AZELLA Reassessment – Domain Scoring
9/10/21 Webinar Chat Questions

1. **Are the ELP goals aligned to the student's current SPED goals or are these separate goals?** *Student's IEP goals and objectives should be aligned to academic content standards. For a dual labeled student, it is a combination of addressing the whole student and their academic and language needs. These are not necessarily separate goals. This is very individual and specific to each students' needs.*

2. **What documentation and guidance can ADE provide to help guide District Test Coordinators on what accommodations can be requested?** *ADE has an Accommodation manual posted on the* ADE Assessment Accessibility Page. *Here is a link to the AZELLA section of the Accommodation manual:* AZELLA Accommodations.

3. **Will there be a placement and reassessment version of the new alternate ELP assessment, CAAELP (Collaborative for the Alternate Assessment of English Language Proficiency)?** *In the first year (2023), there will not be a screener for the new Alternate Assessment. ADE will continue to work on this with the CAAELP Project and States. More guidance will be coming.*

4. **Will the EL portion of the IEP be handled by EL Coordinators/teachers?** *The development of an IEP for a dual labeled student should be handled by a multi-disciplinary team consisting of individuals knowledgeable of English Language development, academic standards/content, and special education supports.*

5. **If domain scoring is for students who cannot access the test, does that mean they are visually/hearing impaired?** *Allowance or approval to utilize Domain Scoring is predicated on accessibility not on whether the student can pass or fair or meet proficiency.* **Or if a student has a severe reading disability, does that mean they cannot access the reading portion with appropriate accommodations?** *A student with a severe reading disability would still be able to access the test. For the reading sections, it is important that the test measure the student's ability to read in English, therefore an accommodation that would invalidate what is measured is not allowed/permitted.*

6. **What should be done for students with severe learning disabilities if they are not able to participate in Domain Scoring? We have some students who we know do not have English learning gaps but who are not testing proficient.** *The purpose of AZELLA is to determine if a student has an English Language need, if the student is not able to demonstrate proficiency, the student cannot exit services.*

7. **We have a few students with autism in the lower grades who have a difficult time with the speaking. They get very frustrated and try to run out of the room. If we don't submit a listening test for these students, then the AZELLA would be incomplete,**

prompting the students to need a placement test. Do you have any suggestions? *A test can be submitted with no response and it would be considered valid and complete. It is ADE's guidance that the Test Administration make an earnest attempt to administer all the items on the assessment. Any of the Domains can be administered one on one. If additional accommodations or supports are needed, please reach out to the AZELLA inbox at* AZELLA@azed.gov.

8. **What training opportunities are available for new AZELLA District Test Coordinators, including training on how to administer placement tests?** *ADE provides required training/modules for each test administration (Placement, Reassessment, and SAFT). New AZELLA District Test Coordinators receive a "Welcome" email that contains detailed information on the training,*

9. **Which students will participate in the Stand-Alone Field Test (SAFT)?** *All English learners in grades 1 – 12, including students who have been parent-withdrawn must be administered the SAFT.*

10. **For the 1st -12th grade SAFT, who is responsible for scoring?** *All student responses will be scored by the vendor (Pearson). There will be no local scoring by Test Administrator for the SAFT.* **Will we score it as we did for the KPT SAFT?** *No, see response above.*

11. **When will SAFT trainings be available?** *Training for the SAFT will be available September 13, 2021 in the Arizona Training Management System (ATMS).*

12. **Do Parent Withdrawn students participate in the SAFT?** *Yes, all eligible students must participate in the SAFT. Parent withdrawals only pertain to instructional services, not the assessment.*

13. **The SAFT training outlines that some participating students in the Speaking test are to be non-EL students.** *Yes, a Native Speaker field test will also be conducted, however, these students will not come from public schools.* **How are those students to be identified?** *The vendor (Pearson) will be reaching out to private schools.*

14. **Who can I contact for additional AZELLA support?** *Please contact us at* AZELLA@azed.gov.

Webinar Information

How do I view this recorded webinar? If I attended the live event, how do I obtain a professional development certificate?
The recorded webinar and the PowerPoint slides are posted on the Assessment section website at https://www.azed.gov/assessment *under the "Friday Focus Webinars 2021-2022" dropdown. If you attended the live webinar, you can access your certificate through your account in the Event Management System, where you registered for this event.*