what you hear. For example, if you hear "my jacket is too big," you should say, "my jacket is too big." Or, if you hear, "Where is the cafeteria?" you should say, "Where is the cafeteria?" There are 10 sentences that you will repeat. Start with number one. Listen to the sentence. Next, click “Record” and repeat the sentence. Then, do sentence number two. Scroll down the page to listen and record all ten sentences. When you are ready, click the “Next” button to begin.

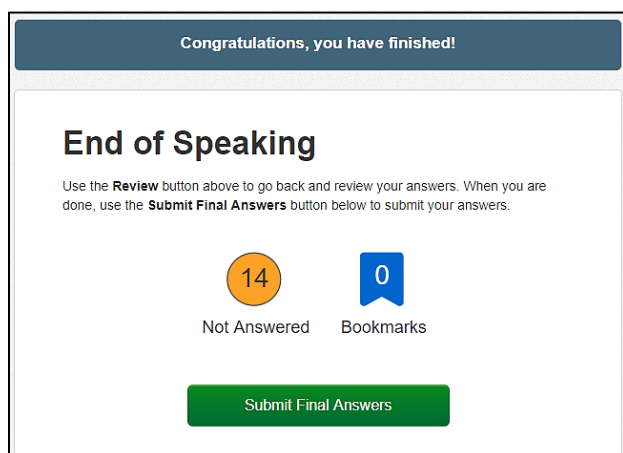
Screen #5 – End of Section 5 Directions



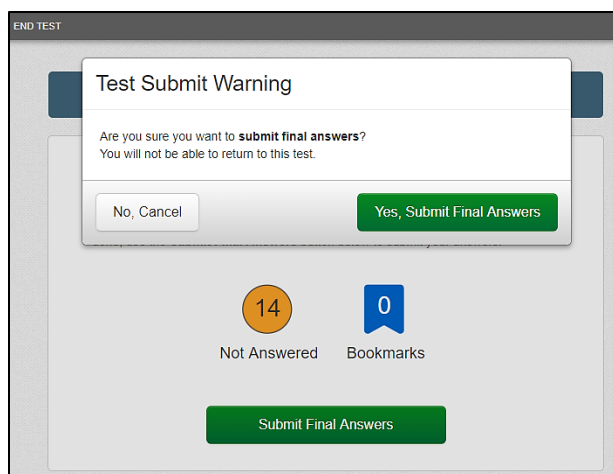
You have now finished the AZELLA Speaking Sample Test. You can make sure that you answered all of the questions by clicking the “Review” button. If you missed any questions, you can go back and answer them. You cannot change the answers that you already recorded. When you are ready, you can remove your headset and wait for your teacher’s instructions.

When students have completed the Speaking items and the end of section review, they will be instructed to remove their headsets and wait for the Test Administrators instructions.

This end of test procedure is the same as the operational test. Be sure students understand the importance of the submit buttons. Similar to the previous four sections, at the end of the Speaking Section, a banner that says "Congratulations, you have finished!" Once more, the submit button will say "Submit Final Answers." This will be the same on the Sample tests and the Operational forms.



When the student hits "Submit Final Answers" the following Test Submit warning popup appears. This too, is exactly how it will appear on the Operational test:



SAY You have now completed the last part of the AZELLA Test. At the end of the Speaking Test, you will again see the banner that says, "Congratulations, you have finished!" and the green button that reads, "Submit Final Answers." When you are ready, click, "Yes, submit Final Answers."

There are 14 items on the Stage IV Speaking Online Sample Test. The point value and correct response of each item are included on the list for your reference.

