

**Stage III Writing**  
**AZELLA Item Specifications**  
**Fall 2011 and Spring 2013**

Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Writing	<b>WRITING</b> <b>Standard 1: Writing Applications</b>  The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:	1	<del>E-1: writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support.</del>	0	0	ER5  Written Response	GRAPHIC  Graphic of a child/children/people engaged in an activity recognizable to grade 3 to 5 students.	Look at the picture.  [GRAPHIC]  On page [page number] of your answer document, write a story about what you see in the picture.  Be sure to include: • Characters. • Setting. • A beginning, a middle, and an end.	Scored 0-5	III.L.1b
			B-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.	0	2					
			H-1: writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.	1	0					
			<del>E-1: writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support.</del>	0	0					
			<del>B-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.</del>	0	0					
			H-1: writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.	1	0					
			<del>E-1: writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support.</del>	0	0		GRAPHIC  Three graphics that tell a story—one graphic showing the first thing that happens, another showing the second thing that happens, and the third that shows the last thing that happens.	On page [page number] of your answer document, write a story about what you see in the pictures.  Tell what happened first, what happened next, and what happened last.  Be sure to include: • Characters. • Setting. • A beginning, a middle, and an end.		

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Writing	<b>WRITING</b> <b>Standard 1: Writing Applications</b> <b>The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</b>	5	<del>LI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support. (e.g., word bank, outline, etc.).</del>	0	0	ER5 Written Response	GRAPHIC Graphic(s) related to a progression (e.g., life cycle of a frog) in a content area about which students can write a paragraph. [Parts of the graphic would most likely be labeled.]	Look at the picture of [subject of the graphic]. On page [page number] of your answer document, explain what the picture shows about the [statement about the graphic]. Be sure to include: • All the steps. • Details in the picture.	Scored 0-5	III.L.1b
			HI-5: writing a summary containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying lengths. <i>(e.g., science text chapter, presentations, etc.).</i>	Change the item specs to include HI-4 . This is a better fit for the items on the test. We are recoding the items beginning with						
Writing	<b>WRITING</b> <b>Standard 1: Writing Applications</b> <b>The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</b>	6	<del>LI-6: writing a variety of functional text that address audience, stated purpose, and context:            • Letters            • Directions            • Graphs/Tables            • Brochures.</del>	0	0	ER5 Written Response	None	[Scenario identifying the audience and the purpose for writing directions for doing something.] On page [page number] of your answer document, write directions explaining [how to do something for the audience]. Be sure to include: • All the steps. • Details.	Scored 0-5	III.L.1b
			HI-6: writing a variety of functional text that address audience, stated purpose and context: • Letters • Directions • Procedures • Graphs/Tables • Brochures.	0	3					

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Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	3	B-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).	1	0	MC  Multiple Choice	Sentence with a blank	Which word belongs in the blank?  [Sentence with blank space]	Scored 1  4 OPTIONS  One correct word; three homonyms, one or two of which are misspelled (wood, woud, would, wud).	III.L.1a III.L.2
			<del>LI-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).</del>	<del>0</del>	<del>0</del>					
			HI-3: spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals).	4	1					
			<del>B-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).</del>	<del>0</del>	<del>0</del>					
			<del>LI-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).</del>	<del>0</del>	<del>0</del>					
			HI-3: spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals).	2	2					
							None	Which word is spelled correctly?	Scored 1  4 OPTIONS  One correct word; three common misspellings of the word (common and high frequency words, plurals).	

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Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	4	E-4: using capitalization for the pronoun "I," sentence beginnings, and proper nouns (i.e., names, days, months)	1	1	MC Multiple Choice	None	Which sentence uses capital letters correctly?	Scored 1  4 OPTIONS	None
			B-4: using capitalization for proper nouns (i.e., names, days, months), titles (including book titles).	1	1				One sentence with correct capitalization of a proper noun (names, days, months), or words in a person's title/book title.  Three same sentences with incorrect or missing capitalization.	
Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	4	<del>LI-4: using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.</del>	<del>0</del>	<del>0</del>	MC Multiple Choice	None	Which sentence uses capital letters correctly?	Scored 1  4 OPTIONS	None
			HI-4: using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.	3	1				One sentence with correct capitalization of a proper noun (place names, holidays, languages), words in a poem title, or abbreviation.  Three same sentences with incorrect or missing capitalization.	

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Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	5	PE-5: using punctuation for: • endings of sentences (period), • colon to punctuate time • commas in dates and closings of letters with instructional support.	0	4	MC Multiple Choice	None	Which sentence uses punctuation correctly?	Scored 1  4 OPTIONS  One correct sentence to test end punctuation, (period) colon in time, comma in date/closing of letter.  Three same sentences with incorrect punctuation.	III.L.1b
Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	5	E-5: using punctuation for: • endings of sentences (question mark, exclamation mark); • commas in greetings, closings of letters, and dates • apostrophes to punctuate contractions with instructional support	0	2	MC Multiple Choice	None	Which sentence uses punctuation correctly?	Scored 1  4 OPTIONS  One correct sentence to test question mark, exclamation mark, commas in letter greetings, apostrophes in contractions.  Three same sentences with incorrect punctuation.	III.L.2

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Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	5	<del>B-5: using punctuation for:</del> <del>• sentence endings</del> <del>• commas to punctuate items in a series and introductory words</del> <del>• apostrophes to punctuate contractions and singular possessives.</del>	0	0	MC  Multiple Choice	None	Which sentence uses punctuation correctly?	Scored 1  4 OPTIONS  One correct sentence to test commas in items in a series/introductory words/phrases, quotation marks for dialogue and titles, colons in business letter salutations, apostrophes in singular/plural possessives.  Three same sentences with incorrect punctuation.	None
			LI-5: using punctuation for: • sentence endings • commas to punctuate items in a series and introductory words or phrases • quotation marks for dialogue and titles • colons to punctuate business letter salutations • apostrophes to punctuate contractions and plural possessives.	3	0					
			<del>HI-5: using punctuation for:</del> <del>• sentence endings</del> <del>• semi-colons in a series, introductory clauses, dialogue and direct address</del> <del>• quotation marks for dialogue and titles</del> <del>• colons to punctuate business letter salutations</del> <del>• apostrophes to punctuate contractions and plural possessives.</del>	0	0					

