



Assessments Friday Focus Webinar Series

Webinar #2:

AZELLA Reassessment Domain Scoring

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Welcome to Webinar #2 AZELLA Reassessment Domain Scoring

This webinar will be recorded and posted on the ADE Assessments webpage.

Please enter your First and Last Name in the Chat for tracking purposes for the live event.

We will also be capturing the chat questions. If there are questions that were frequently asked or need further clarification, ADE will compile and create an FAQ which will be posted on the Assessment Webpage.

Welcome and Overview

- **Background and History of Exiting Students with Disabilities**
- **AZELLA Domain Scoring**
- **Next Steps for LEAs**
- **General ELP Assessment Updates**
 - SAFT
 - Alternate ELP Assessment (CAAELP)

Purpose of the AZELLA

Arizona's English Language Proficiency Assessment is an English Language Acquisition Assessment.

Its purpose is to:

- Determine if a child has an English Language need and will need additional services and supports
- Measure growth from one point (typically Placement Test) to a second point (typically Reassessment Test)

History and Background of Exiting Students with Disabilities

- **Arizona allowed IEP teams to utilize the “Sped Withdrawal” for many years (and prior to 2019) to exempt any student with a disability from taking any parts of the AZELLA.**
- **Arizona was notified that we must enter and exit all students the same way**
 - Entrance: Home Language Survey - other than English**
 - Exit: Proficiency on AZELLA**
- **Established EL and Special Education Taskforce**

AZELLA: SPED Withdrawal (prior to 2019)

Based on the ***Addendum to September 23, 2016, Non-Regulatory Guidance*** and direct guidance from the Office of State Support, Arizona **can no longer allow** for IEP Teams to remove an EL with disabilities from EL Services.

The **ONLY** way for an EL with disabilities to be withdrawn from EL Services is for the student to demonstrate English language proficiency on a “valid and reliable ELP Assessment”.

When must a student be exited from EL status for ESEA purposes?

An EL must be exited from EL status for ESEA purposes (*i.e.*, for purposes of Title I and Title III requirements) when the student satisfies the State's standardized statewide exit procedures.

Because section 3113(b)(2) of the ESEA requires a State to implement statewide exit procedures, a student who meets the exit procedures is no longer an EL for ESEA purposes...

Exit Criteria – Same for all Students

ELs with disabilities will be held to the same standards of performance as non-disabled EL peers

“The ESEA requires that a State provide appropriate accommodations for ELs with disabilities and, if an EL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, assess the student’s ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)).”

**(U.S. Department of Education Update on English Language Proficiency Assessments
| National Title I Association)**

Individual Education Program Teams

IEP Teams do not have the authority to exempt students from any assessment, including AZELLA.

IEP Teams should not be utilizing electronic IEP programs to exempt students from participating in AZELLA.

Established EL and Special Education Taskforce



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Home / Assessments / EL and Special Education Taskforce

EL and Special Education Taskforce

EL and Special Education Taskforce		
PRESENTATIONS	FLOWCHARTS	TOOLKIT
OELAS Conference 2019	EL and Special Education Flowchart	IEP Checklist for an EL with a Disability (EL Toolkit)
EL and Special Education FAQ	EL Outcomes for all English Learners Flowchart	

[Accessibility](#)

[Assessments ▼](#)

[Assessments Conference](#)

[District Test Coordinators ▼](#)

[Educator Resources](#)

[Parents and Students](#)

[Technical and Legal Resources](#)

<https://www.azed.gov/assessments/taskforce>

Dual Labeled Students: Frequently Asked Questions

FAQ

1. My student cannot pass AZELLA; can they be exempt?

Students do not pass or fail AZELLA. The proficiency score is used to determine if the student has a need for English language acquisition services. The detailed proficiency scores the student receives should be used for instructional planning.

