

**Stage II 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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
Writing	WRITING Standard 1: Writing Applications The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:	1	E-1: writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom.	0	0	ER3 ER5 Written Response	GRAPHIC Graphic of a child/children/people engaged in an activity recognizable to grade 1 to 2 students.	Look at the picture. [GRAPHIC] Write a story about what you see in the picture. Be sure to include: • Characters. • Setting. • A beginning, a middle, and an end.	n/a	Scored 0-3 [OP] Scored 0-5 [FT]	II.L.1a II.L.1b II.L.2
			B-1: writing a short text about events or characters from familiar stories with instructional support.	0	0						
			LI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events with instructional support.	0	0						
			HI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events.	2	1						
			E-1: writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom.	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.	Look at the three pictures. [3 GRAPHICS] Write a story about what you see in the pictures. Tell what happens first, what happens next, and what happens last. Be sure to include: • Characters. • Setting. • A beginning, a middle, and an end.			
			B-1: writing a short text about events or characters from familiar stories with instructional support.	0	0						
			LI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events with instructional support.	0	0						
			HI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events.	0	3						

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Writing	WRITING Standard 1: Writing Applications The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:	3	B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.	0	0	ER3 ER5 Written Response	GRAPHIC Graphic(s) related to a progression (e.g., life cycle of a butterfly) in a content area about which students can write a paragraph. [Parts of the graphic would most likely be labeled.]	Look at the pictures. [GRAPHIC]	n/a	Scored 0-3 [OP] Scored 0-5 [FT]	II.L.1a II.L.1b
			L1-3: completing a written summary of the key events or ideas of informational text using simple sentences with instructional support.	0	0			Describe what the pictures show about the [subject/topic of graphic]. Be sure to include: • All the steps. • Details from the pictures.			
			HI-3: completing a written summary of the key events or ideas of informational text using simple sentences.	1	0						
			B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.	0	0			Look at the three pictures. [One sentence stating the subject/topic of graphics.]			
			L1-3: completing a written summary of the key events or ideas of informational text using simple sentences with instructional support.	0	0			Describe [question about the subject/topic of graphics]. Be sure to include: • The main idea. • Key events or details.			
			HI-3: completing a written summary of the key events or ideas of informational text using simple sentences.	1	1						

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Writing	WRITING Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	3	B-3: using common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.	0	0	MC Multiple Choice	None	Which word is spelled correctly?	n/a	Scored 1 3 OPTIONS (1) Word spelled correctly (2) Word spelled incorrectly (3) Word spelled incorrectly	II.L.1a II.L.2
			LI-3: using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, -ly), to spell words.	0	1						
Writing	WRITING Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	5	LI-5: spelling high frequency words.	1	1	MC Multiple Choice	None	Which word is spelled correctly?	n/a	Scored 1 3 OPTIONS (1) Word spelled correctly. (2) Word spelled incorrectly. (3) Word spelled incorrectly All options are high frequency words.	None
			HI-5: spelling high frequency words.	0	0						
			LI-5: spelling high frequency words.	0	0	MC Multiple Choice	None	Which sentence is correct?	n/a	Scored 1 3 OPTIONS Three homonyms (e.g., their, there, they're), one of which may be misspelled; only one answer choice is correct.	II.L.1a II.L.2
			HI-5: spelling high frequency words.	2	3						
Writing	WRITING Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written	6	E-6: using a capital letter for the pronoun "I" and names.	1	1	MC Multiple Choice	None	Which sentence uses capital letters correctly?	n/a	Scored 1 3 OPTIONS (1) Sentence with correct capitalization (2) Same sentence with incorrect capitalization	II.L.1a
			B-6: capitalizing the pronoun "I", names, and the first word of a sentence.	0	0						
			LI-6: capitalizing the pronoun "I," the first word of a sentence and proper nouns (names).	0	3						

