



Guide to Navigating and Using AZELLA Reports



Figure 1 AZELLA Logo

Arizona Department of Education. A publication of the Assessment, Office of English Language Acquisition Services (OELAS), and Accountability divisions.

Contents

Contents.....	2
OVERVIEW	3
NAVIGATING AZELLA Reports	3
<i>PearsonAccess^{next}</i> and Arizona Department of Education (ADE) Reports	3
AZELLA USERS	4
District and School Administrators	4
AZELLA District Test Coordinators	4
EL and Curriculum Specialists	5
Classroom Teachers	5
Parents	5
TRAINING – PART I: AZELLA REPORTS.....	6
UNDERSTANDING AZELLA REPORTS - <i>PearsonAccess^{next}</i>	6
Understanding the Individual Student Report.....	6
Understanding the Proficiency Roster Report.....	15
Spring Reassessment Reports.....	15
Alphabetical Roster Report.....	17
Kindergarten Placement Test Reports.....	18
TRAINING – PART II	19
UNDERSTANDING AZELLA REPORTS – ADEConnect	19
Overview of EL Reports.....	19
Access to ADEConnect	19
EL70 – AZELLA Student Test History Report	20
ELL71 - ELL Program Participation Report	24
EL72 – AZELLA Roster Report.....	26
EL73 – EL Student Need Report	28
AZELLA Corrections Application.....	31
TRAINING – PART III	32
Using AZELLA Reports for Instruction	32
How to use the AZELLA report with the English Language Proficiency Standards.....	32
AZELLA Blueprint.....	34
AZELLA Scoring Rubrics	35
CONCLUSION – PART V	36
The Importance of Good Documentation	36
Final Remarks.....	36

OVERVIEW

NAVIGATING AZELLA Reports

***PearsonAccess^{next}* and Arizona Department of Education (ADE) Reports**

The AZELLA is Arizona’s English language proficiency assessment. The purpose of this guide is to assist educators to understand and use the Arizona English Language Learner Assessment (AZELLA) reports available in PearsonAccess^{next} and on the ADE website.

The AZELLA was developed to test the Arizona English Language Proficiency Standards (ELPS). In alignment with the ELPS, AZELLA is designed to test the domains of Listening, Reading, Writing, and Speaking. Grade span clusters match the ELPS and tests are specifically designed for each of the five Stages, I-V. AZELLA test items cover the range of the ELPS proficiency levels: Pre-Emergent, Emergent, Basic, and Intermediate. Students scoring Proficient on the AZELLA are considered to have met the knowledge, skill, and ability requirements of the ELPS.

AZELLA District Test Coordinators invest their time to ensure that the AZELLA is administered in a consistent manner to yield reliable results. Once the test has been administered and the test results are published, it is the responsibility of district educators to use the AZELLA score report information to improve the educational outcomes for English Learner (EL) students.

AZELLA testing occurs in two major categories: Placement testing and Annual Reassessment. Placement testing occurs all year for new students who require testing, students without recent AZELLA scores, and for students who meet other requirements for placement testing. The Annual Reassessment is required for all continuing EL students and all parent withdrawn EL students and occurs in a specific time period every spring. See the *AZELLA Reference Manual* for more information on Placement and Annual Reassessment testing. Student reports are essentially the same for both purposes.

The PearsonAccess^{next} website provides a variety of current-school-year reports available for convenient downloading. The *Individual Student Report* and the *Student Roster Report* are two key AZELLA reports. The *Individual Student Report* is provided in both electronic and print versions and the *Student Roster Report* is provided in an electronic version. Also, available on the PearsonAccess^{next} website is a *Student Data File*. This file, available only in an electronic format, contains significantly more information than the paper reports. The *Student Data File* is a very useful tool for district personnel who choose to create their own customized data reports. Directions on how to access the Placement and Reassessment reports and download the Student Data Files from the [PearsonAccess^{next}](#) website are available in the *PearsonAccess^{next} User’s Guide*. Select the Support tab and choose *Documentation*. Directions to download the reports and Student Data Files are in Part 4 of the Guide’s, Published Reports Section.

The ADE website also provides important AZELLA and other EL student reports. The following reports are available from [ADEConnect](#).

- *EL70 – AZELLA Student Test History Report*
- *EL71 – EL Program Participation Report*
- *EL72 – AZELLA Roster Report*
- *EL73 – EL Student Need Report*

The EL70, EL72, and EL73 reports can be found under **Assessments** on the ADEConnect menu. The EL70, EL71, and EL73 Reports can be found in the **AzEDS Portal** from the ADEConnect menu. The *EL70* Report provides an individual student's AZELLA test history and most recent EL program history. The *EL71* Report provides information on a student's EL program participation. The *EL72* Report is an AZELLA roster report. The *EL73* Report displays students who have an EL Need in the current or prior five (5) Fiscal Years.

These reports are critical for researching a student's EL history whenever a student transfers to a new school or district. Using these reports, you can determine if a student is currently eligible for, and/or receiving EL services. These reports will help you decide if a student requires an AZELLA Placement test, an AZELLA Reassessment Test, and/or EL program enrollment. Because these reports contain student information, access is restricted to qualified users. Information on gaining permission to access these reports can be found later in this document in the TRAINING – PART II: UNDERSTANDING AZELLA REPORTS – ADEConnect section.

AZELLA USERS

Users of the AZELLA score reports fall into several broad categories: District and School Administrators, AZELLA District Test Coordinators, EL and Curriculum Specialists, Classroom Teachers, and Parents.

District and School Administrators

District and school administrators use AZELLA score reports to determine staffing needs based on ability-based grouping of EL students, to plan for classroom resources including textbooks, to plan for intervention programs and summer school, and to inform budget decisions. Administrators also need to understand how AZELLA score reports reflect their EL data and are used for federal state accountability measures. Federal Title III Accountability requires that LEAs report the number and percentage of EL students making progress toward English language proficiency and for those who reclassify from EL status to English proficient status. AZELLA scores are used as the basis for these accountability measures. Moreover, AZELLA score reports display EL data that is used for state and federal funding. Using the reports to ensure ADE has accurate data is crucial to a school's and LEA's accountability and funding.

It is the responsibility of Administrators to be aware of how the effective use of AZELLA score reporting can be utilized to improve the educational outcomes for EL students. Administrators can use the existing Student Roster reports, or they may choose to create their own custom reports based on the AZELLA data provided in the Student Data File.

AZELLA District Test Coordinators

The Superintendent or Charter Holder for each LEA in Arizona is required to identify an AZELLA District Test Coordinator. This person is ultimately responsible for AZELLA test administration. LEAs will approach the responsibilities of AZELLA test administration in many ways, with some District Test Coordinators managing the responsibilities themselves, and others distributing responsibilities and tasks. The AZELLA District Test Coordinator may assign others the ability to administer tests, score Placement tests, enter student responses, and view student reports in PearsonAccess^{next}.

It is likely that the AZELLA District Test Coordinator will play a key role in distributing AZELLA test results to those who need them. It is essential that the AZELLA student results are provided to teachers with ELs in their classrooms and that classroom teachers are trained to read and use AZELLA reports. A copy of the *Individual Student Report* must remain in the student's cumulative folder. Currently, the cumulative folder provides the only complete AZELLA score history. Reports furnished by Pearson only provide information for students tested within

the district. The AZELLA District Test Coordinator may need to research the test history of a student who is enrolled in their district but did not test in their district. ADE provides a series of EL reports that are available through ADEConnect. Designated personnel may access ADE's AZELLA test history information for any student enrolled in their district, regardless of where they tested. The *EL70 – AZELLA Student Test History Report* is used for this purpose.

EL and Curriculum Specialists

Curriculum specialists, EL coordinators, EL coaches and other educators who provide support to ELs should use AZELLA results to assist in planning instruction and intervention programs. Evaluating AZELLA results based on grade, domain, and proficiency levels can provide direction for instructional planning that accelerates English language development. Because the ELPS are linked to Arizona's College and Career Ready Standards, educators can expect that students scoring Proficient on the AZELLA have acquired the level of English proficiency needed to access mainstream class work. AZELLA provides useful information for instructional planning purposes. EL and Curriculum Specialists may use the Student Roster reports or can create custom reports based on AZELLA data provided in the Student Data File.

Classroom Teachers

Classroom teachers use AZELLA reports to improve instruction at the classroom level and at the individual student level. Proficiency levels reported by AZELLA match those of the ELPS. Instruction should be based on the proficiency levels of the students in Reading, Writing, Listening, and Speaking. Classroom teachers will use both the Student Roster reports and the *Individual Student Reports*. AZELLA scores need to be available to classroom teachers who have EL students.

Parents

Parent notification is required when students are placed into EL services. EL Coordinators and/or teachers need to schedule time to meet with parents to discuss AZELLA results. Parents should receive a copy of the *Individual Student Report*, which is available in English or Spanish. The narrative explanation that accompanies the Overall Proficiency Level on the student report is a good place to begin the discussion with parents. This narrative provides a high-level summary of the general language ability of a student at that Overall Proficiency Level. Domain scores should be used to discuss strengths and weaknesses in the individual domains of Reading, Writing, Listening, and Speaking.

A Header Information

Note that the test administration is reported. For Placement Test reports, this will state “Placement.” For annual reassessment in Spring 2018, the header information will state “Spring 2018.”



Figure 3 Sample Title Header of the AZELLA Student Report

B Student Demographic Information

This area reports the information about the student. For an AZELLA Placement Test, the information is collected from the demographic information entered by the district for the test registration in PearsonAccess^{next}. For the Spring AZELLA Reassessment Test, and for a Stage I and II Pre-ID Label for the Spring AZELLA Reassessment Test, this information is obtained from student data in AzEDS. If there are errors in this information, corrections to the student’s name, date of birth, and SSID may be made in PearsonAccess^{next} prior to the test reporting out or using the AZELLA Corrections application on ADEConnect after the test record has reported.

