



AZELLA

Arizona English Language Learner
Assessment

AZELLA Sample Tests New Standards/New Tests

HOPE Conference 2021, December 9, 2021

Gabriela Finn, Director of English Language Assessments

Marlene Johnston, AZELLA Test Development Specialist



AZELLA Team



Gabriela Finn

- Director of English Language Learner Assessments

Marlene Johnston

- AZELLA Test Development Specialist

Brenda Vanderwerp

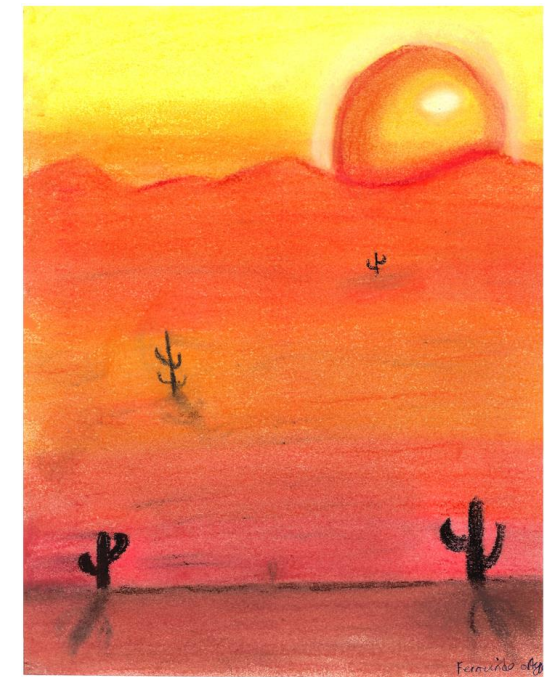
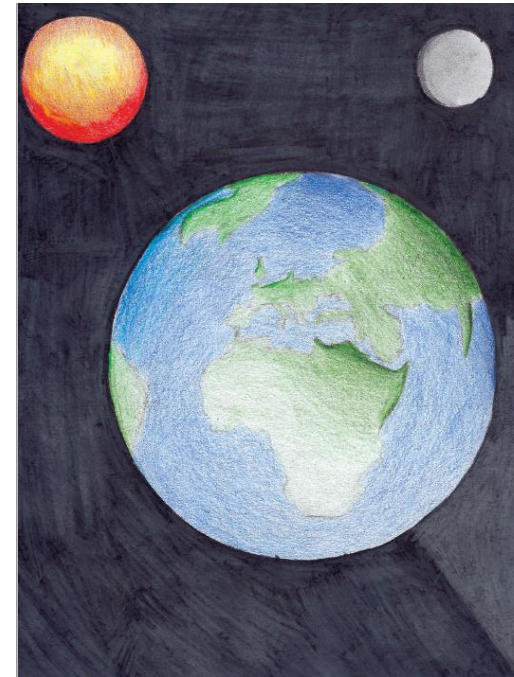
- AZELLA State Test Coordinator

Christine Martinez

- AZELLA Program Project Specialist

BEST way to communicate with the
AZELLA Team is by **email**

AZELLA@azed.gov



Please include **YOUR** full signature when you email ADE.
Name, Position, District, Email, Phone Number

Agenda



- AZELLA Operational Tests and Sample Tests, what they are and why they are needed
- Mode of Administration
- Test Units
 - Kindergarten and Grade 1
 - Grades 2 – 3
 - Grades 4 – 12
- New Item Types