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Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	7	B-7: using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications.	0	0	MC  Multiple Choice	Sentence with a blank line for the verb.	Which word[s] belong[s] in the blank?  [One sentence with a blank line for the verb.]	Scored 1  4 OPTIONS  Four same words/phrases; only one answer choice uses the correct verb tense.  (Simple present, simple past, simple future, present progressive.)	III.L.1a
			L1-7: using verb tenses (simple and progressive) in a variety of writing applications.	0	0					
			HI-7: using verb tenses (simple and progressive) in a variety of writing applications.	4	1					
			B-7: using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications.	1	0		None	Which sentence is correct?	Scored 1  4 OPTIONS  Four same sentences; only one sentence uses the correct verb tense.  (Simple present, simple past, simple future, present progressive.)	
			L1-7: using verb tenses (simple and progressive) in a variety of writing applications.	0	0					
			HI-7: using verb tenses (simple and progressive) in a variety of writing applications.	4	0					

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Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	8	E-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	0	0	MC  Multiple Choice	Sentence with a blank for the subject or verb	Which word[s] belong[s] in the blank?  [One sentence with a blank line for the verb.]	Scored 1  4 OPTIONS  Four same words/phrases (subjects or verbs); only one answer choice uses the correct subject-verb agreement.	III.L.1a
			B-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	0	0					
			LI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	0	0					
			HI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	2	1					
			E-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	0	0		None	Which sentence is correct?	Scored 1  4 OPTIONS  One sentence with correct subject-verb agreement.  Three same sentences with incorrect subject-verb agreement.	
			B-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	0	0					
			LI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	0	0					
			HI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	2	0					



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<b>Writing</b>	<b>Writing Standard 3: Writing Process</b>  Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:	4	LI-1: generating and organizing ideas to create a prewriting plan using multiple teacher-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).	0	0	MG  Multiple-Choice	GRAPHIC (may or may not be included)  Picture showing two things that have similarities and differences.	WITH GRAPHICS: Look at the picture of [graphic 1] and [graphic 2].  Now look at the chart/Venn diagram.	Scored 4  4 OPTIONS  One word that belongs in the blank line in the chart/Venn diagram; three incorrect words.	III.L.2.HI.1
			HI-1: generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).	0	0		Chart or Venn Diagram for the similarities and differences of the things in the picture; blank line in the section for either similarities or differences.	Which word belongs on the blank line in the chart/Venn diagram?  _____  WITHOUT GRAPHICS: Look at the chart/Venn diagram.		

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Reading	<b>Reading Standard 1: Print Concepts</b> The student will demonstrate knowledge of print concepts by:	3	B-3: identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and glossary).	1	3	MC Multiple Choice	GRAPHIC Table of contents, glossary, dictionary entry	Look at the [table of contents/glossary/dictionary]. [GRAPHIC OF ENTRY] Which [specific information related to entry].	Scored 1 4 OPTIONS Four pieces of information from the stimulus; only one answer choice is correct.	None
Reading	<b>Reading Standard 1: Print Concepts</b> The student will demonstrate knowledge of print concepts by:	4	PE-4: alphabetizing a series of words to the first letter.	0	1	MC Multiple Choice	None	Which set of words is in alphabetical order?	Scored 1 4 OPTIONS Each answer choice contains same set of four words; only one answer choice contains set of four words in correct alphabetical order (to the first letter).	None
Reading	<b>Reading Standard 1: Print Concepts</b> The student will demonstrate knowledge of print concepts by:	4	E-4: alphabetizing a series of words to the second letter.	0	0	MC Multiple Choice	None	Which set of words is in alphabetical order?	Scored 1 4 OPTIONS Each answer choice contains same set of four words; only one answer choice contains set of four words in correct alphabetical order (to the second letter).	None

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Reading	<b>Reading Standard 1: Print Concepts</b> The student will demonstrate knowledge of print concepts by:	4	B-4: alphabetizing a series of words to the third letter.	0	1	MC Multiple Choice	None	Which set of words is in alphabetical order?	Scored 1 4 OPTIONS Each answer choice contains same set of four words; only one answer choice contains set of four words in correct alphabetical order (to the third letter).	None
Reading	<b>Reading Standard 1: Print Concepts</b> The student will demonstrate knowledge of print concepts by:	4	LI-4: alphabetizing a series of words.	0	0	MC Multiple Choice	None	Which set of words is in alphabetical order?	Scored 1 4 OPTIONS Each answer choice contains same set of four words; only one answer choice contains set of four words in correct alphabetical order (to the third letter).	None
			HI-4: alphabetizing a series of words.	2	0					
			LI-4: alphabetizing a series of words.	0	0		List of 6 words	Read the list of words. [List of six words.] If this list were in alphabetical order, which word would be first/last?	Scored 1 4 OPTIONS Each answer choice contains two words; only one answer choice contains correct first/last two words in alphabetical order.	
			HI-4: alphabetizing a series of words.	0	2					