- The student’s name is reported by last name followed by first name.
- The SSID is Arizona’s unique State Student Identification number.
- Student’s birth date is reported.
- Student’s enrolled grade at time of testing is reported.
- Dist-Sch # is the District and School Entity numbers.
- Student’s school name, at time of testing, is reported.
- Student’s district name, at time of testing, is reported.
- The student’s language program as of the test date is reported. (Spring AZELLA Reassessment Test)

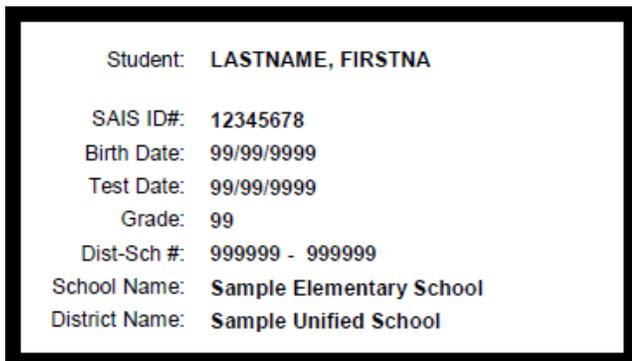


Figure 4 Student Demographic Information on the AZELLA Student Report

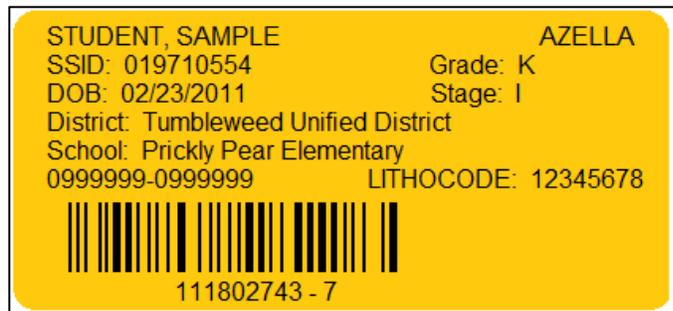


Figure 5 Sample Stage I AZELLA Reassessment Pre-ID Label

Reporting Element: Domain Scores

Student scores are reported for each domain (sometimes called sub-test or unit).

- Reading

Reading items are all multiple choice. Many Reading test items are constructed around a reading passage and have two-to-four test questions associated with that passage. Based on Lexile levels, each Stage includes a range of grade-appropriate passages to cover the multiple grades included in the Stage test.

- Writing

Writing items include a mixture of multiple choice and open-ended responses. Every Writing sub-test includes two or three opportunities for students to provide extended writing responses. A variety of modes are used for the extended writing responses including Narrative, Expository, Persuasive, and Functional. These items require a well-constructed, on-topic paragraph response. Students are provided with blank scratch paper so that they may organize their thoughts and draft their responses before writing their final responses on their answer pages. Rubrics are used to score the open-ended Writing items. See Part II for more information on the AZELLA rubrics.

- Listening

The Listening test is delivered via an audio recording – either on a computer, from a CD, or downloaded from the PearsonAccess^{next} website. Students listen to a variety of passages and for each passage are asked to mark their answers to one or two related multiple-choice questions on their answer pages.

- Speaking

The Speaking test is delivered via computer or telephone. Students are asked a series of open-ended questions, followed by 10 repeat items. All items are scored electronically, based on the AZELLA scoring rubrics. See Part II for more information on the AZELLA rubrics.

Score Report					
*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.					
	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2476	[Progress bar]			
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores					
	*Reading	237	[Progress bar]		
	*Writing	253	[Progress bar]		
	Listening	258	[Progress bar]		
	Speaking	233	[Progress bar]		
Additional Scores					
	Language (Conventions/Vocabulary)	245	[Progress bar]		
	Oral (Listening/Speaking)	245	[Progress bar]		
	Comprehension (Reading/Listening)	243	[Progress bar]		

Figure 6 Sample Score Report section of the Student Report highlighting the Domain Scores

Reporting Element: Additional Scores

Additional student scores are reported. Oral and Comprehension scores have been required for federal reporting purposes and are intended to assist educators in understanding the language needs of an EL student. The Language Score is a new addition to the AZELLA. The Language Strand is not tested directly, but it is assessed as a secondary element of test items. Not reported on the Individual Student Report or the Student Roster Report is a Literacy Score. This score is a combination of Reading and Writing scores, and is reported on the student data file, only.

- **Language**
The Language score provides a secondary indicator for items that are aligned to the Language Strand of the ELPS. All test items are designed to align to a primary ELPS performance indicator from the Domain of Reading, Writing, Listening, or Speaking. Items that align to both the primary performance indicator and explicitly to an element in the Language Strand are included in the Language score. The Language score reflects three major Language Strand categories from the ELPS: Parts of Speech; Phrase, Sentence, and Question construction; Vocabulary. The Language score is intended as an indicator of proficiency in the Language Strand for instructional purposes.
- **Oral**
The Oral Score is a combination of the Listening and Speaking scores.
- **Comprehension**
Comprehension is a combination of the Reading and Listening scores.

Score Report					
*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.					
	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined		2476			
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
Domain Scores	*Reading	237			
	*Writing	253			
	Listening	258			
	Speaking	233			
Additional Scores	Language (Conventions/Vocabulary)	245			
	Oral (Listening/Speaking)	245			
	Comprehension (Reading/Listening)	243			

Figure 7 Sample Score Report section of the Student Report highlighting the Additional Scores

Reporting Element: Total Combined Score

The Total Combined Score is the combined score of all four domains. The contribution to the total point value of the test for each of the Domains to the Total Combined Score varies by Stage.

Stage	Reading	Writing	Listening	Speaking
Stage I	28%	28%	22%	22%
Stage II	34%	26%	19%	21%
Stage III	32%	32%	17%	19%
Stage IV	33%	33%	16%	18%
Stage V	33%	33%	16%	18%

Table 1 Domain Contributions to the Total Combined Score by Stage

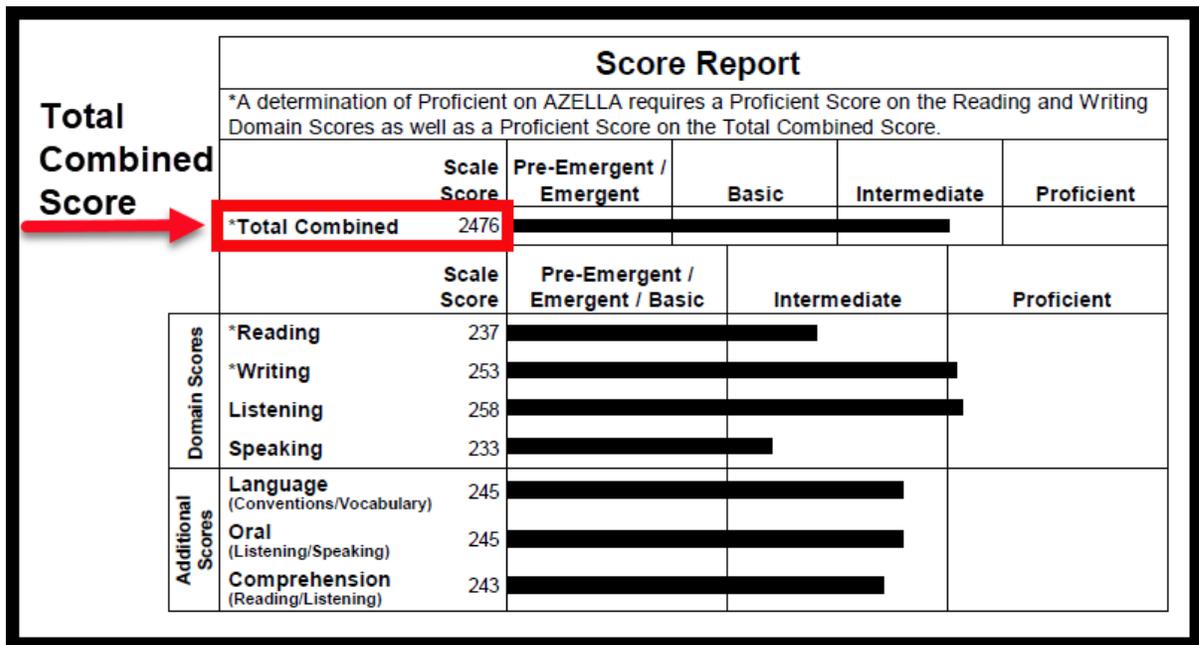


Figure 8 Sample Score Report section of the Student Report highlighting the Total Combined section

AZELLA Stage	Grade(s)	Pre-Emergent/ Emergent	Basic	Intermediate	Proficient
KG Placement Test	KG	100-205	206-256		257-300
I – Reassessment Test	KG	2000-2240	2241-2282	2283-2326	2327-3000
II	01	2000-2294	2295-2338	2339-2384	2385-3000
II	02	2000-2337	2338-2382	2383-2427	2428-3000
III	03	2000-2369	2370-2413	2414-2473	2474-3000
III	04	2000-2390	2391-2433	2434-2498	2499-3000
III	05	2000-2400	2401-2441	2442-2522	2523-3000
IV	06	2000-2403	2404-2442	2443-2529	2530-3000
IV	07	2000-2403	2404-2442	2443-2534	2535-3000
IV	08	2000-2403	2404-2442	2443-2539	2540-3000
V	09-12	2000-2425	2426-2467	2468-2549	2550-3000

Figure 10 Total Combined Cut Scores

Reporting Elements: Proficiency Levels

Student English proficiency levels are reported based on test scale scores. The Arizona ELPS are constructed around five Proficiency Level Descriptors. Listed from the lowest to the highest designations, these are Pre-Emergent, Emergent, Basic, Low Intermediate, and High Intermediate. The knowledge, skills, and abilities included in the ELPS are detailed at various proficiency levels. A performance task for a specified proficiency level is called a Performance Indicator. The Performance Indicators reflect the knowledge, skills, and abilities that a student should demonstrate as he/she progresses toward Proficient status. The AZELLA is built to test these Performance Indicators. Proficient status is obtained once a student demonstrates competency in the Intermediate Performance Indicators.