New AZELLA Tests

what it is and why it is needed

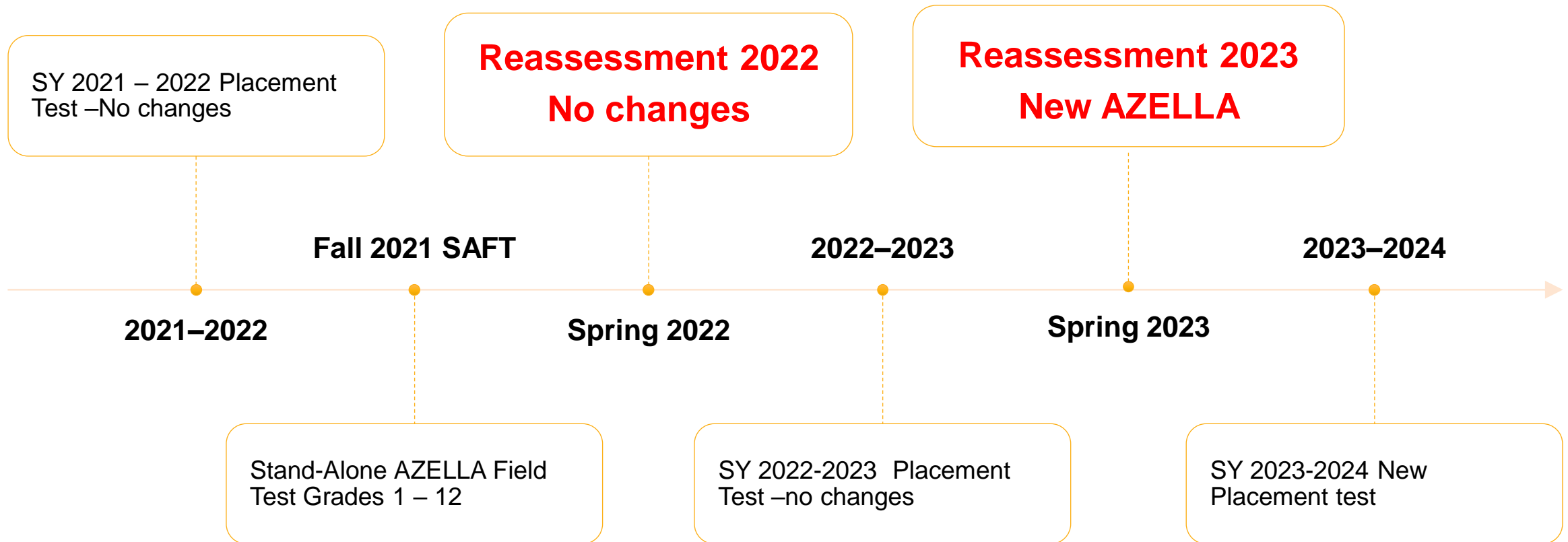


- ✓ AZELLA is a **standards-based** assessment designed to meet both state and federal requirements to measure students' English language proficiency
- ✓ With the 2019 English Language Proficiency Standards (ELPS), there is a need to develop a new AZELLA aligned to these standards
- ✓ The 2019 ELPS have new grade configurations
- ✓ The 2019 ELPS require test design and new item types

New Direction of the Assessment

- Gain efficiency in the assessment by presenting students with longer, but fewer, passages.
- Content will be presented in sections to facilitate comprehension.
- Establish thematic approaches to content to allow students to reduce the need for cognitive shifts within a session.
- Thematic approach will connect related content across domains

AZELLA aligned to the 2019 ELP Standards Timeline



Fall 2021 AZELLA Stand-Alone Field Test

- ✓ Approximately, 75,000 tests completed –Thank you!
- ✓ Data Review is ahead
- ✓ Please use the index cards on your tables to share your feedback on the AZELLA SAFT

Spring 2023 AZELLA

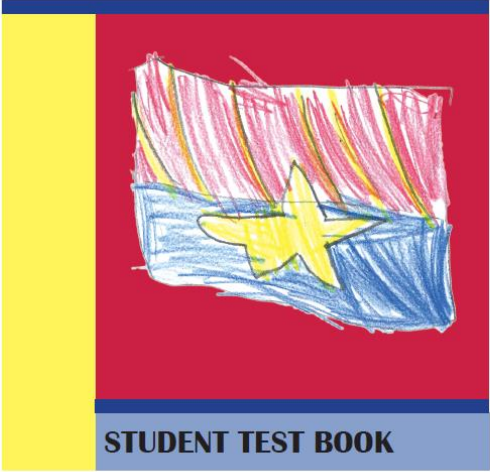
- ✓ Aligned to the 2019 ELP Standards
- ✓ Four domains assessed (L, R, W, S)
- ✓ New Test Design
- ✓ New grade configuration
- ✓ Five Test Units

New AZELLA Modes of Administration

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

New AZELLA Paper Sample Tests


AZELLA



STUDENT TEST BOOK

**KINDERGARTEN
SAMPLE TEST**

(Revised 2022)





