

**Stage I Prewriting
AZELLA Item Specifications
Spring 2012 and 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	B-1: drawing and using experimental writing to express ideas.	0	0	SA3 OE Orally Administered/ Written Response	GRAPHIC Three pictures of one or more children involved in an activity common to all children. Objects, actions, people should be recognizable by kindergarten students.	GRAPHIC Three pictures of one or more children involved in an activity common to all children. Objects, actions, people should be recognizable by kindergarten students. Primary writing lines provided for student.	Look at number XX.	Scored 0-3	I.L.1a I.L.1b
			LI-1: writing narratives using simple sentences including sight words, phonetic spelling, and CVC words to express ideas with instructional support.	0	0				Look at the three pictures that tell a story about [subject of passage]. You will write a sentence that tells what is happening in each picture. Look at the picture on [page].		
			HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.	2	2 [1 FT 2012 1*FT 2013]				It is the first picture of the story. On the lines under the picture, write a sentence that tells what is happening in the picture.		
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	B-1: drawing and using experimental writing to express ideas.	0	0	SA3 OE Orally Administered/ Written Response	GRAPHIC One picture of one or more children involved in an activity common to all children. Objects, actions, people should be recognizable by kindergarten students.	GRAPHIC One picture of one or more children involved in an activity common to all children. Objects, actions, people should be recognizable by kindergarten students. Primary writing lines provided for student.	Look at number XX.	Scored 0-3	I.L.1a I.L.1b
			LI-1: writing narratives using simple sentences including sight words, phonetic spelling, and CVC words to express ideas with instructional support.	0	0				Write a story about what you see in the picture. Write as much as you can. Use as many lines as you need.		
			HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.	1	2 [1 FT 2012 1*FT 2013]						

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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:	1	PE-1: writing a minimum of 5 letters of the alphabet with instructional support.	0	0	SA2 Orally Administered/ Written Response	A single upper case or lower case letter.	A single upper case or lower case letter. [Primary writing line provided for student.]	Look at number XX. This is the letter [upper case/lower case letter]. Copy the letter [upper case/lower case letter].	Scored 0-2	None
			E-1: Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.	0	4						
			B-1: writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.	0	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:	1	PE-1: writing a minimum of 5 letters of the alphabet with instructional support.	0	0	SA2 Orally Administered/ Written Response	A single word.	A single word. Primary writing line provided for student.	Look at number XX. This is the word [word]. Copy the word [word].	Scored 0-2	None
			E-1: Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.	0	0						
			B-1: writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.	0	4						
Writing	WRITING Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	1	LI-1: writing legibly and with correct formation, a minimum of 22 lower case and upper case letters of the alphabet.	0	0	SA2 Orally Administered/ Written Response	Blank line.	Blank line. Primary writing line provided for student.	Look at number XX. Write the [upper case/lower case] letter on the line. Write the [upper case/lower case] letter on the line.	Scored 0-2	I.L.1b
			HI-1: writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.	2	2						

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Writing	<p>WRITING Standard 2: Standard English Conventions</p> <p>The student will identify and apply conventions of standard English in his or her written communications by:</p>	2	B-2: applying letter-sound relationships to write beginning sounds of words.	0	4	SA2 Orally Administered/ Written Response	<p>GRAPHIC</p> <p>A picture of an animal/object.</p> <p>Letters of the word of the animal/object, with blank first line for first letter, on primary writing line provided for student.</p>	<p>GRAPHIC</p> <p>A picture of an animal/object.</p> <p>Letters of the word of the animal/object, with blank first line for first letter, on primary writing line provided for student.</p>	<p>Look at number XX.</p> <p>This is a picture of a [word of animal/object].</p> <p>On the line, write the letter that begins the word [animal/object].</p> <p>Listen to the word again . . . [animal/object].</p> <p>On the line, write the letter that begins the word [animal/object].</p>	Scored 0-2	None
Writing	<p>WRITING Standard 2: Standard English Conventions</p> <p>The student will identify and apply conventions of standard English in his or her written communications by:</p>	2	LI-2: applying letter-sound relationships to write beginning and ending sounds of simple words.	0	4	SA2 Orally Administered/ Written Response	<p>GRAPHIC</p> <p>A picture of an animal/object.</p> <p>Letters of the word of the animal/object, with blank last line for last letter, on primary writing line provided for student.</p>	<p>GRAPHIC</p> <p>A picture of an animal/object.</p> <p>Letters of the word of the animal/object, with blank last line for last letter, on primary writing line provided for student.</p>	<p>Look at number XX.</p> <p>This is a picture of [word of animal/object].</p> <p>On the line, write the letter that ends the word [animal/object].</p> <p>Listen to the word again . . . [animal/object].</p> <p>On the line, write the letter that ends the word [animal/object].</p>	Scored 0-2	None
Writing	<p>WRITING Standard 2: Standard English Conventions</p> <p>The student will identify and apply conventions of standard English in his or her written communications by:</p>	2	HI-2: applying letter-sound relationships to write simple CVC words and attempt more complex words.	2	2	SA2 Orally Administered/ Written Response	<p>GRAPHIC</p> <p>A picture of an animal/object.</p> <p>Blank line.</p>	<p>GRAPHIC</p> <p>A picture of an animal/object.</p> <p>Primary writing line provided for student.</p>	<p>Look at number XX.</p> <p>This is a picture of a [word of animal/object].</p> <p>Write the word [animal/object] on the line.</p>	Scored 0-2	None