Score Report						
*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.						
	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient	Proficiency Levels
	*Total Combined	2476				
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient		
Domain Scores	*Reading	237				
	*Writing	253				
	Listening	258				
	Speaking	233				
Additional Scores	Language (Conventions/Vocabulary)	245				
	Oral (Listening/Speaking)	245				
	Comprehension (Reading/Listening)	243				

Figure 11 Sample Score Report section of the Student Report highlighting the Proficiency Levels

D Overall Proficiency Level

A check box indicates the student's Overall Proficiency Level. For the Individual Student Report, a very brief narrative snapshot of the student's English language proficiency is provided.

The determination of a student's eligibility for EL services is based on the student's Overall Proficiency Level. If a student scores Proficient, he/she is not eligible for EL program placement. If a student scores at any other Overall Proficiency Level, he/she is considered an English learner and is eligible for EL program placement.

Whenever the Total Combined Score is Intermediate, Basic, or Pre-Emergent/Emergent, the Overall Proficiency Level will match the proficiency level reported for the Total Combined Score.

When the Total Combined Score is Proficient, the Overall Proficiency Level is determined based on three scores: **Total Combined** score, **Reading** score, and **Writing** score. To obtain an **Overall Proficiency Level of Proficient**, the student **MUST** score Proficient in Reading, Proficient in Writing, and Proficient in Total Combined. If any one of these three scores are below Proficient, the student will not score Proficient.

OVERALL PROFICIENCY LEVEL

Proficient students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.

Intermediate students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.

Basic students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text read aloud. These students have minimal ability to independently decode and comprehend text. they have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.

Pre-Emergent / Emergent students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Figure 12 Overall Proficiency Level descriptors

How does an Overall Proficiency Level of Proficient look on the student report?

Student Report

AZELLA
Arizona English Language Learner Assessment

Superintendent of Public Instruction Reporting Date: 12/04/2018 (Cycle 06)



How did [redacted] perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

Proficient students consistently demonstrate the ability to engage in academic and social conversations in English using a varied vocabulary. They interpret figurative language and analyze the motivations of major and minor characters. These students integrate elements of effective writing and compose persuasive text that supports/refutes opposing arguments.
Student is not eligible for ELL services.

Intermediate students demonstrate a moderate ability to engage in academic and social conversations in English. They have moderate ability to decode words, comprehend text, and apply understanding of content area vocabulary. These students demonstrate competency in writing narrative and persuasive paragraphs using various verb tenses.
Student is eligible for ELL services.

Basic students demonstrate a limited ability to understand and write simple knowledge of content area vocabulary. Student is eligible for ELL services.

Pre-Emergent students demonstrate limited and incomplete skills in English language. Student is eligible for ELL services.

Student: [redacted]

SSID: [redacted]

Birth Date: [redacted]

Test Date: [redacted]

Grade: [redacted]

Dist-Sch #: [redacted]

School Name: [redacted]

District Name: [redacted]

Total Combined Score
(must be Proficient)

+

Reading Score
(must be Proficient)

+

Writing Score
(must be Proficient)

Score Report					
*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.					
	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2564				
	Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient	
*Reading	259				
*Writing	258				
Listening	248				
Speaking	284				
Language (Conventions/Vocabulary)	260				
Oral (Listening/Speaking)	261				
Comprehension (Reading/Listening)	258				

112818-STATE06A-004286005440 - 0017787

Figure 13 AZELLA Student Report – Overall Proficiency Level of Proficient

Understanding the Proficiency Roster Report

How to use the AZELLA Report for Grouping Students

The Models of Structured English Immersion require schools to utilize English language ability-based grouping to place students in SEI classrooms. Overall Proficiency levels are based on student AZELLA scores. Schools with high numbers of ELs may have multiple SEI classrooms dedicated to specific language abilities. When making classroom assignments, generally, the number of students at a given overall proficiency level will determine classroom placements. AZELLA roster reports are very helpful for this purpose.

Spring Reassessment Reports

Annually, AZELLA scores are provided to LEAs electronically through PearsonAccess^{next}, followed by print reports. Score reports are needed to plan for EL services for the upcoming school year. Each individual student's English language proficiency scores need to be evaluated to determine if the student is eligible for EL services. Students who have attempted the test, but do not have a complete, valid, and scored test result, will not receive an *Individual Student Report*. Partial score information for these students will be found in the roster reports.

Each student's Overall Proficiency Level is the determining factor when evaluating if a student is eligible for EL services. An Overall Proficiency Level of Proficient will establish that the student is **Not Eligible for EL Services**. Any Overall Proficiency Level other than Proficient establishes that the student is **Eligible for EL Services**.

In those rare cases when the student's Speaking test was not successfully completed, that student may need to be administered a Placement test at the start of the upcoming school year to obtain a current AZELLA score for placement purposes. The unsuccessful Speaking attempt is reflected on the score report by the designation "Non-scorable Speaking."

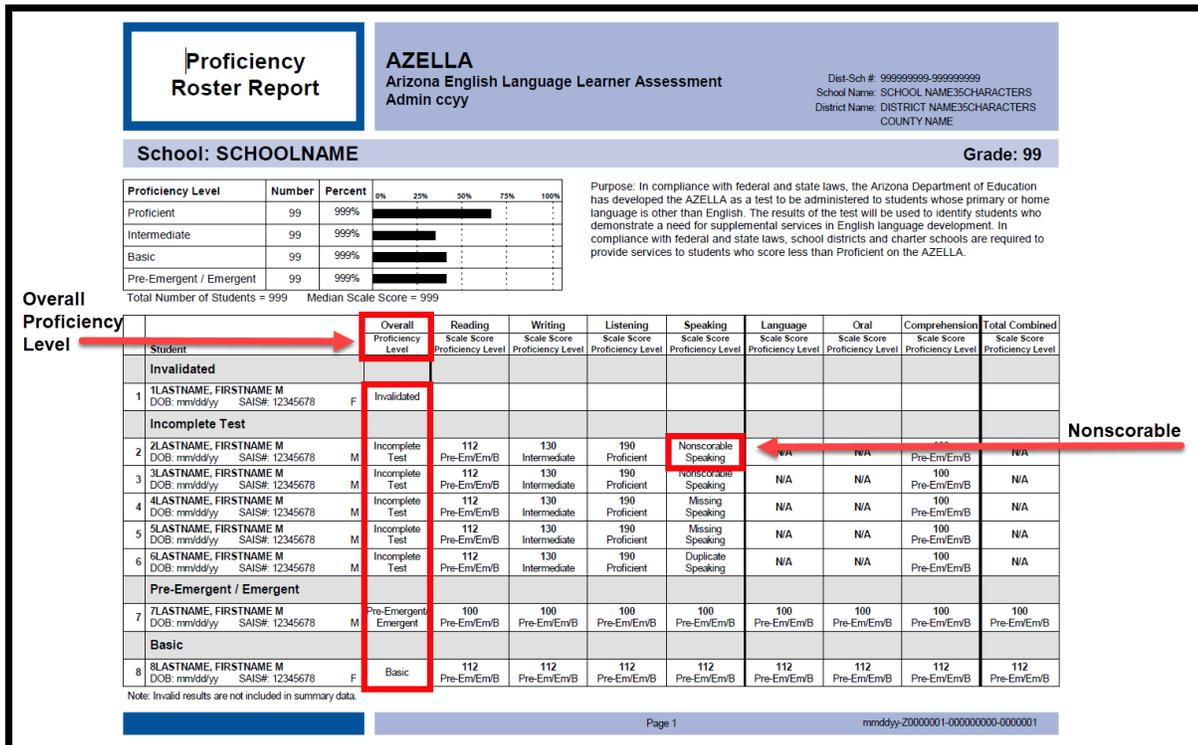


Figure 14 AZELLA Proficiency Roster Report

The *Proficiency Roster Report* is organized to be helpful to district and school administrators as they configure classrooms. Reports are designed to break by grade. Student Overall Proficiency Levels are grouped under grey row headings (i.e., Invalidated, Incomplete Test, Pre-Emergent/Emergent, Basic, Intermediate, Proficient).