About the Artist

Name: Renata Esquer

Age: 5

Grade: Kindergarten

Language: Spanish

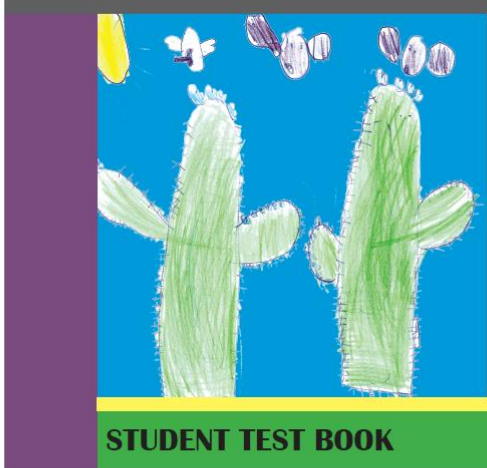
Teacher: Baez

District: Paradise Valley

School: Larkspur Elementary

City: Phoenix


AZELLA

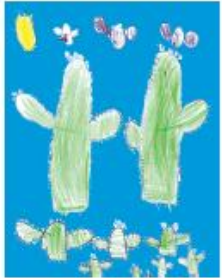


STUDENT TEST BOOK

**GRADE 1
SAMPLE TEST**

(Revised 2022)





About the Artist

Name: Amy Cardenas

Age: 7

Grade: 1st Grade

Language: Spanish

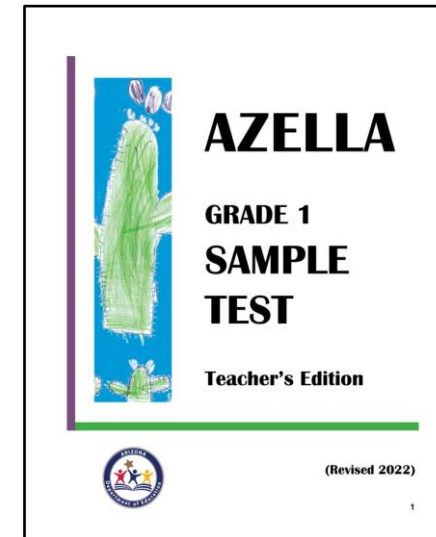
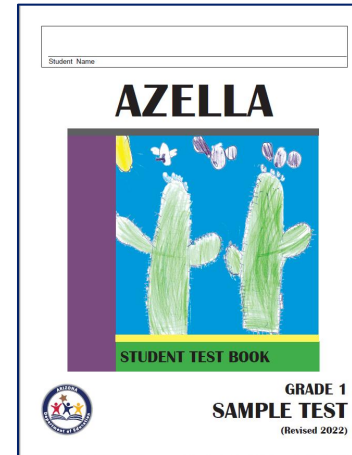
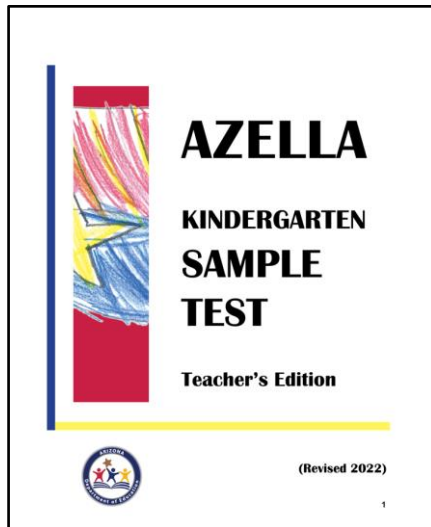
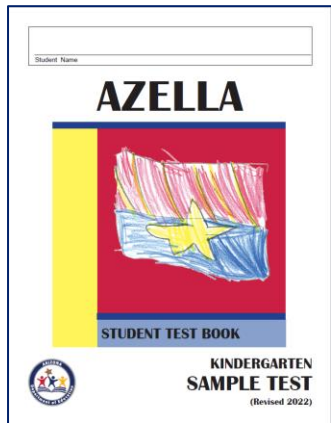
Teacher: Miller

District: Paradise Valley

School: Larkspur Elementary

City: Phoenix

Kinder and Grade 1 Sample Test Digital Kit



Downloadable audio files for:

- Unit 1 (Listening)
- Unit 5 (Speaking)



Downloadable audio files for:

- Unit 1 (Listening)
- Unit 3 (Stimulus for Constructed Writing Response)
- Unit 5 (Speaking)

Kindergarten and Grade 1 Sample Test Administration



Unit 1 – Group administration multiple-choice Listening

Unit 2 – Group administration, multiple-choice Reading and Writing.