2. My student is non-verbal and cannot take AZELLA, do they have to take AZELLA?

All students with a Home Language Survey indicating a language other than English will take AZELLA. If the student is non-verbal, a communication system should be in place. The purpose of AZELLA is to determine if there is an English language acquisition need, which is why any non-verbal student should be assessed.

Examples of communication systems: letter board/cards, Picture Exchange Communication System (PECs), Programmable Voice-out Device

3. Why are my dual labeled students taking longer to become proficient?

Research shows that dual labeled students take longer to demonstrate proficiency due to their complex needs of language and their disability. The same high expectations should be maintained for all students, with an understanding that ELs with disabilities may require more time to attain proficiency.

4. The IEP Team has determined that a dual labeled student does not have to take the AZELLA.

The IEP team does not have the authority to make decisions that overrule any other state and federal EL policy, i.e., AZELLA, SEI Models, etc.

5. When must a student be exited from EL status for ESEA purposes? An EL must be exited from EL status for ESEA purposes (i.e., for purposes of Title I and Title III requirements) when the student satisfies the State's standardized statewide exit procedures.

This requirement applies to an EL with a disability as well. Arizona's standardized statewide exit procedures require that an EL student demonstrate proficiency on the AZELLA. There are currently no additional exit procedures. Therefore, all ELs, including ELs with disabilities, must demonstrate proficiency on the AZELLA in order to be exited from EL services.

Dual Labeled Students: Frequently Asked Questions Continued

6. **Who should be a part of the development of an Individualized Education Program (IEP) for a student that is dual labeled (special education and EL)?**

This is a collaborative effort, there is not one single person responsible for writing a student's IEP. When developing Present Levels of Academic Achievement and Functional Performance (PLAAFP), goals and objectives,

December 2019

and Assessment determination, classroom teachers, case managers, an expert in English Language Instruction and second language acquisition in placement decisions under the IDEA and Section 504, and parents should be collaborating and part of the IEP. Each member of the IEP team brings a lens that is important and should be considered to ensure that the whole child is being addressed.

7. **What are key components of a students ILLP that also has an IEP?**

A key component of a student's ILLP is to address a student's communication and language needs through the following Domains: Listening, Speaking, Reading and Writing. An ILLP should include the Performance Indicators and English Language Proficiency Standards, it doesn't hurt to "duplicate" in both an ILLP and IEP a student's need in the area of language and communication, accommodations and supports.

OELAS Reference ILLP 2019: <https://cms.azed.gov/home/GetDocumentFile?id=5cc0dca81dcb25081407192c>

For students who have dual labels (English learners with disabilities), the Individualized Education Program (IEP) details the range of student needs, including those of language acquisition, with the goal of holding these students to the same high standards as native English-speaking students. The IEP will describe the student's present levels of performance in both language and academic areas, then specify the programming necessary to meet the student's specific needs. (See page 29 of Dear Colleague, 2015)

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

8. **How is the AZELLA administered for a student that is deaf and/or blind?**

Contact ADE AZELLA team for additional guidance. AZELLA Inbox: AZELLA@azed.gov.

Allowance of Domain Scoring

Under 34 C.F.R. §200.6(h)(4)(ii), if it is determined on an individualized basis that an EL has a disability that precludes assessment in one or more domains of the ELP assessment (speaking, listening, reading and writing), such that there are no appropriate accommodations for the affected domain or domains, an SEA must assess the child's English language proficiency based on the remaining domains in which it is possible to assess the student.

Allowance of Domain Scoring Continued

A determination that a disability precludes assessment in one or more domains must be made on an individualized basis by the child's IEP Team, the student's 504 team or, for students covered under Title II of the ADA, by the team or individual designated by the LEA to make those decisions.

Allowance of Domain Scoring Continued

Under the very rare circumstances when a student's disability precludes assessment in one or more domains, the student may be exited under the State's exit procedures **based on a score of proficient on the remaining domains** in which the student is able to be appropriately assessed.