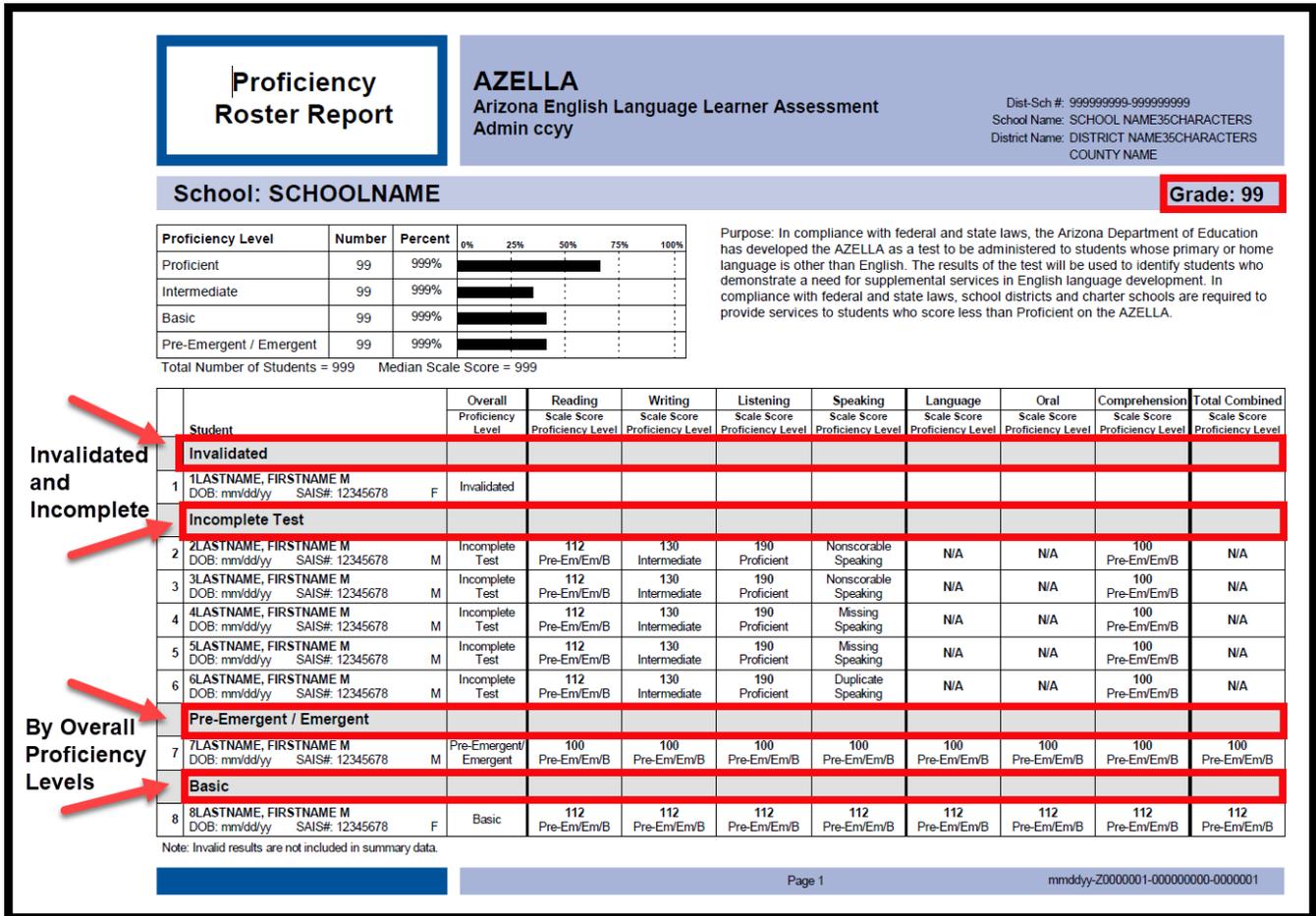


Figure 15 AZELLA Proficiency Roster Report

Alphabetical Roster Report

The *Alphabetical Roster Report* assists with student classroom assignments. The report indicates the school, grade levels, and names of the students and provides a convenient report for looking up an individual student's AZELLA results.

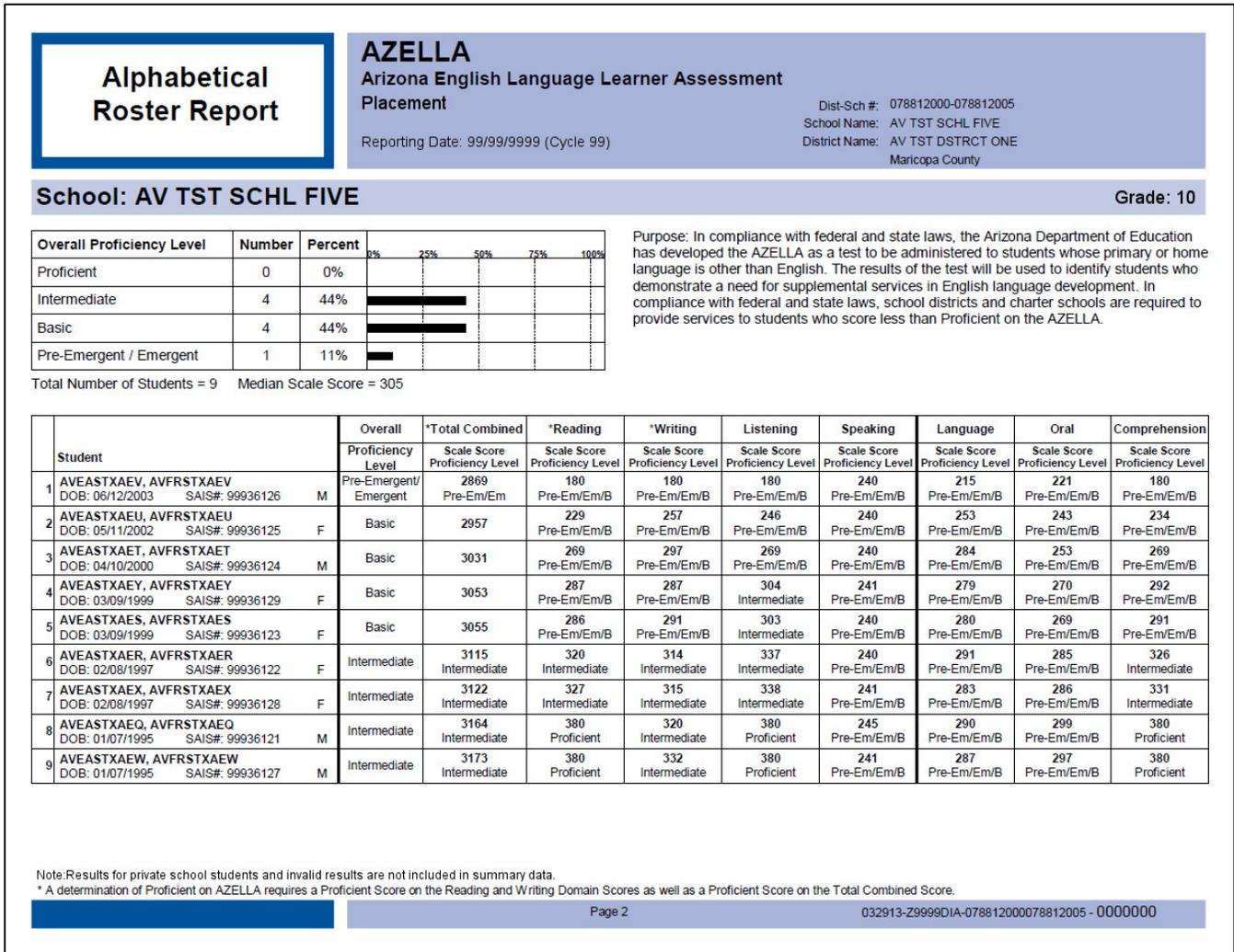


Figure 16 AZELLA Alphabetical Roster Report

Kindergarten Placement Test Reports

Kindergarten Placement Test reports are different from other reports and are much simpler. Only a single scale score and proficiency level are delivered. The Proficiency Roster Report Detail is an effective tool for ability-based grouping.

Student Report

AZELLA
Arizona English Language Learner Assessment
Kindergarten Placement

Diane Douglas
Superintendent of Public Instruction

Reporting Date: mm/dd/yyyy (Cycle 05)

How did FIRSTNAMEAW perform on the English Language Learner Assessment?

Overall, FIRSTNAMEAW scored XXX points on the Arizona English Language Learner Assessment. This student's Overall Proficiency Level is **Proficient**.

Proficient: Students at this level listen and respond appropriately to spoken English. They have an expanded English vocabulary to orally communicate basic needs and ideas with English words, phrases, and sentences with correct pronunciation. They use pictures or words to retell events from a story heard, identify pictures with the same first sound, and add relevant details to drawings. This student demonstrates the skills necessary to access mainstream curriculum. Student is not eligible for ELL Services.

Basic / Intermediate: Students at this level generally understand spoken English, but do not have the vocabulary to respond consistently. They orally communicate basic needs and ideas with gestures and isolated English words. They use pictures to recall objects from a story heard, repeat words that begin with the same first sound and add minimal details to drawings. This student does not demonstrate the sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction. Student is eligible for ELL services.

Pre-Emergent / Emergent: Students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. This student does not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction. Student is eligible for ELL services.

Student: **LASTM, FIRSTNAMEAW M.**

SAIS ID#: **99999999**

Birth Date: **mm/dd/yyyy**

Test Date: **mm/dd/yyyy**

Grade: **K**

Dist-Sch #: **99999-99999**

School Name: **Sample Elementary School**

District Name: **Sample Unified District**

Scale Score		
Pre-Emergent / Emergent	Basic / Intermediate	Proficient
XXX	XXX	XXX
		↓ 588

mmddyy-Z0000001-00000000-0000001

Figure 18 AZELLA Kindergarten Placement Student Report

Proficiency Roster Report

AZELLA
Arizona English Language Learner Assessment
Kindergarten Placement

Reporting Date: 06/09/2015 (Cycle 01 - 12)

Dist-Sch #: 788001-788402
School Name: GEORGE HUNT ELEMENTARY SCHOOL
District Name: TUMBLEWEED SCHOOL DISTRICT

School: GEORGE HUNT ELEMENTARY SCHOOL

Proficiency Level	Number	Percent	Scale Score				
Proficient	2	25%	0%	25%	50%	75%	100%
Basic / Intermediate	4	50%					
Pre-Emergent / Emergent	2	25%					

Total Number of Students = 8 Median Scale Score = 216

Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less than Proficient on the AZELLA.

Student	Assessment Date	Reporting Cycle	Scale Score	Overall Proficiency Level	Scale Scores		
					Pre-Emergent / Emergent	Basic / Intermediate	Proficient
Pre-Emergent / Emergent					100	200	300
1 SAMPLE, STUDENT DOB: 03/07/2009 SAID#: 3466788 Female	06/18/2014	01	176	Pre-Emergent / Emergent	↓ 176		
2 STUDENT, SAMPLE DOB: 06/02/2009 SAID#: 2346678 Female	06/18/2014	01	168	Pre-Emergent / Emergent	↓ 168		
Basic / Intermediate							
3 ANOTHER, SAMPLE DOB: 03/28/2009 SAID#: 87864321 Female	06/18/2014	01	210	Basic / Intermediate	↓ 210		
4 FOURTHSAMPLE, KID DOB: 03/28/2009 SAID#: 87864321 Female	06/18/2014	01	229	Basic / Intermediate	↓ 229		
5 SECOND SAMPLE, STUDENT DOB: 12/10/2008 SAID#: 12346678 Male	06/18/2014	01	216	Basic / Intermediate	↓ 216		
6 THIRD, SAMPLE DOB: 11/14/2008 SAID#: 87864321 Female	06/18/2014	01	218	Basic / Intermediate	↓ 218		
Proficient							
7 LASTNAME, FIRST NAME DOB: 03/28/2009 SAID#: 87864321 Female	06/18/2014	01	260	Proficient		↓ 260	
8 SIXTH, SAMPLE DOB: 12/10/2008 SAID#: 12346678 Male	06/18/2014	01	282	Proficient			↓ 282

Note: Results for private school students and invalid results are not included in summary data.