Unit 3 – Group administration, multiple-choice Reading & Writing, short answer for Writing

Unit 4 –Group administration, short-answer and constructed response for Writing

Unit 5 (Speaking and ORF) Individual administration that **simulates** the Speaking telephone test.

Kindergarten and Grade 1 New Item Types

Listening “Sets” –short informational or narrative passage with more than one multiple-choice question

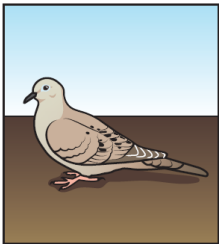
NOTE: this item type is included in all Grade K -12 tests.

[Narrator:] Listen to a story about plants.

[Speaker 1:] Plants are living things, just like people and animals. The first step to grow a plant is to place a tiny seed in soil. The seed needs water and sunlight. After a few days, it will grow into a new plant.

GKSTL02

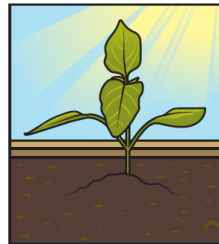
2



☐



☐

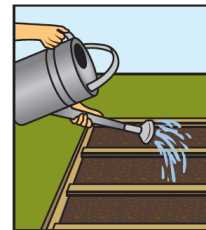


☐

Which picture shows what the story is mostly about?

GKSTL03

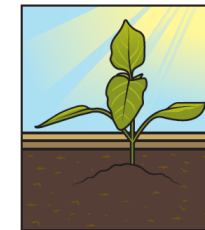
3



☐



☐



☐

Which picture shows the first step to grow a plant?

Kindergarten and Grade 1 New Item Types



Writing short answer

SAY

Look at the sentence. It is missing a word. I will read the complete sentence to you. Then, you will write the missing word on the line.

Now listen to the sentence: I play ball in the yard.

Listen again: I play ball in the yard.

Write the missing word on the line.

GKSTW02
2

I play ball ____ the yard.

Kindergarten

G1STW03
1

My house is close to a bus ____.

Grade 1

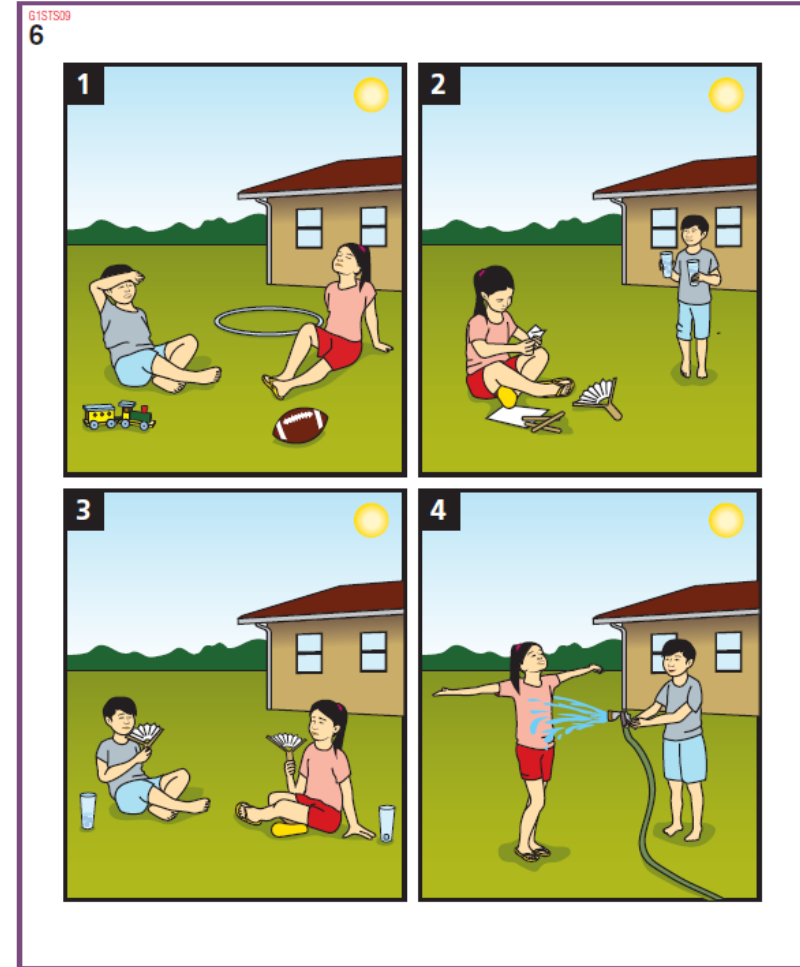
Kindergarten and Grade 1 New Item Types

Four-picture narrative

(includes a short sentence-starter for the story)

Alan and Ariana were playing outside, but it got too hot.