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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:	4	B-4: using a capital letter to write student's own first name.	0	0	SA2 Orally Administered/ Written Response	Two blank lines.	Two blank lines. Primary writing lines provided for student.	Look at number XX. Point to the top line. Write your first name on the top line.	Scored 0-2	None
			HI-4: using capital letters to write student's own name.	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:	4	LI-4: using capital letters to write student's own name with instructional support.	0	2*	SA1* SA2 Orally Administered/ Written Response	One simple sentence with missing capitalization.	One simple sentence with missing capitalization.	Look at number XX. Listen as I read the sentence. [One simple sentence.] A capital letter is missing. Which word should begin with a capital letter? Circle the word that should begin with a capital letter.	Scored 1* Scored 0-2	None
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: using a capital letter at the beginning of sentences and proper nouns with instructional support.	2	0	SA1 Orally Administered/ Written Response	One simple sentence with missing capitalization.	One simple sentence with missing capitalization.	Look at number XX. Listen as I read the sentence. [One simple sentence.] A capital letter is missing. Which word should begin with a capital letter? Circle the word that should begin with a capital letter.	Scored 1	I.L.1b

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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:	6	B-6: using ending punctuation with instructional support.	0	0	SA1 Orally Administered/ Written Response	One simple sentence with missing end punctuation.	One simple sentence with missing end punctuation.	Look at number XX. Listen as I read the sentence. [One simple sentence.] The sentence needs end punctuation. Does it need a period or a question mark? Write the correct punctuation at the end of the sentence.	Scored 1	None
			LI-6: using ending punctuation with instructional support.	2	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:	8	B-8: using the placing of spaces between words with instructional support.	1	0	SA2 Orally Administered/ Written Response	One simple sentence. Primary writing lines provided for student.	One simple sentence. Primary writing lines provided for student.	Look at number XX. [One simple sentence.] Now copy the sentence. Use both top and bottom lines if you need them.	Scored 0-2	None
			HI-8: using the placing of spaces between words.	1	6						
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	HI-9: using prompt, write simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement.	2	3	SA2 OE Orally Administered/ Written Response	GRAPHIC One picture of one/two subject[s] engaged in an action. Primary writing lines provided for student.	GRAPHIC One picture of one/two subject[s] engaged in an action. Primary writing lines provided for student.	Look at number XX. Look at the picture. Write a sentence that tells what the [subject(s) of picture] does/do in the picture. Use as many lines as you need.	Scored 0-2	I.L.1a I.L.1b

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Writing	WRITING Standard 3: Writing Process/Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:	4	LI-4: reviewing the draft for errors in conventions with prompting, including left to right, capital letters at the beginning of sentences and names, spaces between words and ending punctuation.	0	2	SA1 OE Orally Administered/ Written Response	One simple sentence with missing end punctuation. Primary writing lines provided for student.	One simple sentence with missing end punctuation. Primary writing lines provided for student.	Look at number XX. Listen as I read the sentence. [One simple sentence.] The sentence needs end punctuation. Does it need a period or a question mark? Write the correct punctuation at the end of the sentence.	Scored 0-1	None
				0	3		One simple sentence with missing capitalization. Primary writing lines provided for student.	One simple sentence. Primary writing lines provided for student.	Look at number XX. Listen as I read the sentence. [One simple sentence.] A capital letter is missing. Which word should begin with a capital letter? Mark an "X" on the word that should begin with a capital letter.		