Page 1 081314-JBTF312-788001788401-0000148

Figure 17 AZELLA Kindergarten Placement Roster Report

TRAINING – PART II

UNDERSTANDING AZELLA REPORTS – ADEConnect

Overview of EL Reports

For those who have obtained the appropriate permissions, several important EL student reports are available from the ADE home page under the ADEConnect link at <https://www.azed.gov/aelas/ADEConnect>. The *EL70* report provides an individual student’s AZELLA test history and most recent EL program history; the *EL71* report provides information on a student’s EL program participation; the *EL72* report is an AZELLA roster report; and the *EL73* report is an EL Student need report. These reports are critical for researching a student’s EL history whenever a student transfers to a new school or district. Using these reports, you can determine if a student is currently eligible for, and/or receiving EL services. These reports will help you determine if a student requires an AZELLA Placement test and/or a spring reassessment. All reports can be downloaded in a PDF or CSV file format for ease of use.

Access to the AZELLA Corrections application is only available through ADEConnect. The AZELLA Corrections tool is designed for LEAs to correct errors due to a student demographic data mismatch between the PearsonAccess^{next} student registration and the SSID student data. The application should be monitored regularly for timely correction of student data.

Access to ADEConnect

If you currently do not have access to ADEConnect, but need access, you need to contact your LEA’s local entity ADEConnect administrator to request the role of “ELL” for access to the Assessments – *AZELLA Reports*. There is only one (1) designated role of “AZELLA District Test Coordinator” in ADEConnect for each district. All others may have the role of “ELL” in ADEConnect. Both roles have access to the AZELLA Corrections application and the EL Reports. Entity administrators may contact the ADE Support Center at 602-542-2222 or, ADESupport@azed.gov for assistance.



Figure 19 Arizona Department of Education menu bar - ADEConnect

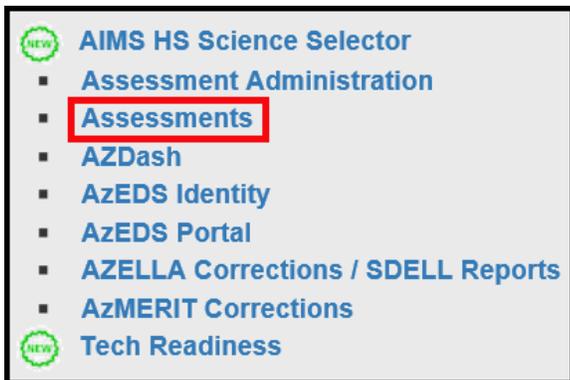


Figure 20 ADEConnect - Assessments

EL70 – AZELLA Student Test History Report

Once access is provided to the ADEConnect application for an appropriately credentialed user, the *Assessments* menu option will be available for selection after the user has logged in to ADEConnect. From the Assessments section, select *AZELLA Reports*. When the page updates, select the *EL70 – AZELLA Student Test History Report*. This is an assessment report that provides information by student regarding AZELLA test and EL program participation history. The student lookup is by SSID number. This report is intended for use with students who are currently enrolled or seeking enrollment in your LEA/School. The disclaimer identifies the purpose of this report and must be read and acknowledged prior to use. This report is monitored, and any misuse is a violation of state and federal law. After reading and acknowledging the disclaimer, you can enter a SSID number in the box and click on “View Report.”

The *EL70* Report will assist LEAs to determine a student’s eligibility for EL program services. The testing history should reflect an initial Placement Test followed by an annual Spring Reassessment. Once a student has an Overall Proficiency Level of Proficient, the student is exited from the EL program and is monitored for two years using the statewide academic assessment and other academic indicators. The *EL70* Report should be accessed for all newly-enrolled students who have any PHLOTE response of a language other than English. To provide timely services and to avoid unnecessary testing, an LEA can check the AZELLA test history of a student as soon as the student is enrolled. It is not necessary for the student to have been tested within that LEA. You will be able to determine if a student is “Eligible for EL Services” or “Not Eligible for EL Services.”

Utilize the information from the *EL70* Report to determine the appropriate EL program placement for a student as well as determine if the student needs placement testing or an annual reassessment. This information will also assist educators as they develop each student’s instructional plan. The report is updated regularly and reflects current information as it is uploaded into AZEDS. Current EL program participation information in AZEDS helps to ensure that students receive timely and appropriate services.

Student Demographics														
SSID	Last Name	First Name	Middle Name	DOB	Enrolled Grade	Home Language	Gender							
Assessment History														
Assessment Date	AZELLA Test ¹	Tested Grade ²	Overall Proficiency Level ³	Eligibility Status	District Name	District Entity ID	School Name	School Entity ID						
02/23/2018	R	KG	Basic	Eligible for EL Services	Elementary District		Elementary School							
08/04/2017	P	KG	Basic/Intermediate	Eligible for EL Services	Elementary District		Elementary School							
Assessment Details														
Date	Kindergarten Placement Test		Total Combined		Reading		Writing		Listening		Speaking		Oral	
	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵
02/23/2018			2274	B	220	P-E/E/B	214	P-E/E/B	236	I	233	I	234	I
08/04/2017	224	B/I												
Most Recent EL Program Transactions														
Date	EL Program	Description												
07/25/2018	SEI	This student was enrolled in a Structured English Immersion (SEI) Program. Students who have been enrolled in an SEI Program will need to be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of "Proficient" is attained.												
08/04/2017	SEI	This student was enrolled in a Structured English Immersion (SEI) Program. Students who have been enrolled in an SEI Program will need to be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of "Proficient" is attained.												



Figure 21 Arizona EL70 - AZELLA Student Test History Report

How to Read the EL70 – AZELLA Student Test History Report

Location of Report

This report is in ADEConnect. An ADEConnect account is required with the role of AZELLA District Test Coordinator or the role of ELL.

ADEConnect >> Assessments >> AZELLA Reports >> EL70 – AZELLA Student Test History Report

Printing the report

It is recommended that this report be printed in the **Landscape Orientation**.

Description of report

The EL70 – AZELLA Student Test History Report displays all AZELLA tests administered to a student, the most recent EL Program transactions, and the student’s current Fiscal Year Classification.

The EL70 Report is intended to assist Local Educational Agencies (LEAs) in determining the eligibility of a student for EL program services for the current Fiscal Year. The State Student ID (SSID) is required to access a student’s report.

This report is monitored, and any misuse is a violation of state and federal law.

Student Demographics

There are 8 columns of student demographic information. This information is reported to ADE by the LEA.

SSID	Last Name	First Name	Middle Name	DOB	Enrolled Grade	Home Language	Gender
------	-----------	------------	-------------	-----	----------------	---------------	--------

Assessment History

There are 9 columns of AZELLA Test information. Every assessment is displayed in a single row in chronological order (newest to oldest).

Assessment Date	AZELLA Test ¹	Tested Grade ²	Overall Proficiency Level ³	Eligibility Status	District Name	District Entity ID	School Name	School Entity ID
-----------------	--------------------------	---------------------------	--	--------------------	---------------	--------------------	-------------	------------------

¹AZELLA Test

P = AZELLA Placement Test; **R** = AZELLA Spring Reassessment Test; **Z** = AZELLA Form AZ-1 or AZELLA Form AZ-2 Test

²Tested Grade

Grade Level of Test Scored

³Overall Proficiency Level

A determination of Proficient for Overall Proficiency Level on AZELLA requires a Proficient Score on the Reading, Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

Assessment Details

There are 8 column headers with 15 columns of Assessment Details information. The details specific to each of the assessments listed in the Assessment History are displayed in a single row in chronological order.

Date	Kindergarten Placement Test		Total Combined		Reading		Writing		Listening		Speaking		Oral	
	SS ³	Proficiency ⁵	SS ³	Proficiency ⁵	SS ³	Proficiency ⁵	SS ³	Proficiency ⁵	SS ³	Proficiency ⁵	SS ³	Proficiency ⁵	SS ³	Proficiency ⁵

⁴SS

SS = Scale Score

⁵Proficiency

PrE = Pre-Emergent; **PrE/E** = Pre-Emergent/Emergent; **PrE/E/B** = Pre-Emergent/Emergent/Basic;

E = Emergent; **B** = Basic; **B/I** = Basic/Intermediate; **I** = Intermediate; **P** = Proficient; **No PL** = No Proficiency Level

Most Recent EL Program Transactions

There are 3 columns of the Most Recent EL Program Transactions information. The section will provide up to 3 of the most recent EL Program Transactions in chronological order (newest to oldest).

Date	EL Program	Description
------	------------	-------------

SEI = This student was enrolled in a Structured English Immersion (SEI) Program. Students who have been enrolled in an SEI Program will need to be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of “Proficient” is attained.

ILLP = This student was placed on an Individual Language Learner Plan (ILLP). Students who have been placed on an ILLP will need to be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of “Proficient” is attained.

BW = This student was enrolled in a Bilingual/Dual Language Waiver (BW) Program. Students who have been enrolled in an Bilingual/Dual Language Program will need to be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of “Proficient” is attained.

PW = This student was Parent Withdrawn (PW) from receiving EL Services. Students who have been Parent Withdrawn from EL Services continue to have an EL Need and must be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of “Proficient” is attained.

RFEP = This student Reclassified Fluent English Proficient (RFEP) and no longer qualifies for EL Services. Students who have reclassified FEP do not require any further AZELLA testing. Students who demonstrate a language need after being reclassified FEP require an AZELLA Placement Test Referral Form – [Moving from Mainstream to EL Services](#) prior to being administered an AZELLA Placement Test.

SPED Withdrawn = This student was previously enrolled in EL Services and Withdrawn due to SPED Criteria by the student’s IEP Team. Students who have been SPED Withdrawn no longer have a language need and do not qualify for EL Services or AZELLA testing. Students who demonstrate a language need after being SPED Withdrawn require an AZELLA Placement Test Referral Form – [Moving from Mainstream to EL Services](#) prior to being administered an AZELLA Placement Test.