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	communications by:		HI-6: capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).	1	0					(3) Same sentence with incorrect capitalization	
Writing	WRITING Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	7	B-7: using periods, question marks and exclamation points with instructional support.	2	1	MC Multiple Choice	None	Which sentence uses punctuation correctly?	n/a	Scored 1 3 OPTIONS (1) Sentence with correct punctuation (2) Same sentence with incorrect punctuation (3) Same sentence with incorrect punctuation	None
			LI-7: using periods, question marks, exclamation points and commas for items in a series (e.g., eggs, milk, bread, bananas, etc.) with instructional support.	0	0						
			HI-7: using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).	0	2						
Writing	WRITING Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	9	E-9: using verb tenses (i.e., simple-present and present progressive) in a variety of writing applications with instructional support.	1	0	MC Multiple Choice	None	Which sentence is correct?	n/a	Scored 1 3 OPTIONS (1) Sentence with correct tense (2) Same sentence with incorrect tense (3) Same sentence with incorrect tense	II.L.1a II.L.1b
			B-9: using verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications with instructional support.	2	0						
			LI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing, with instructional support.	1	0						
Writing	WRITING Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	10	E-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	0	0	MC Multiple Choice	None	Which sentence is correct?	n/a	Scored 1 3 OPTIONS (1) Simple sentence with correct subject-verb agreement (boy runs) (2) Same sentence with incorrect subject-verb agreement (boy run) (3) Same sentence with incorrect subject-verb agreement (boy running)	II.L.1a II.L.1b
			B-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	4	0						
			LI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	2	0						
			HI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	1	1						
	WRITING Standard 2: Standard English Conventions		B-11: using noun and/or prepositional phrases in sentences.	3	4					Scored 1 3 OPTIONS	

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Writing	English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	11	LI-11: using noun, adverbial and/or prepositional phrases in sentences.	0	1	MC Multiple Choice	None	Which sentence is correct?	n/a	(1) Sentence with correct phrase (2) Same sentence with incorrect phrase (3) Same sentence with incorrect phrase	II.L.1a II.L.1b
			HI-11: using noun, adverbial and/or prepositional phrases in sentences.	1	0						
Writing	WRITING Standard 3: Writing Process Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:	1	LI-1: generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.	0	0	MC Multiple Choice	GRAPHIC Story or concept web/chart; blank line in one section of the web/chart.	Look at the web/chart. [GRAPHIC of story/concept web/chart] Which word[s]/sentence[s] belong[s] on the blank line in the web/chart?	n/a	Scored 1 3 OPTIONS Three word[s]/sentence[s]; only one answer choice fits the context of the web/chart.	None
			HI-1: generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas.	0	2						

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Reading	READING Standard 1: Print Concepts The student will demonstrate knowledge of print concepts by:	4	E-4: locating and identifying the title, author, and illustrator of a book.	1	1	MC Multiple Choice	GRAPHIC Front cover of book with title, author's name, illustrator's name, illustration	Look at the book. [GRAPHIC of front cover of a book.] What is the [name of author/illustrator/title] of the book?	Look at number XX. Look at the book. What is the name of the [name of the author/illustrator/title] of the book? Fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) title (2) author's name (3) illustrator's name	None
			B-4: locating and identifying the title, author, illustrator, title page, and table of contents of a book.	1	0						
Reading	READING Standard 1: Print Concepts The student will demonstrate knowledge of print concepts by:	5	LI-5: alphabetizing a series of words to the first letter.	2	2	MC Multiple Choice	None	Which set of words is in ABC order?	Look at number XX. Which set of words is in ABC order? Fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) Three words; correct alphabetical order (to the first letter) (2) Same three words; incorrect alphabetical order (3) Same three words; incorrect alphabetical order	None
Reading	READING Standard 1: Print Concepts The student will demonstrate knowledge of print concepts by:	5	HI-5: alphabetizing a series of words to the second letter with instructional support.	0	2	MC Multiple Choice	None	Which set of words is in ABC order?	Look at number XX. Which set of words is in ABC order? Fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) Three words; correct alphabetical order (to the second letter) (2) Same three words; incorrect alphabetical order (3) Same three words; incorrect alphabetical order	None