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Reading	Reading Standard 2: Phonemic Awareness  The student will demonstrate knowledge of phonemic awareness by:	3	E-3: segmenting multi-syllabic words into syllables. ( <i>but/ter/fly</i> )	0	5	SA1  Orally Administered/ Spoken Response	ORAL GRAPHIC  Picture of an animal/object (two-syllable word)	Look at number XX.  Look at the picture. [Picture representing two-syllable word]  What is this?  Say the two parts of the word for this picture.	Scored 1	None
			HI-3: segmenting syllables in multi-syllabic words.	2	2		Oral GRAPHIC  Picture of an animal/object (three- to four-syllable word).	Look at number XX.  Look at the picture. [Picture representing three-to-four-syllable word]  What is this?  Say the three/four parts of the word for this picture.		
Reading	Reading Standard 2: Phonemic Awareness  The student will demonstrate knowledge of phonemic awareness by:	5	E-5: distinguishing spoken rhyming words from non-rhyming words. ( <i>e.g., run, sun versus run, man, etc.</i> )	0	0	MC  Orally Administered/ Multiple Choice	Oral GRAPHIC	Look at number XX.  Which word rhymes with [word]?	Scored 1  4 OPTIONS	None
			B-5: selecting rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)	2	2		Four pictures of animals/objects (three-to four-syllable words) as answer choices.	[Word for picture 1, word for picture 2, word for picture 3, word for picture 4.]  Fill in the circle under the picture for the correct answer.		

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Reading	Reading Standard 2: Decoding The student will demonstrate knowledge of decoding by:	7	<del>E-7: reading regularly spelled two-syllable and compound words including consonant blends (bl, st, and tr)</del>	0	0	SA1 Orally Administered/ Spoken Response	[List of three above-grade-level two-syllable/compound words (consonant blends bl, st, tr)]	Look at number XX. Look at the list of words.	Scored 1	III.L.2
			B-7: reading regularly spelled two-syllable words and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.	3	2			[List of three above-grade-level two-syllable words]		
			LI-7: reading regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.	1	3			[List of three above-grade-level multi-syllable words (th, sk, ck, ea, ie, ee, r-controlled vowels)]		Look at number XX. Look at the list of words. [List of three above-grade-level two-/three-syllable words] Read each word to me.
Reading	Reading Standard 2: Decoding The student will demonstrate knowledge of decoding by:	9	PE-9: identifying base words (walk, clean, dress) that have been modified by inflectional endings.	2	2	MC Multiple Choice	None	What is the base word of [-s/-ed/-ing ending word underlined]?	Scored 1 4 OPTIONS One correct base word for designated word; three incorrect words.	III.L.2

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Reading	<b>Reading Standard 2: Decoding</b> The student will demonstrate knowledge of decoding by:	10	B-10: applying spelling rules for adding suffixes. (e.g., drop the final "e" and add endings; double the final consonant when adding an ending; change the final "y" to "i," etc.)	2	2	MC Multiple Choice	None	When [-ed/-ing suffix underlined] is added to [base word underlined], what is the correct spelling of the new word?	Scored 1 4 OPTIONS One correct spelling of the base word with the added suffix; three incorrect words.	III.L.1a III.L.2
Reading	<b>Reading Standard 2: Decoding</b> The student will demonstrate knowledge of decoding by:	13	B-13: recognizing and using word order (syntax).	0	0	MC Multiple Choice	Sentence with a blank	[One sentence with blank line.] Which word belongs in the blank?	Scored 1 4 OPTIONS (1) Word that fits context and order (2) Word that fits context, but not order (3) Word that fits order, but not context (4) Word that does not fit order or context May include interrogatory sentences.	III.L.1a III.L.1b
			LI-13: using word order (syntax).	0	0					
			HI-13: using word order (syntax).	1	4					

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	2	B-2: predicting what might happen next in a reading selection.	1	0	MC  Passage-based: Multiple Choice	Literary reading passage	If the passage continues, what will [something in passage] [most likely do/happen] next?	Scored 1  4 OPTIONS  One correct answer choice contains a plausible prediction supported by the passage; three answer choices contain implausible predictions.	None
			<del>LI-2: predicting what might happen next in a reading selection.</del>	0	0					
			HI-2: generating and confirming predictions about text for accuracy.	0	2					
			<del>B-2: predicting what might happen next in a reading selection.</del>	0	0					
			<del>LI-2: predicting what might happen next in a reading selection.</del>	0	0					
			HI-2: generating and confirming predictions about text for accuracy.	0	1					
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	3	<del>B-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.</del>	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	[Who/what/where/when/why/which/how literal question about the passage.]  [May include vocabulary questions.]	Scored 1  4 OPTIONS	III.L.2
			<del>LI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.</del>	0	0					
			HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.	0	2					

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Reading: Literary Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  The student will demonstrate knowledge of reading comprehension by:	8	E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally).	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Which word[s] from the passage signal[s] when something happens/happened/will happen?	Scored 1  4 OPTIONS	None
			B-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now) in text.	0	0					
			L1-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					
			H1-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	1					
			E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally).	0	0			Read the sentence from the passage.  [Quoted text from passage in boldface]  Which word[s] signal[s] time order/when something happens/happened/will happen?		
			B-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now) in text.	0	0					
			L1-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					
			H1-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					



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Reading-Literary-Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	<b>9</b>	B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0	MC  Passage-based: Multiple-Choice	Literary reading passage		Scored 1  4-OPTIONS	None
			L1-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			H1-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			L1-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			H1-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Literary Passage (Fiction)	<p style="text-align: center;"><b>Reading Standard 4: Comprehending Text</b></p> <p style="text-align: center;"><b>The student will demonstrate knowledge of reading comprehension by:</b></p>	10	B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	0	0	MC Passage-based: Multiple-Choice	Literary reading passage	Which word[s] from the passage signal[s] cause and effect?	Scored 1 4 OPTIONS	None
			LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	0	0					
			HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	0	0					
			B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	0	0					
			LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	0	0					
			HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	0	0					
Reading: Literary Passage (Fiction)	<p style="text-align: center;"><b>Reading Standard 4: Comprehending Text</b></p> <p style="text-align: center;"><b>The student will demonstrate knowledge of reading comprehension by:</b></p>	11	B-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	0	0	MC Passage-based: Multiple-Choice	Literary reading passage	Why did the author write the passage?	Scored 1 4 OPTIONS	None
			LI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	0	0					
			HI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	0	1					