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Reading	READING Standard 2: Phonemic Awareness The student will demonstrate knowledge of phonemic awareness by:	2	PE-2: identifying pictures that begin with the same given initial sound.	2	3	MC Orally Administered/ Multiple Choice	GRAPHIC Oral Three pictures of people/animals/objects.	n/a	Look at number XX. Look at the pictures. [THREE GRAPHIC ANSWER CHOICES] Point to each picture as I say each word. [word for picture A, word for picture B, word for picture C] Which picture has the same first sound as [word]? [word for picture A, word for picture B, word for picture C] Fill in the circle under the picture that has the same first sound as [word].	Scored 1 GRAPHIC 3 OPTIONS One corresponding word that begins with the same first sound as the designated word; two corresponding words that begin with different first sound as the designated word.	None
			E-2: comparing two to three pictures and identifying those with the same initial sound.	0	1						
Reading	READING Standard 2: Phonemic Awareness The student will demonstrate knowledge of phonemic awareness by:	2	B-2: sorting groups of pictures that begin with the same initial sounds.	6	2*	MC Orally Administered/ Multiple Choice	GRAPHIC Oral Three pictures of people/animals/objects.	n/a	Look at number XX. Look at the pictures. [THREE GRAPHIC ANSWER CHOICES] Point to each picture as I say each word. [word for picture A, word for picture B, word for picture C] Which picture has a different first sound? [word for picture A, word for picture B, word for picture C] Fill in the circle under the picture that has a different first sound.	Scored 1 GRAPHIC 3 OPTIONS One corresponding word that begins with a different first sound from the two other corresponding words.	None

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Reading	READING Standard 2: Phonemic Awareness The student will demonstrate knowledge of phonemic awareness by:	4	E-4: distinguishing spoken rhyming words from non-rhyming words.	0	0	MC Orally Administered/ Multiple Choice	GRAPHIC Oral Three pictures of people/animals/objects.	n/a	Look at number XX. Look at the pictures. [THREE GRAPHIC ANSWER CHOICES] Point to each picture as I say each word. [word for picture A, word for picture B, word for picture C] Which picture rhymes with [word]? [word for picture A, word for picture B, word for picture C] Fill in the circle under the picture of the word that rhymes with [word].	Scored 1 GRAPHIC 3 OPTIONS Three pictures of people/animals/objects; only one corresponding word rhymes with the designated word.	None
			B-4: identifying rhyming words in response to an oral prompt.	4	1						

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Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	5	PE-5: distinguishing letters from numbers and symbols.	1	1	MC Orally Administered/ Multiple Choice	GRAPHIC Oral One letter; one number; one grade-appropriate symbol.	n/a	Look at number XX. Look at the boxes. Which box has a [letter/number/symbol]? Fill in the circle under the box with a [letter/number/symbol].	Scored 1 GRAPHIC 3 OPTIONS One letter; one number; one grade-appropriate symbol.	I.L.2
Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	5	E-5: matching upper case and lower case letters.	0	4	MC Orally Administered/ Multiple Choice	GRAPHIC Oral Picture of an upper/lower case letter.	n/a	Look at number XX. Point to the letter in the small box. This is a [lower/upper case] letter [letter]. Which letter is [upper/lower] case [letter]?	Scored 1 GRAPHIC 3 OPTIONS Three opposite case letters; only one is the correct opposite case letter from the designated letter.	None
Reading	READING Standard 2: Decoding The student will demonstrate knowledge of decoding by:	7	E-7: recognizing high frequency words.	1	3	MC Orally Administered/ Multiple Choice	GRAPHIC Oral Three high frequency words.	n/a	Look at number XX. Now look at the three words. Which word says [one of three words]? Fill in the circle under the word [one of three words].	Scored 1 GRAPHIC 3 OPTIONS Three high frequency words; only one word is the designated word.	I.L.2
Reading	READING Standard 2: Decoding The student will demonstrate knowledge of phonemic awareness by:	10	LI-10: decoding common CVC words with instructional support. HI-10: decoding common CVC words.	1 1	0 2	MC Orally Administered/ Multiple Choice	GRAPHIC Oral Picture of an object.	n/a	Look at number XX. This is a picture of a [word for the picture]. Look at the three words below the picture of the [word for the picture]. Fill in the circle under the word [word for the picture].	Scored 1 GRAPHIC 3 OPTIONS Three CVC words; only one word is correct; two other words with same beginning/ending C/V as tested word.	I.L.2