NOTE: This Speaking item type is included in all grade K -12 tests.



Kindergarten New Reading Fluency Item



6

It is hot.

Do we have a fan?

Grade 1

Writing Constructed Response

G1STW06
3

Good Community Members



The story explains how to be a good community member. Think about a time when you were a good member of your community. Who were you with? What did you do to make your community a better place?

Write 2 or 3 complete sentences to answer the questions: Who were you with? What did you do to make your community a better place?

Be sure to:

- Answer the questions completely
- Write at least 2 or 3 complete sentences
- Use correct capitalization, spelling, and punctuation

A Listening passage is presented to students. After listening to the passage, the students will be asked 2 or 3 questions. Students will then write a short response to those questions. The questions are connected to the topic of the passage.







The purpose of the Listening passage is to stimulate the students' imagination or get some ideas to write about. Students are NOT expected to summarize or detail the information from the passage, but that their response must be related to the topic.

NOTE: this item type is included in the Grades 1 & 2 – 3 tests.

Grade 1

Short Presentation

5

Name	Favorite Thing to Do
 Meg	
 Ben	
 Ava	

Look at the chart. (Pause) The chart has information about three children—Meg, Ben, and Ava—and their favorite things to do. (Pause) Imagine that you will give a presentation, or talk about the chart, to your class. (Pause) When you are ready, use the information from the chart to talk about it to your class. (Pause) Be sure to say as much as you can and speak using complete sentences.

NOTE: this item type is included in the Grades 1 – 12 tests.

Grades 2 – 3 Administration

Unit 1 – Listening online in TestNav

Unit 2 –Reading and Writing Multiple-Choice online in TestNav

Unit 3 – Reading and Writing Multiple-Choice online in TestNav

Unit 4 –Extended writing on paper

Unit 5 – (Speaking, Listening and ORF) One-on-one online administration led by test administrator in TestNav