Domain Scoring : Rare Circumstances

The Department expects that **only in very rare circumstances** will children need to be assessed in fewer than four domains due to a disability that precludes assessment in a particular domain, and that **the vast majority of ELs with disabilities will be able to be assessed in all four domains**, with appropriate accommodations as needed, or by taking an alternate ELP assessment for ELs who are students with significant cognitive disabilities.

Utilizing Domain Scoring

- **ELs with disabilities will be held to the same standards of performance as non-disabled EL peers**
- **“The ESEA requires that a State provide appropriate accommodations for ELs with disabilities and, if an EL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, assess the student’s ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)).”**

(U.S. Department of Education Update on English Language Proficiency Assessments | National Title I Association)

Addressing the Needs of Dual Labeled Students

If a student with an IEP is also an English learner (EL), the IEP should **include specific language learning goals for a second language**, in addition to special education services and supports.

A well-crafted standards-based IEP for ELs with disabilities should contain **goals for teaching and learning the complex academic language needed to learn the content standards**.

Incorporating language learning goals into the IEP **requires close collaboration** between general education, special education, and English as a Second Language or bilingual education teachers.

https://nceo.info/standards_and_accountability/standards_based_iep

AZELLA Domain Scoring: Communication

Communication to DTCs,
EL Coordinators and
Special Education
Directors is posted on the
ADE Assessment's
Webpage: AZELLA DTCs

AZELLA Domain Scoring Letter to Stakeholders:

<https://www.azed.gov/sites/default/files/2021/07/AZELLA%20Domain%20Scoring%20July%202021.pdf>



Arizona Department of Education

Assessment Section
Exceptional Student Service Section
Office of English Language Acquisition Services Section

AZELLA Reassessment - Domain Scoring

Background

The exiting criteria for English Learners must be the same for all students. See [January 2015 letter](#) from U.S. Department of Education and U.S. Department of Justice.

For Arizona, the exit criteria is to obtain an Overall Proficiency Level of Proficient on the AZELLA.* In 2019, ADE notified the field that EL Services exit (code 07), *Withdrawal due to Sped Criteria*, would no longer be an option for exiting students from EL services.

Additionally, states are allowed to utilize Domain Scoring in the very rare instances in which students with a disability are not able to access one or more domains (i.e., Listening, Reading, Writing, and Speaking) even with allowable accommodations. Students must participate in at least one domain. See letter from United States Department of Education, [Update on English Language Proficiency Assessments](#).

Examples of instances in which students are not able to participate or access a domain are: student is fully/completely/profoundly deaf or blind, student is mute, or student does not have any observable communication.

At this time, AZELLA is our State's only English Language Proficiency assessment. Students with significant cognitive disabilities will continue to participate in this assessment.

Looking Forward

ADE has been working with its Assessment Technical Advisory Committee (TAC- National Experts) and researching how other states are utilizing the Domain Scoring option. ADE has also been collaborating internally with the OELAS and Exceptional Student Services Units to develop guidelines, processes, and procedures. Utilizing the Domain Scoring option must ensure that students are able to demonstrate proficiency in the domain or domains in which they are able to participate and ultimately no longer in need of English Learner services. Domain Scoring is not intended for students who can access the assessment but may not demonstrate proficiency.

With the postponement of the AZELLA Stand-Alone Field Test, and a pause on A-F Letter grades for the 2020-2021 school year, ADE has been working to determine when the implementation of Domain Scoring would begin. Initially, Domain Scoring was set to begin with the new AZELLA assessment

Kathy Hoffman, Superintendent of Public Instruction

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AZELLA Infographic

2021-2022 AZELLA

AZELLA 2021-2022 Placement

Two weeks before the start of school
through May 13, 2022

Test Windows

AZELLA Spring 2022 Reassessment

January 31 – March 18, 2022

AZELLA Stand-Alone Field Test

October 11 – December 10, 2021

New AZELLA First Operational Administration Spring 2023 Reassessment

- ✓ Aligned to new ELP Standards
- ✓ New grade configuration (Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12)
- ✓ Will focus on productive, receptive, and interactive language from the ELP Standards
- ✓ Will no longer have domain-specific sections (L,R,W, and S)
- ✓ Will have units; may have thematic sets of Reading and Writing items or Listening and Speaking items in one unit
- ✓ New Sample Tests will be available in late Spring 2022