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Reading	READING Standard 3: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	12	E-12: recognizing signs, labels, symbols, and captions within the environment.	0	0	MC Orally Administered/ Multiple Choice	GRAPHIC Oral Three grade-appropriate signs/symbols.	n/a	Look at number XX. Look at the boxes. Which [sign/symbol] [meaning of sign/symbol]? Fill in the circle under the [sign/symbol] that [meaning of sign/symbol].	Scored 1 GRAPHIC 3 OPTIONS Three grade-appropriate signs/symbols; only one is correct.	I.L.2
			B-12: interpreting signs, labels, symbols, and captions within the environment with instructional support.	0	0						
			L1-12: interpreting signs, labels, symbols, and captions within the environment.	2	1						
Reading	READING Standard 3: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	3	B-3: answering comprehension questions to respond to text heard or read.	0	1*	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence passage; three pictures relating to the passage.	n/a	[Five- to seven-sentence passage read to students.] Look at number XX. Who/What/Which [detail from the passage]? Fill in the circle under the picture that shows who/what/which [detail from the passage].	Scored 1 GRAPHIC 3 OPTIONS Three pictures based on the passage; only one answers the question.	None
Reading	READING Standard 3: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	3	B-7: identifying the main characters of a story heard or read.	0	1*	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence passage; three pictures relating to the passage.	n/a	[Five- to seven-sentence passage read to students.] Look at number XX. Who [detail about a main character in the passage]? Fill in the circle under the picture that shows who [detail about a main character in the passage].	Scored 1 GRAPHIC 3 OPTIONS Three pictures based on the passage; only one answers the question.	None

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Reading	<p>READING Standard 3: Comprehending Text</p> <p>The student will demonstrate knowledge of reading comprehension by:</p>	3	B-8: identifying the setting of a story heard or read.	0	2*	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence passage; three pictures relating to the passage.	n/a	<p>[Five- to seven-sentence passage read to students.]</p> <p>Look at number XX.</p> <p>Where [detail about the setting in the passage]?</p> <p>Fill in the circle under the picture that shows where [detail about the setting in the passage].</p>	<p>Scored 1</p> <p>GRAPHIC</p> <p>3 OPTIONS</p> <p>Three pictures based on the passage; only one answers the question.</p>	None
Reading	<p>READING Standard 3: Comprehending Text</p> <p>The student will demonstrate knowledge of reading comprehension by:</p>	3	B-9: identifying the key events of a story heard or read.	0	2*	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence passage; three pictures relating to the passage.	n/a	<p>[Five- to seven-sentence passage read to students.]</p> <p>Look at number XX.</p> <p>What [key event in the passage]?</p> <p>Fill in the circle under the picture that shows what [key event in the passage].</p>	<p>Scored 1</p> <p>GRAPHIC</p> <p>3 OPTIONS</p> <p>Three pictures based on the passage; only one answers the question.</p>	None

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Reading: Informational Passage	READING Standard 3: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	3	B-3: answering comprehension questions to respond to text heard or read.	4	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence Informational passage; three pictures relating to the passage.	n/a	[Five- to seven-sentence Informational passage read to students.] Look at number XX. Who/What/Which [detail from the passage]? Fill in the circle under the picture that shows who/what/which [detail from the passage].	Scored 1 GRAPHIC 3 OPTIONS Three pictures based on the passage; only one answers the question.	I.L.2
Reading: Informational Passage	READING Standard 3: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	5	LI-5: identifying facts from text read aloud, with instructional support.	3	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence Informational passage; three pictures relating to the passage.	n/a	[Five- to seven-sentence Informational passage read to students.] Look at number XX. Who/What/Which [fact from the passage]? Fill in the circle under the picture that shows who/what/which [fact from the passage].	Scored 1 GRAPHIC 3 OPTIONS Three pictures relating to the passage; only one answer the question.	I.L.2
			HI-5: identifying facts from text read aloud.	1	1						