ELL71 - ELL Program Participation Report

Once access is provided to the ADEConnect application for an appropriately credentialed user, the *AzEDS Portal* menu option will be available for selection after the user has logged in to ADEConnect. From the AzEDS Portal section, select *Reports* from the top menu bar. When the page updates, expand the *English Language Learner* section and then select the *EL71 – EL Program Participation Report*.

The *ELL71 – EL Program Participation Report* is a report that provides information on the services provided to EL students at a specific district or charter. The report is available historically for each school year. Included in the annual report are the students who entered EL Services for that individual district or charter and if those students passed integrity. If a student has an assessment that determines that he or she is eligible for EL Services, those services must be reported to ADE. The program choices (reported in the *Program* field) include the following:

- A4 - Structured English Immersion (SEI) 4-Hour Model
- A3 - Structured English Immersion (SEI) 3-Hour Model
- A2 - Structured English Immersion (SEI) 2-Hour Model
- B1 - Bilingual/Dual Language with Waiver 1
- B2 - Bilingual/Dual Language with Waiver 2
- B3 - Bilingual/Dual Language with Waiver 3
- IP - Individual Language Learner Plan
- PW - Parent Withdrawn EL

The EL71 Report also documents for the LEA the EL Program Exit Reason. The following are the applicable EL Program Exit Reasons:

- ELL01 - Reclassified as FEP by Reassessment
- ELL02 - Withdrawn from school
- ELL05 - Transferred to a different program
- ELL06 - End of school year
- ELL07 - Withdrawn due to SPED Criteria
- ELL08 - Transferred to Different Track

One student record is reported on each line of the report. At ADE this report is used by the Office of English Language Acquisition Services (OELAS), School Finance, and Accountability. Questions on this report should be directed to those offices.

(Image of ELL71 Report is on the following page.)

ELL71		Elementary District							CTDS:			
Fiscal Year: 2019		ELL Program Participation Report							Page: 27 of 188			
School Year: 2018 - 2019									Report Date: 02/22/2019 08:37 AM			
School CTDS:												
School Name:		Elementary School										
Integrity Result:		Passed										
District Student ID	State Student ID	Last Name	First Name	Middle Name	DOB	Gender	Track	Grade	ELL Program	Service Entry	Service Exit	ELL Program Exit Reason
						M	1	7	A4	08/08/18	05/22/19	End of school year
						F	1	7	A4	08/08/18	05/22/19	End of school year
						M	1	7	A2	08/08/18	05/22/19	End of school year
						M	1	7	B2	08/08/18	01/17/19	Reclassified as FEP by Reassessment
						M	1	7	JP	09/06/18	10/19/18	Withdrawn from school
						M	1	7	B1	08/08/18	05/22/19	End of school year
						F	1	8	A4	08/08/18	08/29/18	Withdrawn due to SPED Criteria
						M	1	8	A3	09/06/18	05/22/19	End of school year
						M	1	8	A4	08/15/18	10/31/18	Transferred to a different program
						M	1	8	PW	11/01/18	05/22/19	End of school year



Figure 22 ELL71 - ELL Program Participation Report

EL72 – AZELLA Roster Report

Once access is provided to the ADEConnect application for an appropriately credentialed user, the *Assessments* menu option will be available for selection after the user has logged in to ADEConnect. From the Assessments section, select *AZELLA Reports*. When the page updates, select the *EL72 – AZELLA Roster Report*.

The *EL72 - AZELLA Roster Report* is an annual report based on fiscal year. The current year plus three previous fiscal years are available for viewing. Included in this report is every student AZELLA test administered in that district, reported school-by-school, during the report year. This report does not vary based on changes in enrollment. For this report, the student always reports in the district where he/she was tested. This report includes all AZELLA test results administered during the selected year. The report is updated regularly and reflects current information as it is uploaded into ADE’s student record system. Student data is reported by district, school, stage and grade. The AZELLA results that are reported include the Overall Proficiency Level, Total Combined, Oral, Reading and Writing scale scores and proficiency levels. Finally, whether the student is Eligible or Not Eligible for EL Services is reported.

Fiscal Year: 2019		Elementary District		Page: 1 of 35									
School Year: 2018 – 2019		EL72 – AZELLA Roster Report		Report Date: 04/30/2019									
School Name: [Redacted] School [Redacted]													
SSID	Last Name	First Name	AZELLA Test ¹	Tested Grade ²	Stage	Overall PL ³	KPT SS ⁴	Total Combined SS ⁴ PL ³	Reading SS ⁴ PL ³	Writing SS ⁴ PL ³	Oral SS ⁴ PL ³	Assessment Date	Eligibility Status
[Redacted]	[Redacted]	[Redacted]	P	04	III	B		2429 B	223 PrE/E/B	218 PrE/E/B	252 P	11/26/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	04	III	PrE/E		2227 PrE/E	189 PrE/E/B	100 PrE/E/B	126 PrE/E/B	12/10/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	04	III	PrE/E		2371 PrE/E	220 PrE/E/B	199 PrE/E/B	200 PrE/E/B	11/26/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	04	III	PrE/E		2282 PrE/E	100 PrE/E/B	188 PrE/E/B	170 PrE/E/B	11/07/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	04	III	I		2490 I	257 P	234 I	252 P	08/24/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	04	III	PrE/E		2373 PrE/E	211 PrE/E/B	207 PrE/E/B	205 PrE/E/B	11/26/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	05	III	P		2556 P	278 P	257 P	273 P	03/01/2019	Not Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	05	III	PrE/E		2000 PrE/E	100 PrE/E/B	100 PrE/E/B	100 PrE/E/B	11/26/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	06	IV	I		2467 I	237 I	250 P	222 PrE/E/B	12/13/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	07	IV	I		2472 I	233 I	238 I	251 P	03/01/2019	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	07	IV	I		2486 I	223 PrE/E/B	258 P	262 P	09/05/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	07	IV	I		2509 I	248 I	247 I	251 P	09/06/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	07	IV	I		2463 I	240 I	233 I	231 I	09/05/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	07	IV	I		2460 I	220 PrE/E/B	241 I	255 P	11/15/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	08	IV	I		2478 I	233 I	238 I	262 P	09/06/2018	Eligible for ELL Services
[Redacted]	[Redacted]	[Redacted]	P	KG	I	PrE/E		148				09/14/2018	Eligible for ELL Services

Figure 23 EL72 - AZELLA Roster Report

How to Read the EL72 – AZELLA Roster Report

Location of Report

This report is in ADEConnect. An ADEConnect account is required with the role of AZELLA District Test Coordinator or the role of ELL.

ADEConnect >> Assessments >> AZELLA Reports >> EL70 – AZELLA Student Test History Report

Printing the report

It is recommended that this report be printed in the **Landscape Orientation**.

Description of report

The EL72 – AZELLA Roster Report displays all the AZELLA Placement and Spring Reassessment Tests that were administered by the LEA/School during the Fiscal Year. The EL72 Report does not vary based on changes in enrollment; therefore, the student always reports in the LEA/School where he/she was AZELLA tested. This is an annual report based on Fiscal Year.

This report is monitored, and any misuse is a violation of state and federal law.

Assessment Details

There are 14 columns headers of Assessment Details information.

SSID	Last Name	First Name	AZELLA Test ¹	Tested Grade ²	Stage	Overall PL ³	KPT SS ⁴	Total Combined SS ⁴ - PL ³	Reading SS ⁴ - PL ³	Writing SS ⁴ - PL ³	Oral SS ⁴ - PL ³	Assessment Date	Eligibility Status
------	-----------	------------	--------------------------	---------------------------	-------	-------------------------	---------------------	--	---	---	--	-----------------	--------------------

¹AZELLA Test

P = Placement; R = Reassessment

²Tested Grade

Grade Level of Test Scored

³PL

PL = Proficiency Level

PrE = Pre-Emergent; **PrE/E** = Pre-Emergent/Emergent; **PrE/E/B** = Pre-Emergent/Emergent/Basic; **E** = Emergent; **B** = Basic; **B/I** = Basic/Intermediate; **I** = Intermediate; **P** = Proficient; **No PL** = No Proficiency Level

⁴SS

SS = Scale Score

EL73 – EL Student Need Report

The *EL73 - EL Student Need Report* is an annual report that displays all students in a school/LEA that have an EL Need in the current or prior four (4) Fiscal Years. This report is intended to be used in conjunction with the *EL70* Report to determine the students who need to be placed into EL Services and annually reassessed. In addition, this report will help “catch” students whose PHLOTE responses were all English but have an AZELLA and EL history. Once a student attains an overall proficiency level of “Proficient” s/he will no longer be on this report.

The report is updated regularly and reflects current information as it is uploaded into AzEDS. Once the student is enrolled in the school/LEA and that information is uploaded to ADE, if the student has an EL Need in the current or prior four fiscal years the student will show on the report. The report will display general demographic information including SSID, last name, first name, and grade. The student’s Overall Proficiency Level is included, as well as, the EL Group that student has been placed in. The EL Groups include:

- 1 = EL Need and no current Fiscal Year EL Services enrollment;
- 2 = EL Need and current Fiscal Year EL Services enrollment;
- 4 = Student has an EL need but was Parent Withdrawn from receiving EL Services for the current Fiscal Year. Students who have been Parent Withdrawn from EL Services continue to have an EL Need and must be tested every spring with the AZELLA Reassessment Test until an Overall Proficiency Level of “Proficient” is attained;
- 8 = Student requires a Placement Test due to an outdated AZELLA test record with an EL need that has not been addressed.
- 10 = Student has an EL Need but has an Ungraded Elementary (UE) grade level designation. AZELLA tests are grade level specific; therefore, the student’s grade must be updated to Kindergarten prior to further AZELLA testing.

Students in EL Group = 1 require a conversation with the parent regarding EL services. If the parent elects to place the child in an EL program, once the EL program enrollment data is uploaded to ADE the group will change from 1 to 2. If the parent elects to not place the child in an EL program, once that Parent Withdrawn EL data is uploaded to ADE the group will change from 1 to 4. Students should not remain in group 1.