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Reading: Literary Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  The student will demonstrate knowledge of reading comprehension by:	12	B-12: identifying the cause and effect relationship of two related events in a literary selection.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	What is caused by [cause and effect occurrence in the text]?	Scored 1  4 OPTIONS	None
			LI-12: identifying the cause and effect relationship of two related events in a literary selection.	0	0					
			HI-12: identifying the cause and effect relationship of two related events in a literary selection.	0	0					
			B-12: identifying the cause and effect relationship of two related events in a literary selection.	0	0			Why was [cause and effect occurrence in the text]? _____		
			LI-12: identifying the cause and effect relationship of two related events in a literary selection.	0	0					
			HI-12: identifying the cause and effect relationship of two related events in a literary selection.	1	1					

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Literary Passage (Friction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	13	B-13: drawing conclusions from information implied or inferred in a literary selection.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Which conclusion can be made at the end of the passage?	Scored 1  4 OPTIONS	III.L.2
			LI-13: drawing conclusions from information implied or inferred in a literary selection.	0	0					
			HI-13: drawing conclusions from information implied or inferred in a literary selection.	1	0					
			B-13: drawing conclusions from information implied or inferred in a literary selection.	0	0			Read the phrase/sentence from [part of passage]. [Quoted text from passage in boldface.]  What does this phrase/sentence mean? [May include figurative language questions.]		
			LI-13: drawing conclusions from information implied or inferred in a literary selection.	0	0					
			HI-13: drawing conclusions from information implied or inferred in a literary selection.	1	0					
Reading: Literary Passage (Friction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	14	B-14: identifying characters and their traits within a fictional text.	0	2	MC  Passage-based: Multiple Choice	Literary reading passage	Which word <b>best</b> describes [character]?  [Other questions that require an identification of characters or their traits.]	Scored 1  4 OPTIONS	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Literary Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	<b>14</b>	LI-14: describing the characters' traits and their motivations within a fictional text.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Which word <b>best</b> describes [character] [at some point in passage]?	Scored 1  4 OPTIONS	None
			HI-14: describing the characters' traits and their motivations within a fictional text.	1	1			What is the <b>most</b> likely reason [character] [does something in the text]?		
			LI-14: describing the characters' traits and their motivations within a fictional text.	0	0			[Focus on character's motivations.]		
			HI-14: describing the characters' traits and their motivations within a fictional text.	1	0					

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	15	B-15: describing the setting using key words from a fictional text.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	When/What [time frame in the passage] [something that occurs at a specific setting in the passage]?	Scored 1  4 OPTIONS	None
			LI-15: describing the setting using key words from a fictional text.	0	0					
			HI-15: describing the setting using key words from a fictional text.	2	0					
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	16	LI-16: identifying the plot (specific events, problems and solutions) from a fictional text.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Question about literary element of the plot (specific event/problems/solutions) of the passage.	Scored 1  4 OPTIONS	None
			HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.	0	1					

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	17	PE-17: relating illustrations to fictional text.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Which part of the passage does the illustration help the reader understand?	Scored 1  4 OPTIONS	None
			E-17: relating illustrations to fictional text.	0	0					
			B-17: relating illustrations to fictional text.	0	0					
			LI-17: relating illustrations to fictional text.	0	0					
			HI-17: relating illustrations to fictional text.	1	1					
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	18	B-18: comparing and contrasting two characters within a fictional text.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Question that requires students to compare or contrast two characters in the passage.	Scored 1  4 OPTIONS	None
			LI-18: comparing and contrasting two characters within a fictional text.	0	0					
			HI-18: comparing and contrasting two characters within a fictional text.	0	1					

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Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	3	B-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	[Who/what/where/when/why/which/how literal question about the passage.]	Scored 1  4 OPTIONS	III.L.2
			L1-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.	0	0					
			HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.	5	5					
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	7	B-7: identifying the main idea and two-to-three details from text.	1	1	MC  Passage-based: Multiple Choice	Informational reading passage	What is the main idea of the passage?	Scored 1  4 OPTIONS	None
Reading: Inform (Non)	Reading Standard 4: Comprehending Text		L1-7: summarizing the main idea and supporting details from text.	0	0	MC	Informational reading		Scored 1	



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National Passage (and fiction)	The student will demonstrate knowledge of reading comprehension by:	7	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.	1	0	Passage-based: Multiple Choice	Informational Reading passage	Which is the <b>best</b> summary of the passage?	4 OPTIONS	None

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Reading: Informational Passage (Nonfiction)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	8	E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally).	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	Which word[s] from the passage signal[s] when something happens/happened/will happen?	Scored 1  4 OPTIONS	III.L.1a
			B-8: locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text.	0	0					
			LI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					
			HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	1	0					
			E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally).	0	0			Read the sentence from the passage.  [Quoted text from passage in boldface]  Which word[s] signal[s] time order/when something happens/happened/will happen?		
			B-8: locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text.	0	0					
			LI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					
			HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					

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Reading: Informational Passage (Nonfiction)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	9	B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	Which word[s] from the passage signal[s] a comparison/contrast?	Scored 1  4 OPTIONS	None
			LI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	1	0					
			LI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	1					
							Read the sentence from the passage.  [Quoted text from passage in boldface]  Which word[s] from the sentence signal[s] a comparison/contrast?			