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Reading: Literary (Fiction) Passage	READING Standard 3: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	3	B-3: answering comprehension questions to respond to text heard or read.	2	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence Literary passage; three pictures relating to the passage.	n/a	[Five- to seven-sentence Literary passage read to students.] Look at number XX. Who/What/Which [detail from the passage]? Fill in the circle under the picture that shows who/what/which [detail from the passage].	Scored 1 GRAPHIC 3 OPTIONS Three pictures based on the passage; only one answers the question.	I.L.2
Reading: Literary (Fiction) Passage	READING Standard 3: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	4	E-4: sequencing a series of given pictures to retell a story or event.	1	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence Literary passage; three pictures relating to the passage.	n/a	[Five- to seven-sentence Literary passage read to students.] Look at number XX. Who/What/Which [question about sequence (first/last) in the passage]? Fill in the circle under the picture that shows who/what/which [question about sequence (first/last) in the passage].	Scored 1 GRAPHIC 3 OPTIONS Three pictures based on the passage; only one answers the question.	I.L.1a
			B-4: sequencing a series of given pictures to retell a story or event using key words.	2	0						
Reading: Literary (Fiction) Passage	READING Standard 3: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	7	B-7: identifying the main characters of a story heard or read.	1	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five- to seven-sentence Literary passage; three pictures relating to the passage.	n/a	[Five- to seven-sentence Literary passage read to students.] Look at number XX. Who [detail about a main character in the passage]? Fill in the circle under the picture that shows who [detail about a main character in the passage].	Scored 1 GRAPHIC 3 OPTIONS Three pictures based on the passage; only one answers the question.	None

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Reading: Literary (Fiction) Passage	READING Standard 3:- Comprehending Text The student will demonstrate knowledge of reading comprehension by:	8	B-9: identifying the setting of a story heard or read.	0	0	MG Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five to seven sentence Literary passage; three pictures relating to the passage.	n/a	{Five to seven sentence Literary passage read to students;} Look at number XX: Where {detail about the setting in the passage}? Fill in the circle under the picture that shows where {detail about the setting in the passage}.	Scored 1 GRAPHIC 3 OPTIONS Three pictures based on the passage; only one answers the question.	None
Reading: Literary (Fiction) Passage	READING Standard 3:- Comprehending Text The student will demonstrate knowledge of reading comprehension by:	9	B-9: identifying the key events of a story heard or read.	0	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral Five to seven sentence Literary passage; three pictures relating to the passage.	n/a	{Five to seven sentence Literary passage read to students;} Look at number XX: What {key event in the passage}? Fill in the circle under the picture that shows what {key event in the passage}.	Scored 1 GRAPHIC 3 OPTIONS Three pictures based on the passage; only one answers the question.	None

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Listening	<p>LISTENING Standard 1: Comprehension of Oral Communications</p> <p>The student will demonstrate understanding of oral communications by:</p>	1	B-1: distinguishing between similar sounding words dictated by the teacher.	5	3	MC Orally Administered/ Multiple Choice	Oral	Three similar-sounding one-syllable words as answer choices.	<p>Look at number XX.</p> <p>I am going to say three words. Point to each word as I say the word.</p> <p>[word A, word B, word C]</p> <p>I will say the words again. Listen for the word [word].</p> <p>[word A, word B, word C]</p> <p>Fill in the circle under the word [word].</p>	<p>Scored 1</p> <p>3 OPTIONS</p> <p>Three similar-sounding one-syllable words; only one answer choice is correct.</p>	None
Listening	<p>LISTENING Standard 1: Comprehension of Oral Communications</p> <p>The student will demonstrate understanding of oral communications by:</p>	2	E-2: counting the number of words in a short phrase dictated by the teacher.	0	1* [Item 7613K003, A#17 -- we believe should be E-3 instead]	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 3- to 4-sentence passage.	GRAPHIC Three graphics that relate to passage as answer choices.	<p>Look at number XX.</p> <p>Look at the pictures and listen to the story.</p> <p>[Three- to four-sentence passage.]</p> <p>Now listen to the story again to answer the question.</p> <p>Which picture shows [question about key detail in passage]?</p> <p>[Three- to four-sentence story.]</p> <p>Which picture shows [question about key detail in passage]?</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 that relate to the passage; only one answer choice is correct.</p>	None
			B-2: counting the number of words said in a repetitive sentence dictated by the teacher.	0	1* [Item 7613K002, A16 -- we believe should be B-3 instead, then this row removed]						