About the Artist

Name: Jose Medina

Age: 7

Grade: 2nd Grade

Language: Spanish

Teacher: Ms. Admundson

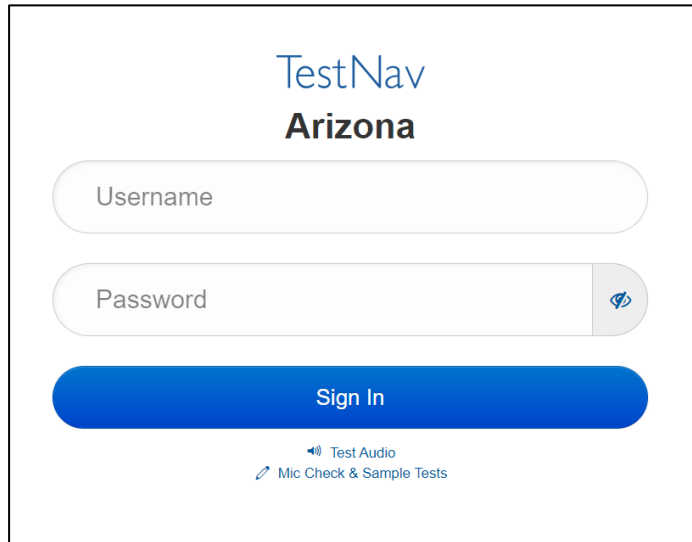
District: Vista College Prep

School: Vista College Prep

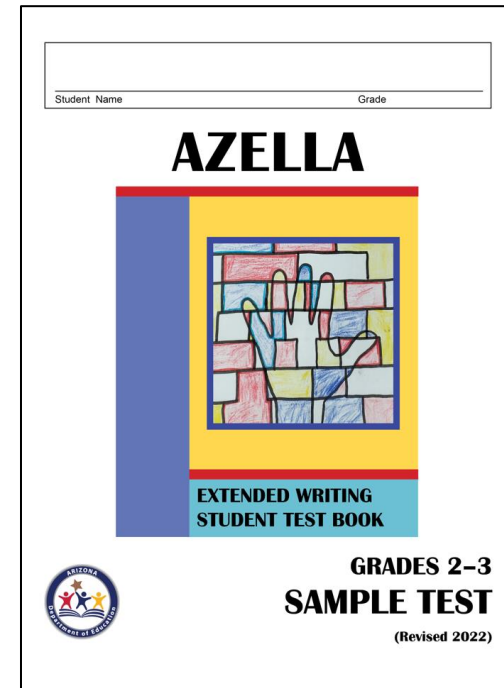
City: Phoenix

Grades 2 – 3 Sample Test

Digital Kit

The TestNav Arizona login interface. It features the "TestNav Arizona" logo at the top. Below the logo are two input fields: "Username" and "Password". The "Password" field has a small eye icon to its right. Below the input fields is a blue "Sign In" button. At the bottom, there are two links: "Test Audio" (with a speaker icon) and "Mic Check & Sample Tests" (with a microphone icon).

Used to administer Units 1, 2, 3, and 5.



Downloadable audio
file for Unit 4
(Stimulus for
Extended Writing
Response)

Grades 2 – 3 Themed Item Sets

In Unit 5, students will listen to a passage and respond to two multiple-choice Listening questions. Then, they will respond to a Speaking question related to the same topic. Finally, they will use the information on a chart to craft a very short oral presentation.

CLICK PLAY TO LISTEN

00:00 / 00:04

Copper Mines in Arizona



Listen to the passage, and then answer the questions.

CLICK PLAY TO LISTEN

00:00 / 00:04



- ☐ A. Railroads were made out of copper.
- ☐ B. Railroads made it easier to move copper.
- ☐ C. Railroads helped people visit copper mines.

CLICK PLAY TO LISTEN

00:00 / 00:04



CLICK RECORD TO SPEAK / CLICK STOP TO END

CLICK PLAY TO LISTEN

00:00 / 00:04

Copper in Arizona	
Color	Reddish-brown
First Mined in Arizona	In the 1850s
Ways to Move Copper	
Used for	

CLICK PLAY TO LISTEN

00:00 / 00:04

CLICK RECORD TO SPEAK / CLICK STOP TO END

NOTE: this thematic approach is included in grades 2 - 12

Grades 4 – 12 Administration

Unit 1 – Listening online in TestNav

Unit 2 –Reading and Writing multiple-choice online in TestNav

Unit 3 – Reading, Writing multiple-choice, and extended writing online in TestNav

Unit 4 –Reading and extended writing online in TestNav

Unit 5 – Speaking and Listening [and ORF for Grades 4 – 5 only] online in TestNav

Reading Passages Titles vs. Sections

Students might only see one section of the passage first but later there may be tabs.

Television

The Tele-Visionary

1 People born before 1927 did not have TVs to watch. All they could do was listen to radio broadcasts. Then a farm boy from Utah named Philo Farnsworth changed that.

2 Philo was born in 1906, and his first house did not even have electricity. When his family moved into a new house with electric lights, he became fascinated with electricity.

3 Philo was an avid reader of science magazines, and the idea for television came to him while he was plowing a potato field. As he plowed back and forth in straight, parallel lines, he imagined breaking an image into similar lines. He imagined transmitting those lines somewhere else, then putting the lines back together to reconstruct the original image.

4 He knew that only electrons—the subatomic particles found in atoms—were capable of capturing, transmitting, and reproducing an image. Now, if he could somehow control the speed and direction of fast-flying electrons, his idea just might work.

5 In 1927, when Philo was 21 years old, he successfully transmitted his first image. The image was only a simple line, and it was transmitted a very short distance—just across his laboratory—

Read the sentence from paragraph 5 of the section “The Tele-Visionary.”

In 1927, when Philo was 21 years old, he successfully transmitted his first image.

The word transmitted contains the prefix trans-. What is the meaning of trans- as it is used in the word transmitted?

- ☐ across
- ☐ again
- ☐ before
- ☐ change

Who Invented Television Part 2 Who Invented Television Part 1

TV in Color

1 By the end of 1952, 20 million U.S. households had a TV. However, these televisions could only receive monochrome images—pictures in black and white. That is, until a young man from Guadalajara, Mexico, discovered how to add color to television images. His name was Guillermo González Camarena.

2 Like Philo Farnsworth, Guillermo became interested in experimenting with electricity at a young age. When he was just 23 years old, he created a practical color TV. Although others had previously devised color TVs, what made Guillermo’s invention special was that it could take existing black-and-white TVs and TV cameras and allow them to broadcast and receive color images.