Item #1 Unscored Practice Item	#6 This item is worth 4 points. Use rubric II-V.S.4	#11 This item is worth 4 points. Use rubric II-V.S.4
#2 This item is worth 4 points. Use rubric II-V.S.4	#7 This item is worth 4 points. Use rubric II-V.S.4	#12 This item is worth 4 points. Use rubric II-V.S.4 (Listen and Retell)
#3 This item is worth 1 point. Use rubric III-IV.OR.1	#8 This item is worth 4 points. Use rubric II-V.S.4	#13 This item is worth 3 points. Use rubric (ORF)
#4 This item is worth 4 points. Use rubric II-V.S.4	#9 This item is worth 4 points. Use rubric II-V.S.4	#14 Individual repeat items are worth .4 points – repeat total is worth 4 points.
#5 This item is worth 4 points. Use rubric II-V.S.4	#10 This item is worth 4 points. Use rubric II-V.S.4	

Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #1 and #2 in Writing Part 2 (Extended Writing)

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 - Decoding

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

Stages III-IV

0-1 point

Use for item #3

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.

Oral Reading Rubric – Oral Reading Fluency

Rubric ID: II-V.OR.3 (Oral Reading Fluency)

Stages II-V

3 points

Use for item #13

Rubric interpretation: Oral Reading Fluency (ORF) is made up of two components – Expressiveness and Words Correct Per Minute (WCPM). Each of these components has a separate rubric and contributes 50% to the student score.

Oral Reading Fluency - Expressiveness:

Expressiveness in Oral Reading Fluency is characterized by smooth, rapid reading evidenced by ease of decoding and appropriate use of phrasing, pausing, and expression to convey meaning.

Students who demonstrate competency in this skill have the ability to access information in the mainstream classroom. An incorrect response or no response earns a score point 0. Students who struggle with this skill require more instruction to access information presented in the mainstream classroom.

Score 3: Response meets one or more of the following conditions:

- Reads primarily in larger, meaningful phrase groups fluently.
- Most, or all, of the story is appropriately-paced.
- Consistently uses organizational features and contextual clues to read with expressive interpretation. (Rating equates to “Proficient.”)

Score 2: Response meets one or more of the following conditions:

- Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present.
- The phrasing is mostly appropriate. Some pausing and staccato rhythm may be apparent.
- Use of organizational features or contextual clues to create expressive interpretation is inconsistent. (Rating equates to “Intermediate.”)

Score 1: Response meets one or more of the following conditions:

- Reads primarily word-by-word or in two-word phrases. Some larger word groupings may be present.
- Word groupings seem awkward and unrelated to the larger context of the sentence or passage.

- Reading is laborious and little or no expressive interpretation is present. The student's fluency may impede the listener's comprehension. (Rating equates to "Pre-Emergent/Emergent/Basic.")

Score 0: Response meets one or more of the following conditions:

- Unintelligible speech or foreign language
- Response is 5 words or less (silent)
- Response is off-topic (Student is speaking in English, but not reading the passage.)

Oral Reading Fluency Words Correct Per Minute:

The number of words correctly read per minute. WCPM is calculated using a pro-rating formula by which the number of words read correctly is divided by the duration of the reading (in seconds) and multiplied by 60. In cases where the student reads for the entire minute, the words read correctly is the WCPM; in cases where the student reads for less than the entire minute, a WCPM score is extrapolated.

For each score point, 0-3, each AZELLA item has a specific performance range of WCPM which is based on the difficulty of the item. The ranges shown below reflect the AVERAGE range for all items at a Stage. See APS score charts for cut scores for each AZID.

Students who demonstrate competency in this skill have the ability to access information in the mainstream classroom. An incorrect response or no response earns a score point 0. Students who struggle with this skill require more instruction to access information presented in the mainstream classroom.

Score 3:

- Stage III Average WCPM >103
- Stage IV Average WCPM >112
- Stage V Average WCPM > 122

Score 2:

- Stage III Average WCPM > 62 < 103
- Stage IV Average WCPM > 73 < 112
- Stage V Average WCPM > 79 < 122

Score 1:

- Stage III Average WCPM <62
- Stage IV Average WCPM <73
- Stage V Average WCPM <79

Score 0:

Response meets one or more of the following conditions:

- Unintelligible speech or foreign language
- Response is 5 words or less (silent)
- Response is off-topic (Student is speaking in English, but not reading the passage.)

Speaking Rubric

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

Stages II-V

0-4 points

Use for items number: #2 and #4 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 item #14

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.