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Informational Passage (Nonfiction)	<b>Reading Standard 4: Comprehending Text</b>  The student will demonstrate knowledge of reading comprehension by:	10	<del>B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)</del>	0	0	MC  Passage-based: Multiple Choice	Informational reading passage		Scored 1  4 OPTIONS	None
			LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	1	0					
			HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	1	1					
			<del>B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)</del>	0	0					
			<del>LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)</del>	0	0					
			HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	1	1					
							Which word[s] from the passage signal[s] cause and effect?			
							Read the sentence from the passage.  [Quoted text from passage in boldface]  Which word[s] from the sentence signal[s] cause and effect?			

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Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	11	B-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	0	0	MC Passage-based: Multiple Choice	Informational reading passage	Why did the author write the passage?	Scored 1 4 OPTIONS	None
			LI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	1	0					
			HI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	1	2					
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	20	HI-20: applying understanding of content vocabulary within math, science and social studies texts.	1	0	MC Passage-based: Multiple Choice	Informational reading passage	What does the word [content vocabulary word underlined] mean as it is used in the passage?	Scored 1 4 OPTIONS	III.L.2
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text	24	LI-24: interpreting information from external text in nonfiction text for a specific purpose. (e.g., "According to the population map, most people live in the Northeast.")	0	0	MC	Informational reading passage  GRAPHIC	[Question requiring an interpretation of information in the external text featuring a	Scored 1	None

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Informational Passage	The student will demonstrate knowledge of reading comprehension by:		HI-24: interpreting information from external text in nonfiction text for a specific purpose.	1	0	Passage-based: Multiple Choice	Map/graph/chart/ diagram/table/timeline attached to an informational reading passage.	information in the external text feature.]	4 OPTIONS	

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Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	3	B-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.	1	0	MC Passage-based: Multiple Choice	Functional reading passage	[Who/what/where/when/why/which/how literal question about the passage.]	Scored 1 4 OPTIONS	III.L.2
			LI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.	0	0					
			HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.	1	4					
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	7	B-7: identifying the main idea and two to three details from text.	0	0	MC Passage-based: Multiple Choice	Functional reading passage	What is the main idea of the passage?	Scored 1 4 OPTIONS	None
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	7	LI-7: summarizing the main idea and supporting details from text.	0	0	MC Passage-based: Multiple Choice	Functional reading passage	Which is the <b>best</b> summary of the passage?	Scored 1 4 OPTIONS	None
			HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.	0	0					

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Reading: Functional Passage (Procedural)	<b>Reading Standard 4: Comprehending Text</b>  The student will demonstrate knowledge of reading comprehension by:	8	E-8: identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally).	0	0	MC  Passage-based: Multiple Choice	Functional reading passage	Which word[s] from the passage signal[s] when something happens/happened/will happen?	Scored 1  4 OPTIONS	III.L.1a
			B-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now) in text.	0	0					
			L1-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					
			H1-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	1	1					
			E-8: identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally).	0	0			Read the sentence from the passage.  [Quoted text from passage in boldface]  Which word[s] signal[s] time order/when something happens/happened/will happen?		
			B-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now) in text.	0	0					
			L1-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					
			H1-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	0	0					



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<b>Reading-Functional Passage (Precedural)</b>	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	<b>9</b>	B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0	MC  Passage-based: Multiple-Choice	Functional reading- passage	Which word[s] from the passage signal[s] a comparison/contrast?	Scored-1  4-OPTIONS	None
			L1-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			H1-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			L1-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					
			H1-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	0	0					

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Reading: Functional Passage (Procedural)	<b>Reading Standard 4: Comprehending Text</b>  The student will demonstrate knowledge of reading comprehension by:	10	<del>B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)</del>	0	0	MC  Passage-based: Multiple Choice	Functional reading passage	Which word[s] from the passage signal[s] cause and effect?	Scored 1  4 OPTIONS	None
			<del>LL-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)</del>	0	0					
			HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	0	1					
			<del>B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)</del>	0	0					
			<del>LL-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)</del>	0	0					
			HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	1	0					

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Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	11	B-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	0	0	MC Passage-based: Multiple Choice	Functional Reading passage	Why did the author write the passage?	Scored 1 4 OPTIONS	None
			L1-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	0	0					
			HI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	0	1					
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	21	B-21: following two to three step written directions to complete task/procedure.	0	0	MC Passage-based: Multiple Choice	Functional reading passage	What does [person doing task] do to complete the [task/procedure]?  [Question about specific step in the task/procedure in the passage.]	Scored 1 4 OPTIONS	None
			L1-21: following multi-step written directions to complete task/procedure.	0	0					
			HI-21: following multi-step written directions to complete task/procedure.	1	1					
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	24	L1-24: interpreting information from external text in nonfiction text for a specific purpose. (e.g., "According to the population map, most people live in the Northeast.")	0	0	MC Passage-based: Multiple Choice	Functional reading passage  GRAPHIC  Map/graph/chart/diagram/table/timeline attached to an functional reading passage.	Question requiring an interpretation of information in the external text feature.	Scored 1 4 OPTIONS	None
			HI-24: interpreting information from external text in nonfiction text for a specific purpose.	0	1					

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	29	E-29: locating various facts in functional documents in response to questions. (e.g., menus, recipes, invitations, schedules, flyers, graphic organizers, etc.)	0	3	MC Passage-based: Multiple Choice	Functional reading passage	Literal question requiring students to locate information in the passage.	Scored 1 4 OPTIONS	None
			LI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")	0	0					
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	29	HI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")	1	2	MC Passage-based: Multiple Choice	Functional reading passage	Question requiring students to interpret information in the passage.	Scored 1 4 OPTIONS	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	31	B-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)	0	0	MC  Passage-based: Multiple Choice	Functional reading passage that contains persuasive text	Which sentence is/contains an opinion?	Scored 1  4 OPTIONS	None
			LI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)	0	0					
			HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)	0	2					
			B-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)	0	0			Which sentence from the passage is a fact?		
			LI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)	0	0					
			HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)	0	0					