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Reading	READING Standard 2: Phonemic Awareness The student will demonstrate knowledge of phonemic awareness by:	1	PE-1: identifying the initial and final sound (not letters) of a spoken word.	0	1	MC Multiple Choice	GRAPHIC Three pictures: (1) picture of a numeral; (2) picture of a letter; (3) picture of a grade-appropriate symbol/punctuation mark.	[Three answer-choice GRAPHICS in boxes: one numeral; one letter; and one grade-appropriate symbol/punctuation mark.]	Look at number XX. Look at the boxes. Which box has a [numeral/letter/grade-appropriate symbol/punctuation mark]? Fill in the circle under the box for the correct answer.	Scored 1 3 OPTIONS Three pictures: (1) picture of a numeral (2) picture of a letter (3) picture of a grade-appropriate symbol/punctuation mark	None
Reading	READING Standard 2: Phonemic Awareness The student will demonstrate knowledge of phonemic awareness by:	4	LI-4: segmenting two-syllable words into syllables.	2	1	SA1	GRAPHIC ORAL One picture of animal/object (2-syllable word).	[GRAPHIC of animal/object]	Look at number XX. Look at this picture. Say the two syllables of the word [word for the animal/object].	Scored 1	None
Reading	READING Standard 2: Phonemic Awareness The student will demonstrate knowledge of phonemic awareness by:	4	HI-4: segmenting multi-syllable words into syllables.	2	2	SA1	GRAPHIC ORAL One picture of animal/object (multi-syllable word).	[GRAPHIC of animal/object]	Look at number XX. Look at this picture. Say the three/four syllables of the word [word for animal/object].	Scored 1	None
Reading	READING Standard 2: Phonemic Awareness The student will demonstrate knowledge of phonemic awareness by:	5	HI-5: blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.	0	1	MC Multiple Choice	None	[One sentence with blank line.] Which word belongs in the blank?	Look at number XX. [Sentence read to students.] Which word belongs in the blank? Fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three words; one word fits context and order; two answer choices are incorrect.	II.L.1a II.L.1b
Reading	READING Standard 2: Phonemic Awareness The student will demonstrate knowledge of phonemic awareness by:	6	E-6: distinguishing spoken rhyming words from non-rhyming words. B-6: identifying rhyming words in response to oral prompt. (What rhymes with hat?).	0 2	0 2	MC Orally Administered/ Multiple Choice	GRAPHIC Three pictures of person/animal/object/part of body.	[Three answer-choice GRAPHICS of person/animal/object/part of body.]	Look at number XX. Which word rhymes with [word]? [word for picture A, word for picture B, word for picture C] Fill in the circle under the picture for the correct answer.	Scored 1 3 OPTIONS Three pictures of person/animal/object/part of body; only one corresponding word rhymes with the given word.	None

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Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	6	LI-6: orally producing rhyming words in response to spoken words.	0	1	SA3 Orally Administered/ Spoken Response	Oral	[List of three two-syllable words.]	Look at number XXX. Look at the list of words. Read each word to me.	Scored 0-3	None
Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	7	PE-7: distinguishing letters from numbers and symbols.	1	2	MC Orally Administered/ Multiple Choice	GRAPHIC Three pictures: (1) picture of a numeral; (2) picture of a letter; (3) picture of a grade-appropriate symbol.	[Three answer-choice GRAPHICS] [Three pictures: (1) picture of a numeral; (2) picture of a letter; (3) picture of a grade-appropriate symbol.]	Look at number XX. Look at these pictures. Which picture shows a letter/number/symbol? Fill in the circle under the picture for the correct answer.	Scored 1 3 OPTIONS Three pictures: (1) picture of a numeral (2) picture of a letter (3) picture of a grade-appropriate symbol	II.L.2
Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	9	B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.	0	3	SA3 Orally Administered/ Spoken Response	ORAL [List of three one-syllable above-grade-level words.]	[List of three one-syllable above-grade-level words.]	Look at number XX. Look at this list of words. Read each word to me.	Scored 0-3	None
Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	9	LI-9: reading regularly spelled two-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, and consonant/vowel digraphs (th, sh, ck).	2	2	SA3 Orally Administered/ Spoken Response	ORAL [List of three two-syllable above-grade-level words.]	[List of three two-syllable above-grade-level words.]	Look at number XX. Look at this list of words. Read each word to me.	Scored 0-3	None
Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	9	HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.	0	3	SA3 Orally Administered/ Spoken Response	ORAL [List of three multi-syllable above-grade-level words.]	[List of three multi-syllable above-grade-level words.]	Look at number XX. Look at this list of words. Read each word to me.	Scored 0-3	None

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Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	12	LI-12: Identifying base words that have been modified by inflectional endings.	2	2	MC Multiple Choice	None	What is the base word of [one word (underlined) with -s/-ed/-ing ending]?	Look at number XX. What is the base word of [one word with -s/-ed/-ing ending]? Fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three variations of designated word; only one answer choice is correct base word.	II.L.2
Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	15	LI-15: using knowledge of word order (syntax) and context to confirm decoding.	0	0	MC Multiple Choice	Sentence with a blank.	[One sentence with a blank line.]	Look at number XX. [One sentence with blank line read to students.]	Scored 1 3 OPTIONS (1) Word that fits context and order (2) Word that fits context, but not order (3) Word that fits order, but not context	II.L.1a
			HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.	2	1			Which word belongs in the blank?	Which word belongs in the blank? Fill in the circle next to the correct answer.		