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Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	3	PE-3: responding to read-alouds, using a variety of physical actions (e.g., <i>matching objects, pointing to an answer</i>) or by drawing pictures.	0	10	MC Orally Administered/ Multiple Choice	Oral	GRAPHIC Three graphics as answer choices.	Look at number XX. Point to each picture as I say each word. [word A, word B, word C] Which picture shows a [word]? [word A, word B, word C] Fill in the circle under the picture that shows a [word].	Scored 1 3 OPTIONS Three pictures of the one-syllable words; only one answer choice is correct.	I.L.1a I.L.2
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	3	E-3: identifying information/details from read-alouds using key words and phrases.	6	4-2	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 3- to 4-sentence passage.	GRAPHIC Three graphics that relate to passage as answer choices.	Look at number XX. Look at the pictures. I will read a story about [main character from passage]. Then I will ask you which picture shows [key detail about main character and/or main character's teacher/parent/other adult family member from passage]. Now listen to the story. [Three- to four-sentence passage.] Which picture shows [key detail about main character and/or main character's teacher/parent/other adult family member from passage]? Fill in the circle under the picture that shows [key detail about main character and/or main character's teacher/parent/other adult family member from passage].	Scored 1 GRAPHIC 3 OPTIONS Three pictures that relate to the passage; only one answer choice is correct.	None

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Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	3	B-3: responding to read-alouds by identifying main ideas/concepts and details using complete sentences.	1	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 4- to 5-sentence passage.	GRAPHIC Three graphics that relate to passage as answer choices.	<p>Look at number XX.</p> <p>Look at the pictures.</p> <p>I will read a story about [main character from passage]. Then I will ask you which picture shows what/which [main idea/concept/detail about main character and/or main character's teacher/parent/ other adult family member from passage].</p> <p>Now listen to the story.</p> <p>[Four- to five-sentence passage.]</p> <p>Which picture shows what/which [main idea/concept/detail about main character and/or main character's teacher/parent/ other adult family member from passage]?</p> <p>Fill in the circle under the picture that shows what/which [main idea/concept/detail about main character and/or main character's teacher/ parent/other adult family member from passage].</p>	<p>Scored 1</p> <p>GRAPHIC</p> <p>3 OPTIONS</p> <p>Three pictures that relate to the passage; only one answer choice is correct.</p>	None
				0	3* [Items 7613K001, 7613K004, 7613K005, -- A15, B15, B16 - we believe should be coded to B-4 or HI-4 instead, then this row removed]				<p>Look at number XX.</p> <p>Look at the pictures and listen to the story.</p> <p>[Four- to five-sentence sequence-of-events passage.]</p> <p>Now listen to the story again to answer the question, [specific step (first/last/next) in sequence of events from passage]?</p> <p>[Four- to five-sentence sequence-of-events passage.]</p> <p>Fill in the circle under the picture that shows [specific step (first/last/next) in sequence of events from passage].</p>		

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Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	4	PE-4: sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.	0	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 4- to 5-sentence sequence-of-events passage.	GRAPHIC Three graphics that relate to passage as answer choices.	Look at number XX. Look at the pictures. I will read a story about [main character]. Then I will ask you which picture shows [main character doing specific step (first/last/next) in the sequence of events]. Now listen to the story. [Four- to five-sentence sequence-of-events passage.] Which picture shows [main character doing specific step (first/last/next) in the sequence of events]? Fill in the circle under the picture that shows [main character doing specific step (first/last/next) in the sequence of events].	Scored 1 GRAPHIC 3 OPTIONS Three pictures that relate to the passage; only one answer choice is correct.	I.L.1a I.L.2
			E-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.	0	0						
			B-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.	4	0						
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	4	HI-4: sequencing events from read-alouds, presentations, and conversations.	1	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 4- to 5-sentence sequence-of-events passage.	GRAPHIC Three graphics that relate to passage as answer choices.	Look at number XX. Look at the pictures. One picture shows [main character doing specific step (first/last/next) which teacher/parent/adult instructs]. Now listen to [teacher/parent/adult]. [Four- to five-sentence sequence-of-events passage.] Which picture shows [specific step (first/last/next) in sequence of events from passage]? Fill in the circle under the picture that shows [main character doing specific step (first/last/next) which teacher/parent/adult instructs].	Scored 1 GRAPHIC 3 OPTIONS Three pictures that relate to the passage; only one answer choice is correct.	I.L.1a I.L.2