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening	<p style="text-align: center;"><b>Listening Standard 1: Comprehension of Oral Communications</b></p> <p>The student will demonstrate understanding of oral communications by:</p>	1	PE-1: distinguishing between phonemes in the initial and/or final positions of words.	0	0	MC Orally Administered/ Multiple Choice	<p style="text-align: center;">GRAPHIC</p> <p>Four graphics as answer choices.</p> <p>Oral</p>	<p>Look at number XX.</p> <p>Look at the pictures.</p> <p>Listen to the words:</p> <p>[Words for picture 1, picture 2, picture 3, picture 4.]</p> <p>Which picture has the same first/middle/last sound as [word]?</p> <p>Listen to the words again:</p> <p>[Words for picture 1, picture 2, picture 3, picture 4.]</p> <p>Which picture has the same first/middle/last sound as [word]?</p> <p>Mark your answer.</p>	<p style="text-align: center;">Scored 1</p> <p style="text-align: center;">GRAPHIC</p> <p style="text-align: center;">4 OPTIONS</p> <p>Four pictures of four different objects; only one picture corresponds to a word with the same first/middle/last sound as designated word.</p>	None
			E-1: distinguishing between phonemes in the initial, medial, and final positions of words.	0	2					
			H-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.	6	0					
Listening	<p style="text-align: center;"><b>Listening Standard 1: Comprehension of Oral Communications</b></p> <p>The student will demonstrate understanding of oral communications by:</p>	2	B-2: responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.	6	0	MC Orally Administered/ Passage-based: Multiple Choice	<p>Oral</p> <p>[30- to 40-word passage with three sequenced events.]</p>	<p>Look at number XX.</p> <p>Listen to the passage.</p> <p>[30- to 40-word fiction/nonfiction passage]</p> <p>Now listen to the passage again to answer the question.</p> <p>[question about main idea/concept/supporting detail (read to students)]</p> <p>[30- to 40-word fiction/nonfiction passage]</p> <p>[question about main idea/concept/supporting detail (read to students)]</p> <p>Listen to the answer choices.</p> <p>The answer choices are [four answer choices (read to students)].</p> <p>Mark your answer.</p>	<p style="text-align: center;">Scored 1</p> <p style="text-align: center;">4 OPTIONS</p> <p>Four phrases or sentences; only one is correct.</p>	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening	<p style="text-align: center;"><b>Listening Standard 1: Comprehension of Oral Communications</b></p> <p>The student will demonstrate understanding of oral communications by:</p>	3	PE-3: sequencing a series of pictures from information shared in read-alouds, presentations and conversations.	1	2	MC  Orally Administered/ Passage-based: Multiple Choice	GRAPHIC Four graphics as answer choices.  Oral [20- to 30-word passage with three clearly sequenced events.]	Look at number XX.  Look at the pictures and listen to the passage.  [20- to 30-word fiction/nonfiction passage with three clearly sequenced events]  Now listen to the passage again to answer the question.  Which picture shows what [character's action in sequence in passage (first/second/now/after)]?  [20- to 30-word fiction/nonfiction passage with three clearly sequenced events]  Which picture shows what [character's action in sequence in passage (first/second/now/after)]?  Mark your answer.	Scored 1  GRAPHIC  4 OPTIONS  Four pictures; only one is correct.	III.L.1a
			E-3: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations and conversations.	1	1					
Listening	<p style="text-align: center;"><b>Listening Standard 1: Comprehension of Oral Communications</b></p> <p>The student will demonstrate understanding of oral communications by:</p>	3	HI-3: sequencing events from read-alouds, presentations and conversations in complete sentences.	2	0	MC  Orally Administered/ Passage-based: Multiple Choice	Oral [30- to 40-word passage with multiple clearly sequenced events.]	Look at number XX.  Listen to the passage.  [30- to 40-word fiction/nonfiction passage with multiple clearly sequenced events]  Now listen to the passage again to answer the question.  [question about character's action in sequence in passage (first/second/now/after) (read to students)]  [30- to 40-word fiction/nonfiction passage with multiple clearly sequenced events]  [question about character's action in sequence in passage (first/second/now/after) (read to students)]  Listen to the answer choices.  The answer choices are [four answer choices (read to students)].  Mark your answer.	Scored 1  4 OPTIONS  Four phrases or sentences; only one is correct.	III.L.1a

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening	<b>Listening Standard 1: Comprehension of Oral Communications</b>  The student will demonstrate understanding of oral communications by:	6	B-6: responding to comprehension questions by comparing concepts and related facts using academic vocabulary.	2	4	MC  Orally Administered/ Passage-based: Multiple Choice	Oral [40-word passage that makes a comparison]	<p>Look at number XX.</p> <p>Listen to the passage.</p> <p>[40-word passage that makes a comparison]</p> <p>Now listen to the passage again to answer the question.</p> <p>[question requiring comparison of concepts/related facts in passage (read to students)]</p> <p>[40-word passage that makes a comparison]</p> <p>[question requiring comparison of concepts/related facts in passage (read to students)]</p> <p>Listen to the answer choices.</p> <p>The answer choices are [four answer choices (read to students)].</p> <p>Mark your answer.</p>	<p>Scored 1</p> <p>4 OPTIONS</p> <p>Four phrases or sentences; only one is correct.</p>	None
Listening	<b>Listening Standard 1: Comprehension of Oral Communications</b>  The student will demonstrate understanding of oral communications by:	6	L1-6: responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.)	1	1	MC  Orally Administered/ Passage-based: Multiple Choice	Oral [50-word passage that shows a relationship among facts/ideas/events]	<p>Look at number XX.</p> <p>Listen to the passage.</p> <p>[50-word passage that shows relationships among facts/ideas/events]</p> <p>Now listen to the passage again to answer the question.</p> <p>[question requiring identification of a relationship between facts/ideas/events in passage (read to students)]</p> <p>50-word passage that shows relationships among facts/ideas/events]</p> <p>[question requiring identification of a relationship between facts/ideas/events in passage (read to students)]</p> <p>Listen to the answer choices.</p> <p>The answer choices are [four answer choices (read to students)].</p> <p>Mark your answer.</p>	<p>Scored 1</p> <p>4 OPTIONS</p> <p>Four phrases or sentences; only one is correct.</p>	None