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Reading	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	17	LI-17: identifying a variety of sources (e.g., trade books, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or to gather information with instructional support.	0	1	MC Multiple Choice	None	Which book will give the most information about [topic]?	Look at number XX. Which book will give the most information about [topic]? Fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three book titles; only one answer choice relates to designated topic.	None
			HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information.	2	2						
Reading	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	18	B-18: interpreting signs, labels, symbols and captions within the environment.	0	0	MC Multiple Choice	GRAPHIC Three pictures of sign/label/symbol.	Which sign means [corresponding meaning]? [GRAPHIC of sign/label/symbol]	Look at number XX. Which sign means [corresponding meaning]? Fill in the circle under the sign that means [corresponding meaning].	Scored 1 3 OPTIONS Three pictures of sign/label/symbol; only one answer choice is correct.	II.L.2
			LI-18: interpreting signs, labels, symbols and captions within the environment.	0	0						
			HI-18: interpreting signs, labels, symbols and captions within the environment.	1	3						
			B-18: interpreting signs, labels, symbols and captions within the environment.	0	0			What does this sign mean? [GRAPHIC of sign/label/symbol.]	Look at number XX. What does this sign mean? Fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three possible meanings of sign/label/symbol; only one answer choice is correct.	
			LI-18: interpreting signs, labels, symbols and captions within the environment.	0	0						
			HI-18: interpreting signs, labels, symbols and captions within the environment.	0	1						
Reading	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	19	HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.	2	2	MC Multiple Choice	GRAPHIC Table of contents.	Look at the table of contents from a [type of/subject of book]. [GRAPHIC of table of contents] Which page has information about [topic from categories in table of contents]. [DO NOT TEST GLOSSARY OR INDEX.]	Look at number XX. Look at the table of contents from a book about [type of/subject of book]. Which page has information about [topic from categories in table of contents]? Fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three page numbers from the table of contents; only one corresponds to designated subject.	None
Reading	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	3	B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.	2	2	MC Passage-based: Multiple Choice	GRAPHIC 3- to 4-sentence (20 words or less) story or content area text.	[Three- to four-sentence story in text box.] Which picture shows [detail described in the story]?	Look at number XX. Read the story and the question. Then fill in the circle under the picture for the correct answer.	Scored 1 3 OPTIONS Three pictures of animal/object featured in the story; only one answer choice is correct.	II.L.1a

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Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	2	LI-2: predicting what might happen next in a reading selection.	3	1	MC Passage-based: Multiple Choice	Literary passage	What will happen next? _____ What will [character in passage] do next?	Read the story and questions XX and XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) a plausible prediction that is supported by the story (2) a plausible prediction that is not supported by the story (3) a plausible prediction that is not supported by the story	None
Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	3	LI-3: answering questions about text.	0	1	MC Passage-based: Multiple Choice	Literary passage	Who/What/Where/When/Why/How [question about a detail in the passage]?	Read the story and questions XX and XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS 3 words/phrases related to the passage; only one answer choice is correct.	None
			HI-3: locating facts and answering questions about text.	1	4						
Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	9	E-9: identifying the purpose for reading specific books. (e.g., to be entertained, to be informed)	0	0	MC Passage-based: Multiple Choice	Literary passage	Why will a student read the story?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three reasons to read the passage; only one answer choice is correct.	None
			B-9: identifying the purpose for reading specific books.	0	0						
			LI-9: identifying the purpose for reading specific books.	0	1						
Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	10	HI-10: identifying cause and effect of specific events in a literary selection.	1	2	MC Passage-based: Multiple Choice	Literary passage	Why [question asking either the cause or effect of a detail in the story]?	Read the story and questions XX and XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) A correct cause or effect (2) Incorrect cause or effect (3) Incorrect cause or effect	None