Students with EL Group = 1, 2, or 4 must be annually reassessed in the spring. The only exceptions to testing annually in the spring are the following situations:

- Student is new to the state and completes his/her first placement test after January 1 in the current fiscal year.
- Student transferred during the spring testing window and has already been reassessed at his/her prior school/LEA.

Also, displayed on the report is the Last AZELLA Test date for the student, and the Current School Enrollment Entry Date. Finally, this report shows if the student is concurrently enrolled with another school.

Students who have exited EL Services with an Overall Proficiency Level of Proficient and those who have been withdrawn due to SPED criteria will not be listed on the *EL73* Report.

This report is designed for informational purposes and can be used to ensure best practices for students with an EL need. This report is **not intended** to remove or replace the use of the *EL70* Report; however, it will be a way

to see all students with an EL need in your school/LEA once their enrollment information is uploaded to AzEDS. For more detailed information on each student, such as AZELLA and EL program history, an *EL70* Report should be pulled. This report **is intended** to be utilized for data management purposes as well as for AZELLA reassessment purposes. Check this report to validate EL student program enrollment and EL Group. Additionally, no test list will be posted by the ADE Accountability unit as this report will be live all year long and available to the field. Any EL data uploaded to ADE will post to this report and guide test coordinators on which students must be reassessed.

School Name:		School						
SSID	Last Name	First Name	Grade	Overall Proficiency Level ¹	EL Group ²	Last AZELLA Test	Current School Enrollment Entry Date	Concurrently Enrolled Student ³
				I	2	02/20/2018	07/25/2018	Yes
				I	2	02/26/2018	07/25/2018	Yes
				I	2	11/14/2018	11/12/2018	
				P-E/E	2	09/18/2018	09/04/2018	
				I	2	03/05/2018	07/25/2018	
				B	2	02/20/2018	07/25/2018	Yes
				P-E/E	2	09/17/2018	09/11/2018	Yes
				B	2	02/13/2018	07/25/2018	
				B	2	02/13/2018	01/08/2019	Yes
				I	8	01/08/2016	02/04/2019	
				I	2	02/13/2018	12/19/2018	Yes
				P-E/E	2	09/18/2018	09/11/2018	Yes

School - Total Unduplicated Students:



Figure 24 EL73 - EL Student Need Report

How to Read the EL73 – EL Student Need Report

Location of Report

This report is in ADEConnect. An ADEConnect account is required with the role of AZELLA District Test Coordinator or the role of ELL.

ADEConnect >> Assessments >> AZELLA Reports >> EL73 – EL Student Need Report

Printing the report

It is recommended that this report be printed in the **Landscape Orientation**.

Description of report

The EL73 – EL Student Need Report displays all students in an LEA/School that have an EL Need. Once a student attains an Overall Proficiency Level of “Proficient” on the AZELLA or is Withdrawn due to SPED Criteria from EL Services, the student will no longer appear on this report. The information reflected on this report is based on the accuracy of the data submitted to AzEDS by an LEA/School for the current and/or prior Fiscal Year(s). Integrity errors, incorrect testing of EL students, and other factors - like delayed reporting by other schools - will impact this report's ability to capture an EL Need. Schools are responsible for verifying and supporting the needs of their students.

This report is monitored, and any misuse is a violation of state and federal law.

Student Demographics

There are 9 columns of student information.

SSID	Last Name	First Name	Grade	Overall Proficiency Level ¹	EL Group ²	Last AZELLA Test	Current School Enrollment Entry Date	Concurrently Enrolled Student ³
------	-----------	------------	-------	--	-----------------------	------------------	--------------------------------------	--

¹ Overall Proficiency Level

PrE = Pre-Emergent; **PrE/E** = Pre-Emergent/Emergent; **PrE/E/B** = Pre-Emergent/Emergent/Basic; **E** = Emergent; **B** = Basic; **B/I** = Basic/Intermediate; **I** = Intermediate; **P** = Proficient; **No PL** = No Proficiency Level

²EL Group

1 = EL Need and NO current Fiscal Year EL Services enrollment;

2 = EL Need and current Fiscal Year EL Services enrollment;

3 = Student has an EL Need but was Parent Withdrawn from receiving EL Services for the current Fiscal Year. Students who have been Parent Withdrawn from EL Services continue to have an EL Need and must be tested every spring with the AZELLA Reassessment Test until an Overall Proficiency Level of “Proficient” is attained;

8 = Student requires an AZELLA Placement Test due to an outdated AZELLA test record with an EL Need that has not been addressed.

10 = Student has an EL Need but has an Ungraded Elementary (UE) grade level designation. AZELLA tests are grade level specific; therefore, the student’s grade must be updated to Kindergarten prior to further AZELLA testing.

³Concurrently Enrolled Student

If a student is concurrently enrolled in more than one school, all schools will display as “Yes.”

AZELLA Corrections Application

The AZELLA Corrections application is used to identify and correct matching errors between test record student data and the SSID student data. Corrections made in this application will not be reflected in the Pearson reports, which will remain unchanged. The application should be monitored regularly to make timely corrections. Instructions for making corrections are included on the application page. Students remaining in the Corrections application cannot be counted for accountability or enrolled in EL programs the following year; thus, it is imperative that all AZELLA Corrections are fixed.

Arizona Department of Education

AZ.GOV
Arizona's Official Web Site

Home AZELLA Corrections SDELL Reports LEA Reason ELL Amendment Grade Level Performance Survey Stages III-V Performance Survey ADE Connect

AZELLA Corrections SDELL Reports Fiscal Year 2017 Welcome

AZELLA Corrections

The AZELLA test records listed below have not been imported due to errors in matching test record student data to SAIS student data. The student's SAIS ID, first name, last name, and date of birth on the AZELLA test record must exactly match the student's SAIS record. The students listed below have a mismatch in one or more of these fields. Please compare the information shown below to the information in SAIS to determine the source of the mismatch. Follow instruction below for making corrections.

These AZELLA test records are not available for the SDELL reports, or for school accountability purposes, or for school finance purposes until the errors are corrected. Use this application to correct the test record student data. Errors in SAIS student data cannot be corrected here.

Accountability: Please correct AZELLA test records as soon as possible for use in current fiscal year A-F accountability.

School Finance: Modifying prior year data will have no impact on state aid funding unless your district opens a 915 data correction with School Finance. Instructions on how to request a 915 can be found at <http://www.azed.gov/finance/>.

Instructions:

1. Select Fiscal Year
2. Select a school name from the School dropdown filter, if filtering by school is desired
3. Select a cell that requires modification.
4. Enter the updated value for the selected cell in the data entry box below the list of error records. Only one cell per test record may be corrected per day.
5. Select 'Save'.
6. Update as many test records as necessary. All test records will be reprocessed nightly.
7. Return to this page the following day to confirm that updates have been accepted.

District:

School:

AZELLA Error Records

Delete	CTDS	District Entity ID	District	SchoolEntity	School	Test Date	Scoring Cycle	SAIS ID	Last Name	First Name	Date Of Birth	Overall Proficiency	Total Scale Score
					High	08/05/2016	01	41	Fl	Jl	05/01	Intermediate	2565
						08/17/2016	02	10	R	R	07/2	Basic/Interme	0232

Page size: 5 147 items in 30 pages

Figure 25 AZELLA Corrections application in ADEConnect

TRAINING – PART III

Using AZELLA Reports for Instruction

How to use the AZELLA report with the English Language Proficiency Standards

The AZELLA is a criterion-referenced test that assesses the English Language Proficiency Standards (ELPS). Proficiency levels on the score reports reflect the attainment of the skills detailed in the ELPS. It is important to recognize that any single administration of the AZELLA cannot test ALL the proficiency levels of all the Performance Indicators within the Standards. The full set of Performance Indicators that are tested are represented by a limited number of items. Educators should use the AZELLA results to find a tentative starting point for each domain in the ELPS for each of their EL students. Using classroom assessments, educators can more precisely determine which of the Performance Indicators in the ELPS the student has achieved. The goal is to accelerate English language acquisition by progressing systematically through the ELPS from the student's starting point to achievement of the High Intermediate skills.

The claim for the AZELLA is that it is constructed using appropriate assessment tasks that return a valid and reliable score reflecting the test taker's level of English language proficiency based on the ELPS. A score of Proficient is designed to represent a good working knowledge of English, which means that the student will have the ability to access regular classroom instruction in English. Because of the test results, students scoring less than Proficient are identified as EL and are to be provided with targeted instruction to support English language development.

An example of how to use the AZELLA score report to begin instructional planning is provided on the next page.