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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening	<b>Listening Standard 1: Comprehension of Oral Communications</b>  <b>The student will demonstrate understanding of oral communications by:</b>	7	E-7: following one- or two-step/directions/commands.	1	0	MC  Orally Administered/ Passage-based: Multiple Choice	<p style="text-align: center;">GRAPHIC Four graphics as answer choices.</p> <p style="text-align: center;">Oral [30- to 40-word passage/instructions/announcement that includes one- or two-step directions/commands]</p>	<p>Look at number XX.</p> <p>Look at the pictures and listen to the passage.</p> <p>[30- to 40-word passage/instructions/announcement that includes one- or two-step directions/commands]</p> <p>Now listen to the passage again to answer the question.</p> <p>Which picture shows [question about one step stated in passage/instructions/announcement (read to students)]?</p> <p>[30- to 40-word passage/instructions/announcement that includes one- or two-step directions/commands]</p> <p>Which picture shows [question about one step stated in passage/instructions/announcement (read to students)]?</p> <p>Mark your answer.</p>	<p>Scored 1</p> <p>GRAPHIC</p> <p>4 OPTIONS</p> <p>Four pictures; only one is correct.</p>	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening	<b>Listening</b> <b>Standard 1: Comprehension of Oral Communications</b> <b>The student will demonstrate understanding of oral communications by:</b>	7	B-7: following multi-step directions/ instructions containing compound prepositions.	1	1	MC  Orally Administered/ Passage-based: Multiple Choice	<p>Look at number XX.</p> <p>Look at the pictures and listen to the passage.</p> <p>[30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing compound prepositions ]</p> <p>Now listen to the passage again to answer the question.</p> <p>Which picture shows [question about one step stated in passage/instructions/announcement (read to students)]?</p> <p>[30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing compound prepositions ]</p> <p>Which picture shows [question about one step stated in passage/instructions/announcement (read to students)]?</p> <p>Mark your answer.</p>	Scored 1  GRAPHIC  4 OPTIONS  Four pictures; only one is correct.	None	
				1	0		<p>Look at number XX.</p> <p>Listen to the passage.</p> <p>[30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing compound prepositions ]</p> <p>Now listen to the passage again to answer the question.</p> <p>[question about one step stated in passage/instructions/ announcement (read to students)]</p> <p>[30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing compound prepositions ]</p> <p>[question about one step stated in passage/instructions/ announcement (read to students)]</p> <p>Listen to the answer choices.</p> <p>The answer choices are [four answer choices (read to students)].</p> <p>Mark your answer.</p>	Scored 1  4 OPTIONS  Four phrases or sentences; only one is correct.		

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Listening	<b>Listening</b> <b>Standard 1: Comprehension of Oral Communications</b> <b>The student will demonstrate understanding of oral communications by:</b>	7	LI-7: following multi-step directions/ instructions containing prepositions and "frequency" adverbs (e.g., <i>Never use a pen.</i> ).	1	1	MC  Orally Administered/ Passage-based: Multiple Choice	GRAPHIC Four graphics as answer choices.  Oral [30- to 40-word passage/instructions/ announcement that includes multi-step directions/instructions/ actions that include prepositions of time/location/ movement]	Look at number XX.  Look at the pictures and listen to the passage.  [30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing compound prepositions of time/location/movement]  Now listen to the passage again to answer the question.  Which picture shows [question about one step stated in passage/instructions/announcement (read to students)]?  [30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing compound prepositions of time/location/movement]  Which picture shows [question about one step stated in passage/instructions/announcement (read to students)]?  Mark your answer.	Scored 1  GRAPHIC  4 OPTIONS  Four pictures; only one is correct.	III.L.1a
				1	2		Oral [30- to 40-word passage/instructions/ announcement that includes multi-step directions/instructions/ actions that include prepositions of time/location/ movement]	Look at number XX.  Listen to the passage.  [30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing compound prepositions of time/location/movement]  Now listen to the passage again to answer the question.  [question about one step stated in passage/instructions/ announcement (read to students)]  [30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing compound prepositions of time/location/movement]  [question about one step stated in passage/instructions/ announcement (read to students)]  Listen to the answer choices.  The answer choices are [four answer choices (read to students)].  Mark your answer.	Scored 1  4 OPTIONS  Four phrases; only one is correct.	