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Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	11	E-11: identifying main characters from a literary selection heard or read.	0	2	MC Passage-based: Multiple Choice	Literary passage	Who is the main character in the story?	Read the story and questions XX and XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) Main character (2) Minor character (3) Minor character	None
Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	11	B-11: identifying characters from a literary selection heard or read.	0	1	MC Passage-based: Multiple Choice	Literary passage	Who [detail of character's/characters' action in the story]?	Read the story and questions XX and XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Characters from the story; only one answer choice is correct.	None
Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	11	LI-11: describing characters from a literary selection.	0	1	MC Passage-based: Multiple Choice	Literary passage	Which word(s) best tell(s) about [character(s) from the story]?	Read the story and questions XX and XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) Trait of identified character (2) Trait of a different character (3) Trait that does not fit identified character	None
			HI-11: describing characters from a literary selection.	2	0						
Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	12	E-12: identifying the setting from a literary selection heard or read.	0	0	MC Passage-based: Multiple Choice	Literary passage	Where does the story happen?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three plausible settings; only one answer choice is correct.	None
			B-12: identifying the setting from a literary selection.	0	1						
			LI-12: describing the setting from a literary selection.	0	0						
			HI-12: describing the setting from a literary selection.	0	0						
Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	13	HI-13: summarizing the key events from a literary selection.	0	3	MC Passage-based: Multiple Choice	Literary passage	Which is the best summary of the story? Which sentence is the best summary of the story?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) summary of the story (2) partial summary of the story (3) partial summary of the story	None
Reading: Literary (Fiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	14	LI-14: identifying the plot (specific events, problem and solution) in a literary selection.	1	0	MC Passage-based: Multiple Choice	Literary passage	What is the problem in the story?	Read the story and questions XX and XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) Correct problem (2) Incorrect problem (3) Incorrect problem	None
			HI-14: identifying and describing the plot in a literary selection.	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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
Reading: Informational (Nonfiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	3	LI-3: answering questions about text.	0	0	MC Passage-based: Multiple Choice	Informational passage	Who/What/Where/When/Why/How [question about a detail in the passage]?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS 3 words/phrases related to the passage; only one answer choice is correct.	None
			HI-3: locating facts and answering questions about text.	6	1						
Reading: Informational (Nonfiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	7	E-7: identifying the topic from text heard or read.	1	1	MC Passage-based: Multiple Choice	Informational passage	What is the story mostly about?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) topic of the passage (2) detail from the passage (3) detail from the passage	None
Reading: Informational (Nonfiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	7	HI-7: summarizing the main idea and details from text, using complete sentences.	1	1	MC Passage-based: Multiple Choice	Informational passage	Which is the best summary of the story?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS (1) summary of the passage (2) partial summary of the passage (3) partial summary of the passage	None
Reading: Informational (Nonfiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	8	LI-8: locating specific information from external text features of text.	0	0	MC Passage-based: Multiple Choice	Informational passage GRAPHIC Chart/map/diagram/illustration/table/timeline attached to an Informational passage (Nonfiction).	In the picture, [question that only requires the student to locate the answer in the text feature]?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three pieces of information from the text feature; only one answer choice is correct.	None
Reading: Informational (Nonfiction) Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	8	HI-8: extracting and interpreting specific information from external text features of text.	0	1	MC Passage-based: Multiple Choice	Informational passage GRAPHIC Chart/map/diagram/illustration/table/timeline attached to an Informational passage (Nonfiction).	In the picture, [question that only requires the student to locate the answer in the text feature]?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three pieces of information from the text feature; only one answer choice is correct.	II.L.2
Reading: Informational Passage	READING Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	9	E-9: identifying the purpose for reading specific books. (e.g., to be entertained, to be informed)	0	1	MC Passage-based: Multiple Choice	Informational passage	Why will a student read the story?	Read the story and questions XX through XX. Then, for each question, fill in the circle next to the correct answer.	Scored 1 3 OPTIONS Three reasons to read the passage;	None
			B-9: identifying the purpose for reading specific books.	0	0						

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Domain (Genre) (Nonfiction)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
			LI-9: identifying the purpose for reading specific books.	1	1				answer.	only one answer choice is correct.	