Coming Soon – NEW Alternate ELP Assessment

- ✓ For students with significant cognitive disabilities
- ✓ CAAELP Website: <https://altelpa.org>
- ✓ Item Try-outs/Pilot – Fall 2022
- ✓ Field Test / Operational – Spring 2023

Accessibility

- ✓ Requests for Additional Accommodations / Special Paper Version tests must be submitted to ADE for review and approval by **August 30, 2021**
- ✓ ADE's review and approval for Additional Accommodations/SPV are required before AZELLA can be administered
- ✓ Transition to Braille versions for AZELLA Stages III - V – Contact ADE
- ✓ Domain Scoring (for eligible students only) – Contact ADE

Entrance and Exit Criteria

- ✓ Entrance: Home Language Survey (upon first AZ enrollment, beginning Kindergarten) determines eligibility for AZELLA Placement Test
- ✓ Exit: Proficiency on AZELLA – Overall Proficiency Level of Proficient (Proficient score in Reading, Writing, **and** Total Combined)

Contact / Important Links

- ✓ AZELLA Inbox: AZELLA@azed.gov
- ✓ PearsonAccess^{next}: <https://az.pearsonaccessnext.com/customer/index.action>
- ✓ Sample Tests: <https://www.azed.gov/assessment/AZELLA/>
- Committees Applications:
 - ✓ [Assessment Section Committee Application](#)
 - ✓ [Parent/Community Assessment Review Application](#)





Start planning for the Fall 2021 SAFT

- Required Training – *September 13*
 - DTC-STC Fall 2021 SAFT
 - 1-2 SAFT
 - 3-4 SAFT
 - 5-12 SAFT
 - DTC Created Training Module (for all AZELLA staff)
- Student Registrations – *October 1*
 - Some students will be pre-registered
 - Other students will require a manual enrollment

2 Test Administrations - concurrent

- 2021- 2022 Placement Test
- Fall 2021 Stand-Alone Field Test
 - October 11 – December 10, 2021

Don't wait until the end of the SAFT testing window to start testing!
Be ready to start testing on **October 10**

Students in Kindergarten will not participate in the AZELLA SAFT

Test Administration Times

How long is the test?

- Grade 1; Grade 2
 - **Unit A** ~ 12 questions
 - **Unit B** ~ 12 questions
 - **Unit C** ~ 9 questions
- Grade 3; Grade 4
 - **Unit A** ~ 15 questions
 - **Unit B** ~ 10 questions
 - **Unit C** ~ 12 questions
- Grades 5 – 12
 - **Unit A** ~ 16 questions
 - **Unit B** ~ 12 questions
 - **Unit C** ~ 12 questions

Estimated Administration Times

- Grade 1; Grade 2
 - **Unit A** -30 minutes
 - **Unit B** -30 minutes
 - **Unit C** -30 minutes
- Grade 3; Grade 4
 - **Unit A** -30 minutes
 - **Unit B Part 1** -30 minutes
 - **Unit B Part 2** -20 minutes
 - **Unit C** -20 minutes
- Grades 5 – 12
 - **Unit A** -35 minutes
 - **Unit B** -50 minutes
 - **Unit C** -20 minutes

AZELLA SAFT Modes of Administration

- **Grade 1** – paper-and-pencil, Unit C (Speaking) phone administration
- **Grade 2** – paper-and-pencil, Unit C (Speaking) phone administration
- **Grades 3, 4** – online, Extended Writing (ER) item paper-and-pencil
- **Grades 5, 6** – online
- **Grades 7, 8, 9** – online
- **Grades 10, 11, 12** – online

Questions



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Thank you!

**For questions, please contact us at:
AZELLA@azed.gov**