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Listening	<b>Listening</b> <b>Standard 1: Comprehension of Oral Communications</b>  <b>The student will demonstrate understanding of oral communications by:</b>	7	HI-7: following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc. ).	1	0	MC  Orally Administered/ Passage-based: Multiple Choice	Oral [30- to 40-word passage/instructions/ announcement that includes multi-step directions/instructions/ actions that contain specific academic/ content vocabulary]	Look at number XX.  Listen to the passage.  [30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing specific academic/content vocabulary]  Now listen to the passage again to answer the question.  [question about one step stated in passage/instructions/ announcement (read to students)]  [30- to 40-word passage/instructions/announcement that includes multi-step directions/actions containing specific academic/content vocabulary]  [question about one step stated in passage/instructions/ announcement (read to students)]  Listen to the answer choices.  The answer choices are [four answer choices (read to students)].  Mark your answer.	Scored 1  4 OPTIONS  Four phrases; only one is correct.	III.L.1a

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	2	<del>B-2: reciting simple poems and repeated-patterned speech with appropriate rhythm, rate and phrasing.</del> <b>HI-1: producing sentences with accurate pronunciation, intonation, and stress.</b>	20	10	RP6	n/a	[sentence for the student to repeat]	Scored 0-6	III.L.1b
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	4	B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.	0	2	SA4	Oral	Look at number XX.  Follow along as I read the statement. [Statement]  Please answer in complete sentences. Do you agree or disagree with the statement?  Explain why you agree or disagree that [statement].	Scored 0-4	III.L.1b
			B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.	0	3			Next, please answer in complete sentences.  [Question or imperative sentence asking for personal information.] [Question asking student to justify response.]		
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally	4	<del>H-4: participating in socio-functional communication tasks using complete sentences.</del>	1	0	SA4	Oral	Look at number XX.  Follow along as I read the statement. [Statement]  Please answer in complete sentences. Do you agree or disagree with the statement?  Explain why you agree or disagree that [statement].	Scored 0-4	III.L.1b

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
	by:			2	0			<p>Next, please answer in complete sentences.</p> <p>[Question or imperative sentence asking for personal information.] [Question asking student to justify response.]</p>		

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Speaking	Speaking Standard 2: Delivery of Oral Communications  The student will communicate orally by:	5	E-5: asking and responding to academic questions (who, what, where, when) using complete sentences with instructional support.	0	3	SA4  Orally Administered/ Spoken Response	Oral GRAPHIC  Graphic of animal/object/ person/event.	Look at number XX.  Look at the picture.  Please answer in complete sentences. Ask a question about the picture. Ask another question about the picture.	Scored 0-4	III.L.1b
				0	5			Look at number XX.  Look at the picture.  Please answer in complete sentences. What is happening in the picture?  What is another thing you can tell about the picture?		
Speaking	Speaking Standard 2: Delivery of Oral Communications  The student will communicate orally by:	5	<del>B-5: asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., making comparisons and describing events, etc.) with instructional support.</del>	<del>0</del>	<del>0</del>	SA4  Orally Administered/ Spoken Response	Oral GRAPHIC  Two graphics of animals/objects/ persons/events with similarities and differences.	<del>Look at number XX.  Look at the picture.  Please answer in complete sentences. What is one way the [two things in the picture] are similar? What is another way the [two things in the picture] are similar?</del>	Scored 0-4	III.L.1b
			B-5: asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., making comparisons and describing events, etc.) with instructional support.	0	1			Look at number XX.  Look at the pictures.  Please answer in complete sentences. What is one way the [two things in the pictures] are different? What is one way the [two things in the pictures] are similar?		

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Speaking	<b>Speaking</b> <b>Standard 2: Delivery of Oral Communications</b>  <b>The student will communicate orally by:</b>	5	LI-5: asking and responding to academic questions (who, what, where, when, why, how, which, whose) in complete sentences (e.g., <i>making comparisons, describing events, agreeing/disagreeing with others, etc.</i> )	2	2	SA4  Orally Administered/ Spoken Response	Oral GRAPHIC  Graphic of animal/object/ person/event.	Look at number XX.  Look at the [picture/map].  Ask a question about the [picture/map]. Ask another question about the [picture/map].	Scored 0-4	III.L.1b
				2	0			Look at number XX.  Look at the picture.  Please answer in complete sentences. What is happening in the picture?  What is another thing you can tell about the picture?		
				2	0			Look at number XX.  Look at the picture.  Please answer in complete sentences. What is one way the [two things in the picture] are similar? What is another way the [two things in the picture] are similar?		



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Speaking	<b>Speaking Standard 2: Delivery of Oral Communications</b>  <b>The student will communicate orally by:</b>	6	<del>B-6: stating two-step directions/ instructions using prepositions of location in complete sentences.</del>	0	0	SA4  Orally Administered/ Spoken Response	Oral	Please answer in two or more complete sentences.  Tell how to [do something that requires two or more steps and uses prepositions of time, location, and/or movement or academic content vocabulary]. Include at least two steps.	Scored 0-4	III.L.1a III.L.1b
			LI-6: stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.	0	1					
			HI-6: stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.	1	0					
			<del>B-6: stating two-step directions/ instructions using prepositions of location in complete sentences.</del>	0	0					
			LI-6: stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.	0	3					
			<del>HI-6: stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.</del>	0	0					
Speaking	<b>Speaking Standard 2: Delivery of Oral Communications</b>  <b>The student will communicate orally by:</b>	7	<del>E-7: sharing personal experiences/stories using complete sentences with instructional support.</del>	0	0	SA4  Orally Administered/ Spoken Response	Oral	Please answer in two or more complete sentences.  Think about a time when [a personal experience/interest/story happened].  Tell [one detail from the experience/interest/story, e.g., who/what/when/where/how] and [another detail from the experience/interest/story, e.g., who/what/when/where/how].	Scored 0-4	III.L.1b
			B-7: sharing personal experiences/stories supported by details and examples in complete sentences.	1	1					
			<del>LI-7: sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.</del>	0	0					
			HI-7: sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.	1	1					

	<b>Range</b>	<b>Words</b>	<b>Items</b>
<b>Literary Passage</b>			
	Low end	60-80	5
	Mid-range	81-120	6
	Upper end	121-250	7
<b>Informational Passage</b>			
	Low end	60-80	5
	Mid-range	81-120	6
	Upper end	121-250	7
<b>Functional Passage</b>			
	Low end	60-80	5
	Mid-range	81-120	6
	Upper end	121-250	7