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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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	1	PE-1: identifying phonemes in the initial and/or final positions of words.	0	4	MC	Oral	See TAD	Look at number XX. Look at the pictures. Listen to the words: [word for picture A, word for picture B, word for picture C] Which picture has the same first/last sound as [word]?	Scored 1 GRAPHIC 3 OPTIONS (1) Picture with the same first/last sound (2) Picture with a similar but different first/last sound (3) Picture with the same sound but in the wrong position	None
			E-1: distinguishing between phonemes in the initial, medial, and final positions of words.	3	2	Orally Administered/ Multiple Choice			Listen to the words again: [word for picture A, word for picture B, word for picture C] Fill in the circle under the correct picture.		
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	1	B-1: distinguishing between phonemes in the initial, medial, and final positions of words and phrases (minimal pairs, minimal phrases).	0	2	MC	Oral	See TAD	Look at number XX. Look at the sets of boxes: Listen to the words: [minimal pair of words] Which sound is different—the first, the middle, or the last? Listen to the words again: [minimal pair of words] Fill in the circle under the set of boxes that shows where the sound is different in the words.	Scored 1 GRAPHIC 3 OPTIONS Three sets of boxes: one set with an X in the beginning; one set with an X in the middle; and one set with an X in the end. [X_] [_X_] [_X_]	None
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	1	H-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.	8	0	MC	Oral	See TAD	Look at number XX. Look at the sets of boxes: Listen to the words: [minimal pair of words] Which sound is different—the first, the middle, or the last? Listen to the words again: [minimal pair of words] Fill in the circle under the set of boxes that shows where the sound is different in the words.	Scored 1 GRAPHIC 3 OPTIONS Three sets of boxes: one set with an X in the beginning; one set with an X in the middle; and one set with an X in the end. [X_] [_X_] [_X_]	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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
Listening	<p style="text-align: center;">LISTENING</p> <p>Standard 1: Comprehension of Oral Communications</p> <p>The student will demonstrate understanding of oral communications by:</p>	2	E-2: responding to main ideas from read-alouds (fiction and nonfiction) using key words and phrases with instructional support.	3	4	MC Orally Administered/ Passage-based: Multiple Choice	Oral [3- to 4-sentence fiction/nonfiction passage]	See TAD	<p>Look at number XX.</p> <p>Look at the pictures and listen to the story.</p> <p>[Three- to four-sentence fiction/nonfiction passage]</p> <p>Now listen to the story again to answer the question.</p> <p>Which picture shows [question about main idea/supporting detail (read to students)]?</p> <p>[Three- to four-sentence fiction/nonfiction passage]</p> <p>Which picture shows [question about main idea/supporting detail (read to students)]?</p> <p>Fill in the circle under the correct picture?</p>	<p>Scored 1</p> <p>GRAPHIC</p> <p>3 OPTIONS</p> <p>[Three pictures related to the passage; only one correctly answers the question.]</p>	None
Listening	<p style="text-align: center;">LISTENING</p> <p>Standard 1: Comprehension of Oral Communications</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 and supporting details in complete sentences.	1	0	MC Orally Administered/ Passage-based: Multiple Choice	Oral [3- to 4-sentence fiction/nonfiction passage]	See TAD	<p>Look at number XX.</p> <p>Look at the pictures and listen to the story.</p> <p>[Three- to four-sentence fiction/nonfiction passage]</p> <p>Now listen to the story again to answer the question.</p> <p>Which picture shows [question about main idea/supporting detail (read to students)]?</p> <p>[Three- to four-sentence fiction/nonfiction passage]</p> <p>Which picture shows [question about main idea/supporting detail (read to students)]?</p> <p>Fill in the circle under the correct picture?</p>	<p>Scored 1</p> <p>GRAPHIC</p> <p>3 OPTIONS</p> <p>[Three pictures related to the passage; only one correctly answers the question.]</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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	3	PE-3: sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.	0	0	MC Orally Administered/ Passage-based: Multiple Choice	Oral [3- to 5-sentence fiction/nonfiction passage or content area text that contains sequence of events]	See TAD	Look at number XX.	Scored 1 GRAPHIC 3 OPTIONS [Three pictures related to the passage; only one correctly answers the question.]	ILL.1a
			E-3: sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.	0	0				Look at the pictures and listen to the story. [Three- to five-sentence fiction/nonfiction passage or content-area text that contains sequence of events] Now listen to the story again to answer the question. Which picture shows [question about sequence of events in the passage (first/second) (read to students)]?		
			B-3: sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.	3	3				Which picture shows [question about sequence of events in the passage (first/second) (read to students)]? [Three- to five-sentence fiction/nonfiction passage or content-area text that contains sequence of events] Which picture shows [question about sequence of events in the passage (first/second) (read to students)]? Fill in the circle under the correct picture?		