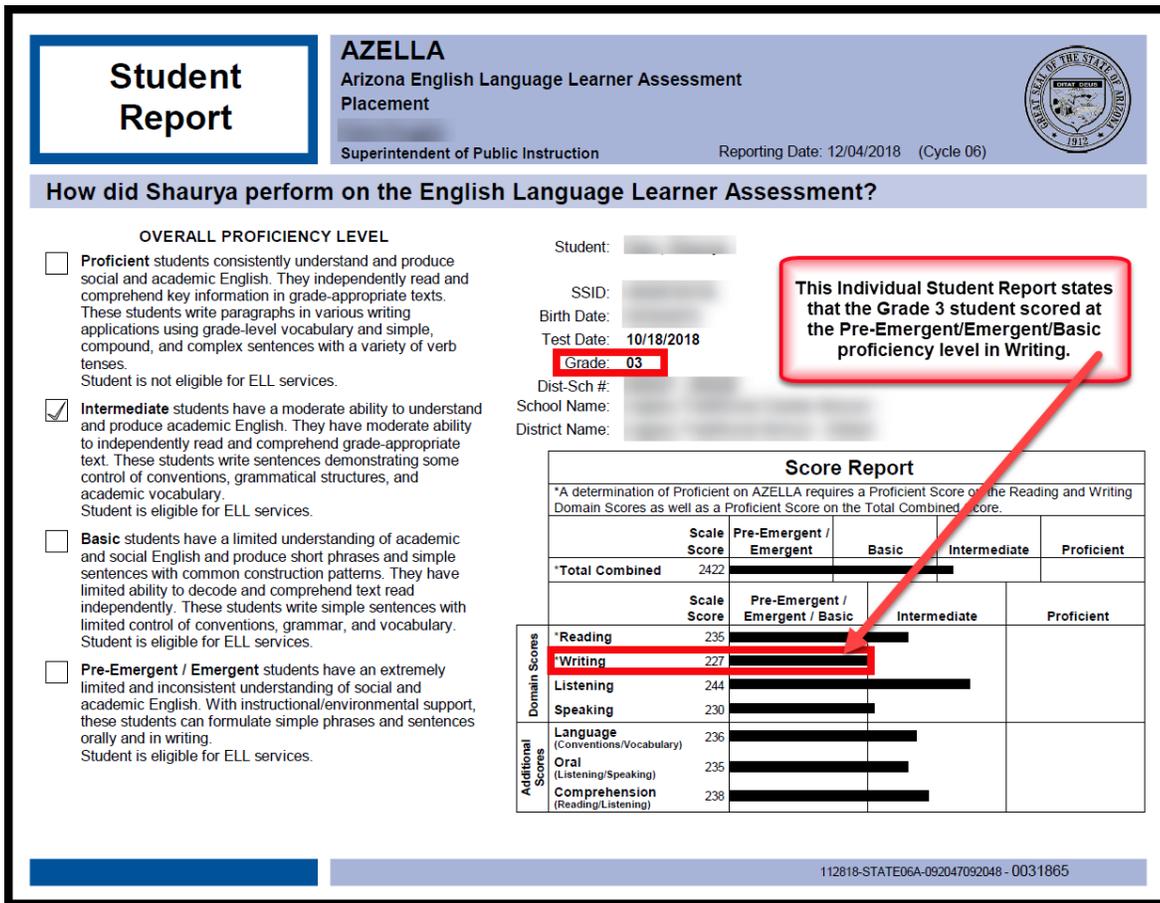


Figure 26 AZELLA Student Report

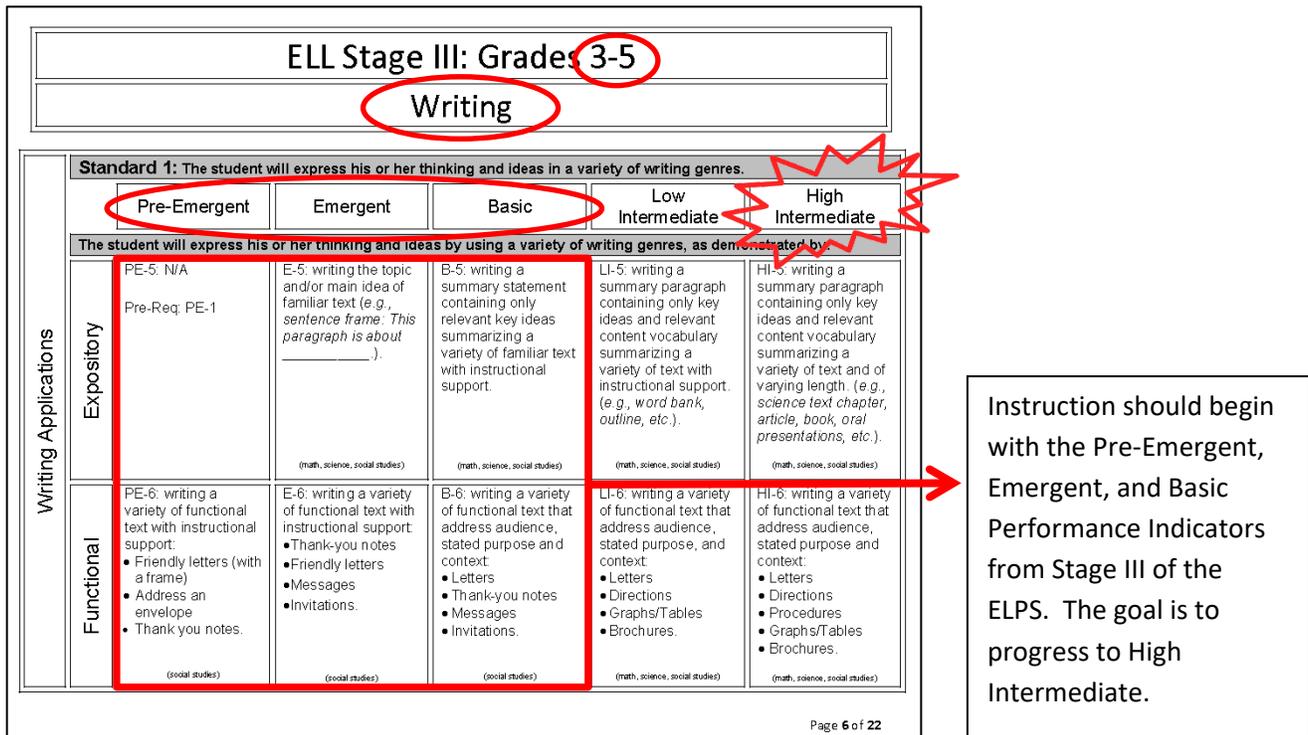


Figure 27 ELP Writing Standards for EL Stage 3

AZELLA Blueprint

Background

Knowledge of the structure of AZELLA clarifies the use of test results. During the development process, decisions were made that would balance the length of the test with levels of specificity that could be validly reported as score results. Used as a Placement Test or an annual Reassessment, the AZELLA provides summary information on a student's overall English proficiency and on the student's proficiency in the domains of Reading, Writing, Listening, and Speaking. It is expected that during the fiscal year, interim assessments will be used within the classroom to monitor progress in English language acquisition.

The AZELLA Blueprint summarizes the contribution of each of the language domains - Reading, Writing, Listening, and Speaking - to the Total Combined Score. Arizona's ELPS were designed to be comprehensive in scope and sequence, detailing the knowledge, skills, and abilities in the progression toward English language proficiency. The AZELLA is a criterion-referenced test that is designed to measure English proficiency based on Arizona's ELPS. A test blueprint was constructed using a thorough analysis of the ELPS to determine which of the performance indicators could be measured on a standardized test and which performance indicators should be used primarily for evaluating performance in the classroom. In general, a performance indicator would be considered primarily designed for classroom evaluation if it required instructional support, group discussion or other interactive activities, or could not be assessed on a large-scale assessment. This analysis was done over a period of several months, utilizing the expertise of Arizona educators, ADE, and WestEd.

The test development team determined that Reading and Writing skills were essential, especially at the higher Stages. The AZELLA Test Blueprint reflects this by dedicating a greater proportion of the test to Reading and Writing, particularly in Stages III-V.

The AZELLA Blueprint reflects the overall representation of assessable standards toward the Total Combined Score. This may be accomplished by weighing certain elements of the test. For example, at all Stages, the Speaking test includes 10 repeat items. These items are scored based on a 6-point rubric. During the scoring process, these 60 points are reduced to just 4 points which are calculated into the final score. The Blueprint reflects the contribution of the repeat items to the Total Combined Score.

AZELLA Scoring Rubrics

The AZELLA includes open-ended responses that are worth multiple points and are scored based on a range of performance criteria. These items are included in both the Writing and the Speaking tests. For example, the AZELLA requires all students to write a paragraph. The writing prompts found on the tests are designed specifically for each stage. To provide a valid and reliable score, criteria have been established for assigning a score to a student’s response. The criteria are specified in the scoring rubrics. The AZELLA scoring rubrics can be found at the “Resources & Sample Tests” tab on the ADE > Assessment > AZELLA website at <http://www.azed.gov/assessment/azella/>.

Domain/Standard	Kindergarten Placement	Stage I	Stage II	Stage III	Stage IV	Stage V
Reading	17%	28%	34%	32%	33%	33%
Print Concepts/ Phonemic Awareness/ Decoding	43%	50%	44%	35%	25%	21%
Comprehension	57%	50%	56%	65%	75%	79%
Writing	5%	28%	26%	32%	33%	33%
Applications	0%	33%	32%	39%	36%	36%
Conventions	0%	67%	68%	62%	50%	39%
Process/Elements/Research	100%	0%	0%	0%	14%	26%
Listening	31%	22%	19%	17%	16%	16%
Comprehension	100%	100%	100%	100%	100%	100%
Speaking	47%	22%	21%	19%	18%	18%
Delivery	50%	71%	88%	88%	88%	88%
Repeats	50%	29%	13%	13%	13%	13%

Table 2 AZELLA Blueprint

CONCLUSION – PART V

The Importance of Good Documentation

Student information is protected information. The current reporting channels through ADE and Pearson are limited by privacy requirements. As discussed throughout this report, you are likely to be limited in your access to complete records of EL students who have transferred to your schools. With the high rate of student mobility, this is a widespread issue. Timely transfer of complete student records will greatly assist in providing continuity of students' services. Always keep a copy of the Individual Student Report in the cumulative file. Be sure to document program placement information as the information in the *EL71* Report will not be available to the new school. When a student leaves your school, be sure to complete the EL Program Information section of the Official Notice of Pupil Withdrawal Form. This form is located on the ADE website under Finance/IT/Business Services; AZEDS; Official Notice of Pupil Withdrawal Form.

Arizona Revised Statute 15-828 (G) states: Within five school days after enrolling a transfer pupil from a private school or another school district, a school shall request directly from the pupil's previous school a certified copy of the pupil's record. The requesting school shall exercise due diligence in obtaining the copy of the record requested. Notwithstanding any financial debt owed by the pupil, any school requested to forward a copy of a transferring pupil's record to the new school shall comply and forward the record within ten school days after receipt of the request unless the record has been flagged pursuant to [A.R.S.] section 15-829.

Final Remarks

The AZELLA score reports are essential tools for designing instructional programs for ELs. Student achievement is maximized when all stakeholders including district and school administrators, EL coordinators, AZELLA coordinators and administrators, teachers, and parents all work together to provide a structured and evidence-based plan for each EL student. In addition to the reports discussed in this guide, many other resources are provided on the ADE website that can assist in this planning at <http://www.azed.gov/>. AZELLA questions may be sent to AZELLA@azed.gov.