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Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	5	PE-5: following one-word commands for classroom activities that are accompanied by picture cues.	0	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 2- to 3-sentence 1-step passage/instructions/announcement.	GRAPHIC Three graphics that relate to passage/instructions/announcement as answer choices.	Look at number XX. Look at the pictures. One picture shows [main character] doing what the teacher says to do. Now listen to [main character's] teacher. [Two- to three-sentence one-step passage/instructions/announcement.] Which picture shows [main character] doing what the teacher says to do? Fill in the circle under the picture that shows [main character] doing what the teacher says to do.	Scored 1 GRAPHIC 3 OPTIONS Three pictures that relate to the passage/ instructions/ announcement; only one answer choice is correct.	None
			E-5: following one-step directions for classroom activities that are accompanied by picture cues.	4	0						
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	5	B-5: following two-step directions for classroom activities that are accompanied by picture cues.	2	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 2- to 3-sentence 2-step passage/instructions/announcement.	GRAPHIC Three graphics that relate to passage/instructions/announcement as answer choices.	Look at number XX. Look at the pictures. One picture shows [main character] doing what the teacher says to do [first/last/next]. Now listen to [main character's] teacher. [Two- to three-sentence two-step passage/instructions/announcement.] Which picture shows [main character] doing what the teacher says to do [first/last/next]? Fill in the circle under the picture that shows [main character] doing what the teacher says to do [first/next/last].	Scored 1 GRAPHIC 3 OPTIONS Three pictures that relate to the passage/ instructions/ announcement; only one answer choice is correct.	I.L.1a I.L.2

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Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	5	LI-5: following multiple-step directions which include prepositions.	0	0	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 2- to 3-sentence multiple-step passage/instructions/ announcement.	GRAPHIC Three graphics that relate to passage/instructions/announcement as answer choices.	Look at number XX. Look at the pictures. One picture shows [main character] doing what the teacher says to do [first/last/next]. Now listen to [main character's] teacher. [Two- to three-sentence multiple-step passage/instructions/announcement.] Which picture shows [main character] doing what the teacher says to do [first/last/next]? Fill in the circle under the picture that shows [main character] doing what the teacher says to do [first/next/last].	Scored 1 GRAPHIC 3 OPTIONS Three pictures that relate to the passage/ instructions/ announcement; only one answer choice is correct.	I.L.1a I.L.2
			HI-5: following multiple-step directions which include prepositions.	1	0						
Listening	LISTENING Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	6 3	PE-6: responding to conversations using memorized responses. (e.g., introductions, requests, courtesies) E-3: identifying information/details from read-alouds using key words and phrases.	0	1*	MC Passage-based: Orally Administered/ Multiple Choice	GRAPHIC Oral 2- to 3-sentence passage/ instructions/announcement that includes introduction/request/ courtesy in dialogue form.	GRAPHIC Three graphics that relate to passage/instructions/ announcement as answer choices.	Look at number XX. Look at the pictures and listen to the story. [Two- to three-sentence passage that includes introduction/request/courtesy in dialogue form.] Now listen to the story again to answer the question, Which picture shows [main character] doing what [main character's teacher/parent] says? [Two- to three-sentence passage that includes introduction/request/courtesy in dialogue form.] Fill in the circle under the picture that shows [main character] doing what [main character's teacher/parent] says.	Scored 1 GRAPHIC 3 OPTIONS Three pictures that relate to the passage/ instructions/ announcement; only one answer choice is correct.	None