3 Guillermo’s device consisted of two disks—or what he called “chromoscopic adapters.” One disk went in front of the TV picture tube. A second, smaller disk was put in front of the TV camera lens. These disks had red, green, and blue filters on them. As the smaller disk rotated, the red filter would pass before the camera, and only the red light of the object being transmitted would appear before the lens. At the same time, the larger red filter would also pass in front of the TV picture tube. This process would be repeated for the green and

Which detail from “TV in Color” best explains what was special about Camarena’s invention?

- ☐ Camarena’s invention had just two moving disks.
- ☐ Camarena’s invention moved ten times per second.
- ☐ Camarena’s invention could use existing electronics.
- ☐ Camarena’s invention came in several different sizes.

Units 3 and 4 Grades 4 – 12

Precautions and Recommendations

Extended Writing Prompt Grades 4 – 12 :
Students will need to scroll not only for the Reading passage, but also under the text box to be able to see the checkbox and play the audio.

The Tiger Rising, Part 2The Tiger Rising

18 "We can't," he said. "There's all them locks."

19 "We can saw through them."

20 "Naw," said Rob. The mere thought of letting the tiger go made his legs itch like crazy.

21 "We have to set him free," Sarah said, her voice loud and certain.

22 "Nuh-uh," said Rob. "It ain't our tiger to let go."

23 "It's our tiger to save," Sarah said fiercely.

24 The tiger stopped pacing. He pricked his ears back and forth, looking somewhere past Sarah and Rob.

25 "Shhh," said Rob.

26 The tiger cocked his head. All three of them listened.

CLICK PLAY TO LISTEN

00:0000:20

Read Part 2 of the passage *The Tiger Rising* again.

What happens next? In the space below, write what you think is going to happen next in the story. Be sure to include:

- The characters and details from the passage.
- Complete sentences.

B*I*U

-
-
-

↶↷

1000

CLICK PLAY TO LISTEN

00:0000:26

Check Your Writing: Narrative Writing

☐ Write about a real or imagined event


Unit 5 Grades 4 – 12

Precautions and Recommendations

CLICK PLAY TO LISTEN

00:00 / 00:04

Redwood Trees



Maximum Height	300 feet
Climate	Grows along the coast in temperate weather (45–65°F)
Age	Up to 2,000 years
Special Characteristic	Thick bark that protects them from disease, insects, and fire
Native To	California and southern Oregon

CLICK PLAY TO LISTEN

00:00 / 00:04

CLICK RECORD TO SPEAK / CLICK STOP TO END

- 2 ?s

- 1 simil. 2 diff.

- Share info

Accessibility
audio recording

Technology- Enhanced Items

Grades 4 – 12

I brought my bat and glove yesterday so I play baseball with my friends.

can to

could

could to

can

Select the correct word from the drop-down list.

Would you please help answer this question?

our

they

us

we



AZELLA Art Contest Sample Test Winners



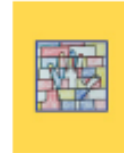
KG

Name: Renata Esquer Age: 5
Grade: Kindergarten
Language: Spanish Teacher:
Baez
District: Paradise Valley
School: Larkspur Elementary
City: Phoenix



Grade 1

Name: Amy Cardenas
Age: 7
Grade: 1st Grade
Language: Spanish
Teacher: Miller
District: Paradise Valley
School: Larkspur Elementary
City: Phoenix



Grades 2 - 3

Name: Jose Medina
Age: 7
Grade: 2nd Grade
Language: Spanish
Teacher: Ms. Admundson
District: Vista College Prep
School: Vista College Prep
City: Phoenix



Grades 4 - 5

Name: Adriana Marmolejo
Age: 10
Grade: 5th Grade
Language: Spanish
Teacher: Karlee Noe
District: Kyrene
School: Kyrene de la Paloma
City: Chandler



Grades 6 - 8

Name: Alan Goyas
Age: 13
Grade: 8th Grade
Language: Spanish
Teacher: Mrs. Meedel District:
Paradise Valley School: Explorer
Middle School City: Phoenix



Grades 9 - 12

Name: Fernando Ortega
Age: 15
Grade: 9th Grade
Language: Spanish
Teacher: Mrs. Roberts
District: Tombstone
School: Tombstone High School
City: Tombstone