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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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	6	PE-6: following one- or two-step directions for classroom activities that are accompanied by visual cues and gestures.	0	2	MC Orally Administered/ Passage-based: Multiple Choice	Oral [4- to 5-sentence passage/instructions that contains 2- to 3-step directions] [Some directions should be content-based.]	See TAD	Look at number XX. Look at the pictures and listen to [the student's/character's] teacher.	Scored 1 GRAPHIC 3 OPTIONS Three pictures of the same student doing different classroom activities; only one picture correctly answers the question.	II.L.1a II.L.2
			E-6: following two- to three-step directions for classroom activities that are accompanied by visual cues.	0	5				[Four- to five-sentence passage/instructions that contains 2- to 3-step directions] Now listen to [the student's/character's] teacher again to answer the question. Which picture shows [question about correct steps stated in passage (read to students)]?		
			B-6: following multiple-step directions for classroom and other activities.	0	1				[Four- to five-sentence passage/instructions that contains 2- to 3-step directions] Which picture shows [question about correct steps stated in passage (read to students)]? Fill in the circle under the correct picture?		
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	6	LI-6: following multiple-step directions which include prepositions.	0	1	MC Orally Administered/ Passage-based: Multiple Choice	Oral [3- to 5-sentence passage/instructions that contains multiple-step directions which include prepositions of locations/ direction/time or "frequency" adverbs] [Some directions should be content-based.]	See TAD	Look at number XX. Look at the pictures and listen to [the student's/character's] teacher.	Scored 1 GRAPHIC 3 OPTIONS Three pictures of the same student doing different classroom activities; only one picture correctly answers the question.	II.L.1a II.L.2
			HI-6: following multiple-step directions which include prepositions.	3	4				[Four- to five-sentence passage/instructions that contains multiple-step directions] Now listen to [the student's/character's] teacher again to answer the question. Which picture shows [question about correct steps stated in passage (read to students)]? [Four- to five-sentence passage/instructions that contains multiple-step directions] Which picture shows [question about correct steps stated in passage (read to students)]? Fill in the circle under the correct picture?		

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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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
Listening	<p style="text-align: center;">LISTENING</p> <p>Standard 1: Comprehension of Oral Communications</p> <p>The student will demonstrate understanding of oral communications by:</p>	7	E-7: responding to academic discussions using key words and phrases with instructional support.	1	0	MC Orally Administered/ Passage-based: Multiple Choice	[4- to 5-sentence content area-related passage]	See TAD	<p>Look at number XX.</p> <p>Look at the pictures and listen to story.</p> <p>[Four- to five-sentence content-related passage]</p> <p>Now listen to the story again to answer the question.</p> <p>Which picture shows [question about content-area key word/phrase stated in passage (read to students)]?</p> <p>[Four- to five-sentence content-related passage]</p> <p>Which picture shows [question about content-area key word/phrase stated in passage (read to students)]?</p> <p>Fill in the circle under the correct picture?</p>	<p style="text-align: center;">Scored 1</p> <p style="text-align: center;">GRAPHIC</p> <p style="text-align: center;">3 OPTIONS</p> <p>Three pictures related to the passage; only one answers the question.</p>	I.L.2
Listening	<p style="text-align: center;">LISTENING</p> <p>Standard 1: Comprehension of Oral Communications</p> <p>The student will demonstrate understanding of oral communications by:</p>	7	B-7: responding to academic questions using key words and phrases.	3	1	MC Orally Administered/ Passage-based: Multiple Choice	[4- to 5-sentence content area-related passage]	See TAD	<p>Look at number XX.</p> <p>Look at the pictures and listen to story.</p> <p>[Four- to five-sentence content-related passage]</p> <p>Now listen to the story again to answer the question.</p> <p>Which picture shows [question about content-area idea/detail/key points stated in passage (read to students)]?</p> <p>[Four- to five-sentence content-related passage]</p> <p>Which picture shows [question about content-area idea/detail/key points stated in passage (read to students)]?</p> <p>Fill in the circle under the correct picture?</p>	<p style="text-align: center;">Scored 1</p> <p style="text-align: center;">GRAPHIC</p> <p style="text-align: center;">3 OPTIONS</p> <p>Three pictures related to the passage; only one answers the question.</p>	I.L.2