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Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	6	E-6: naming all cardinal numbers in random order with accurate pronunciation.	2	2	SA1 OE Orally Administered/ Spoken Response	GRAPHIC List of 3 cardinal numbers in random order	[number, number, number]	Look at number XX. Read the number in each of the gray boxes.	Scored 0-2	I.L.2
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	6	LI-6: naming cardinal and ordinal numbers randomly with accurate pronunciation.	0	1	SA1 OE Orally Administered/ Spoken Response	GRAPHIC Line of three/four people/objects (must be easily distinguished from one another)	GRAPHIC Line of three/four people/objects (must be easily distinguished from one another).	Look at number XX. The [object/person] is [ordinal number identifying the object's/person's position]. The [different object/person] is (pause for student response).	Scored 0-2	I.L.1a I.L.2
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	6	HI-6: naming and distinguishing between cardinal and ordinal numbers with accurate pronunciation.	2	0	SA1 OE Orally Administered/ Spoken Response	GRAPHIC Line of three/four people/objects (must be easily distinguished from one another)	GRAPHIC Line of three/four people/objects (must be easily distinguished from one another).	Look at number XX. The [object/person] is [ordinal number identifying the object's/person's position]. The [different object/person] is (pause for student response).	Scored 0-2	I.L.1a I.L.2
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	7	B-7: responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.	2	7 [3 FT 2012 4*FT 2013]	SA2 OE Orally Administered/ Spoken Response	Question or Imperative Sentence	n/a	Next, use a complete sentence to answer the question. (Question or imperative sentence asking for personal information) Use complete sentences to answer the question. (Question asking student to justify response) _____ Next, use one or more complete sentences. Tell me about (thing).	Scored 0-2	I.L.1a I.L.b

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Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	8	PE-8: using isolated words accompanied by gestures to communicate basic needs.	0	0	SA2 Orally Administered/ Spoken Response	Oral GRAPHIC (picture of a child with a basic need)		Graphic that matches the need/activity.	Look at number XX. Remember to use one or more complete sentences to answer the question. Look at the picture. The [girl/boy] needs/wants to [basic need]. What does [he/she] say to the teacher?	Scored 0-2	I.L.1b I.L.2
			E-8: using isolated words or strings of two to three words accompanied by gestures to communicate basic needs.	0	0							
			B-8: using key words, phrases and complete sentences to communicate basic needs with instructional support.	0	0							
			LI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.	0	0							
			HI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs.	3	0							
			PE-8: using isolated words accompanied by gestures to communicate basic needs.	0	0		Oral	n/a		Look at number XX. Remember to use one or more complete sentences to answer the question. You want to [an activity that a kindergarten student might do that would require needed materials]. Ask me for the things you need to [do the activity].		
			E-8: using isolated words or strings of two to three words accompanied by gestures to communicate basic needs.	0	0							
			B-8: using key words, phrases and complete sentences to communicate basic needs with instructional support.	0	0							
			LI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.	0	0							
			HI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs.	0	2							

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Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	9	PE-9: repeating familiar objects, people, and events with instructional support. HI-5: producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.	20	10	RP6	n/a	n/a	[sentence for the student to repeat]	Scored 0-6	I.L.1b I.L.2
				2	1	SA1 Orally Administered/ Spoken Response	GRAPHIC word/phrase/sentence	GRAPHIC word/phrase/sentence	Look at number XX. Look at the picture. This is a [name of object in graphic]. Now you say the word: [name of object in graphic].	Scored 1	I.L.2
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	9	E-9: naming familiar objects, people, and events with instructional support.	0	0	SA1 Orally Administered/ Spoken Response	GRAPHIC Picture of an object/person/event that kindergarten students should know.	GRAPHIC Picture of an object/person/event that kindergarten students should know.	Look at number XX. Look at the picture. What is this?	Scored 1	I.L.1a I.L.2
			B-9: naming objects, people, and events with instructional support.	0	4						
Speaking	SPEAKING Standard 2: Delivery of Oral Communications The student will communicate orally by:	9	LI-9: naming and describing objects, people, and events.	0	1	SA1 Orally Administered/ Spoken Response	GRAPHIC Three related objects, people, or events in one box	GRAPHIC Three related objects, people, or events in one box.	Look at number XX. What is the group of things in the picture called?	Scored 1	I.L.1a I.L.2
Sp	SPEAKING Standard 2: Delivery of Oral Communications			0	5	SA1	GRAPHIC One picture of related people/objects/events in one box.	GRAPHIC One picture of related people/objects/events in one box.	Look at number XX. The picture shows a group of things. What is the group of things in the picture called?		I.L.1a I.L.2

*FT in 2013

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Speaking	Oral Communications The student will communicate orally by:	9	HI-9: naming and describing objects, people, and events.	1	0	Orally Administered/ Spoken Response	GRAPHIC One picture of person/object.	GRAPHIC One picture of person/object.	Look at number XX. Look at the picture. This is a [word for object/person]. Now you say the word: [word for object/person].	Scored 1	I.L.2

	Words	Items
Informational Passage	40	3
Literary (Fiction) Passage	40	4