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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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	2 1	LI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, and voice projection. HI-1: articulating the 44 phonemes accurately.	10	6	RP6	n/a	n/a	[sentence for the student to repeat]	Scored 0-6	II.L.1b
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	3 1	E-3: expressing personal/survival needs and emotions in complete sentences with instructional support. HI-1: articulating the 44 phonemes accurately.	1	1	RP6	n/a	n/a	[sentence for the student to repeat]	Scored 0-6	II.L.1b
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	5 1	PE-5: repeating academic questions and responses (i.e., who, what, where, when). HI-1: articulating the 44 phonemes accurately.	9	3	RP6	n/a	n/a	[sentence for the student to repeat]	Scored 0-6	II.L.1b
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	5	E-5: asking and responding to academic questions using complete sentences, with instructional support (i.e., who, what, where, when).	0	0	SA4 OE Orally Administered/ Spoken Response	GRAPHIC One picture of an animal(s)/object(s)/ place.	GRAPHIC One picture of animal(s)/object(s)/place.	Look at number XX. Look at the picture. Please answer in complete sentences. Ask me a question about the picture. Ask me another question about the picture.	Scored 0-4	II.L.1b II.L.2
			B-5: asking and responding to academic questions using complete sentences, with instructional support (i.e., who, what, where, when, why, how) (e.g., making comparisons and describing events, etc.).	0	0						
			LI-5: asking and responding to academic questions using complete sentences (i.e., who, what, where, when, why, how, which, whose) (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.).	2	3						
			E-5: asking and responding to academic questions using complete sentences, with instructional support (i.e., who, what, where, when).	0	0						
			B-5: asking and responding to academic questions using complete sentences, with instructional support (i.e., who, what, where, when, why, how) (e.g., making comparisons and describing events, etc.).	0	0						
			LI-5: asking and responding to academic questions using complete sentences (i.e., who, what, where, when, why, how, which, whose) (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.).	2	3						

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Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	6	PE-6: responding to social questions with instructional support.	0	0	SA4 OE Orally Administered/ Spoken Response	Oral	n/a	Please answer in complete sentences. Which/What do/would you [personal/social preference/choice of the student]? Why do/would you [personal/social preference/choice of the student]?	Scored 0-4	I.L.1b I.L.2				
			E-6: asking and responding to social questions using complete sentences with instructional support.	0	0										
			B-6: asking and responding to social questions using complete sentences with instructional support.	0	0										
			LI-6: asking and responding to social questions using complete sentences.	0	0										
		HI-6: asking and responding to social questions using complete sentences.	5	3											
		7	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	7	PE-6: responding to social questions with instructional support.	0			0	SA4 OE [FT SA2 OE] Orally Administered/ Spoken Response		Oral	n/a	[Statement about preference/choice of (first-person "I") test administrator.] Ask me a question about [preference/choice of test administrator].	Scored 0-4 [FT Scored 0-2]
					E-6: asking and responding to social questions using complete sentences with instructional support.	0			0						
					B-6: asking and responding to social questions using complete sentences with instructional support.	0			0						
					LI-6: asking and responding to social questions using complete sentences.	0			0						
					HI-6: asking and responding to social questions using complete sentences.	0			6						
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:				7	LI-7: stating multi-step directions or commands that the listener can follow.	0	0	SA4 OE Orally Administered/ Spoken Response		Oral				
		HI-7: stating multi-step directions or commands that the listener can follow.	1	2											
		LI-7: stating multi-step directions or commands that the listener can follow.	0	0											
							GRAPHIC								

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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: Test Administration Directions (TAD)	Task Description: Options / Rubric	Language Strand Codes
			HI-7: stating multi-step directions or commands that the listener can follow.	2	1		GRAPHIC Oral	Graphic of multi-part setting (e.g., illustrated map of zoo).	Please answer in two or more complete sentences. Use the [part of GRAPHIC] to tell me how to [detail that relates to part of GRAPHIC].		

	Range	Words	Items
Literary Passage			
	Low end	30-40	3
	Mid-range	41-60	4
	Upper end	61-100	6
Informational Passage			
	Low end	30-40	3
	Mid-range	41-60	4
	Upper end	61-100	6