



New AZELLA Sample Tests Webinar

August 26, 2022

AZELLA Team

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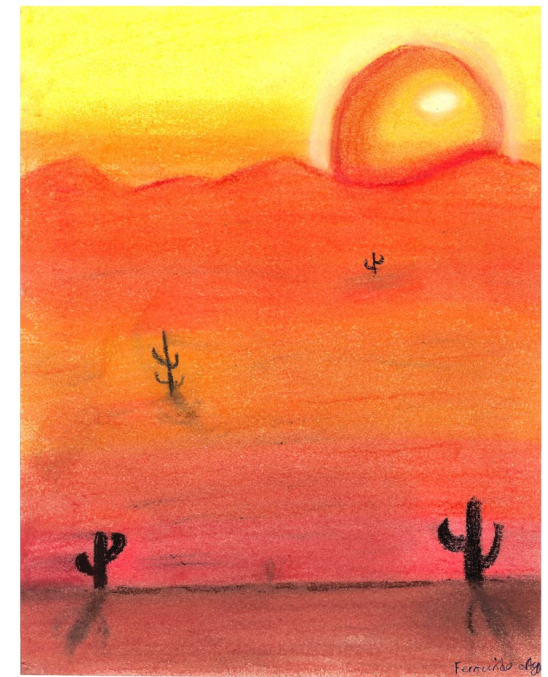
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Please enter your comments and questions in the chat.

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

AZELLA@azed.gov



August 26, 2022

❖ **New** AZELLA Sample Tests

- ❖ Sample Tests -what they are and what they are not
- ❖ Kindergarten and Grade 1
 - ❖ Digital Kits
- ❖ Grades 2 – 3
- ❖ Grades 4 – 12
- ❖ Special Paper Version
- ❖ TestNav Updates



Assessments

AZELLA

AZELLA Sample Tests

what they are and what they are not

Sample tests provide an opportunity to:

- ✓ practice following directions, finding page numbers, locating item numbers, and learning how to correctly bubble responses
- ✓ simulate the actual test environment
- ✓ assist students to feel comfortable when taking the actual AZELLA
- ✓ become familiar with the test design and item types (especially new item types)
- ✓ **allow students to demonstrate their true English language proficiency when they take the test by removing construct-irrelevant constraints (e.g., online navigation)**
- ✓ simplify, paraphrase, or explain directions and samples
- ✓ familiarize students with the expectations for open-ended questions (i.e., Writing and Speaking rubrics)

Sample tests do not:

- contain a complete representation of all the item types on the actual AZELLA
- encompass the full scope of the performance indicators included in the 2019 English Language Proficiency Standards.
- provide a score interpretation
- include actual test items

❖ Paper-and-Pencil Sample Tests

❖ Kindergarten

❖ Grade 1

➤ New Item Types

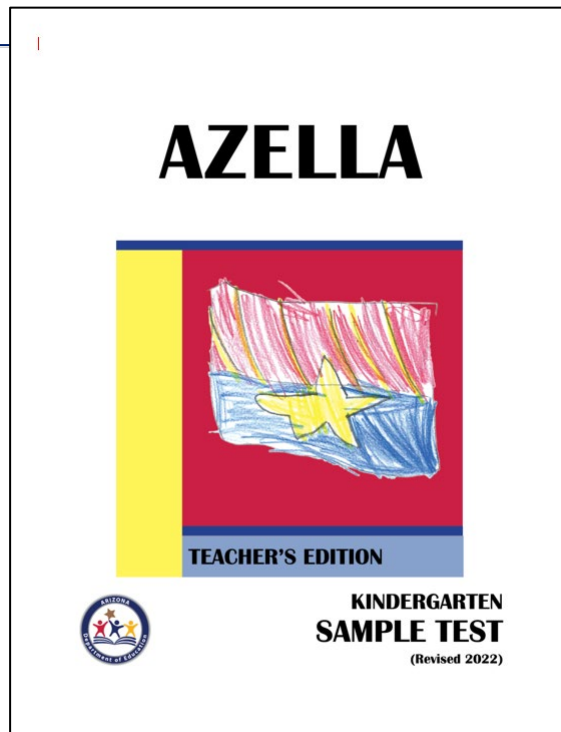
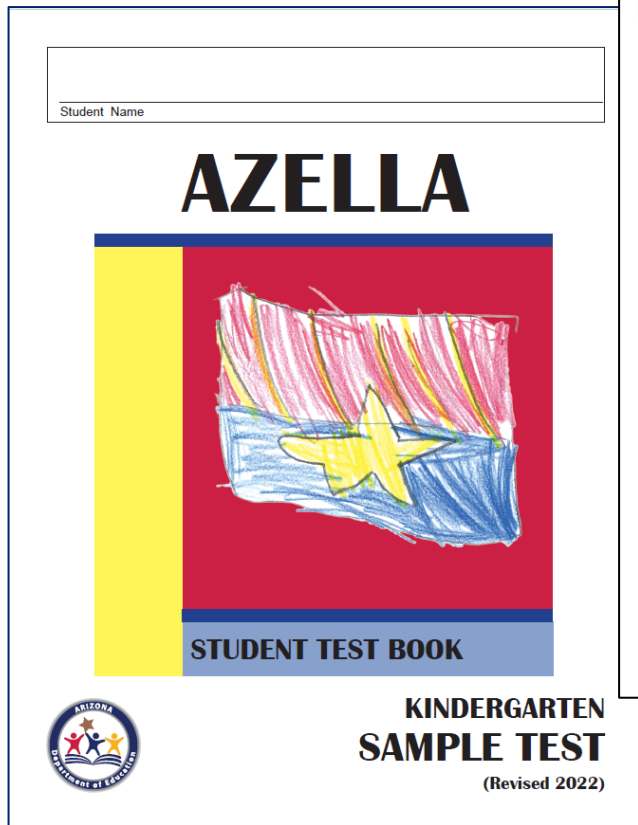


Assessments

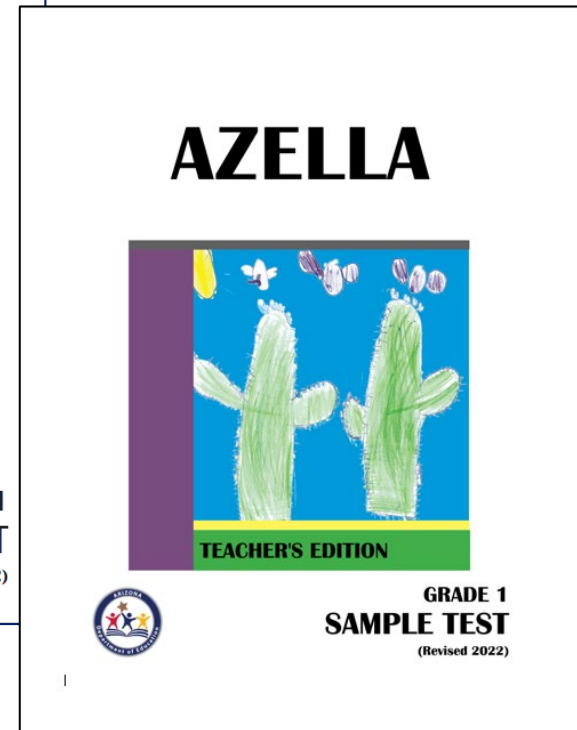
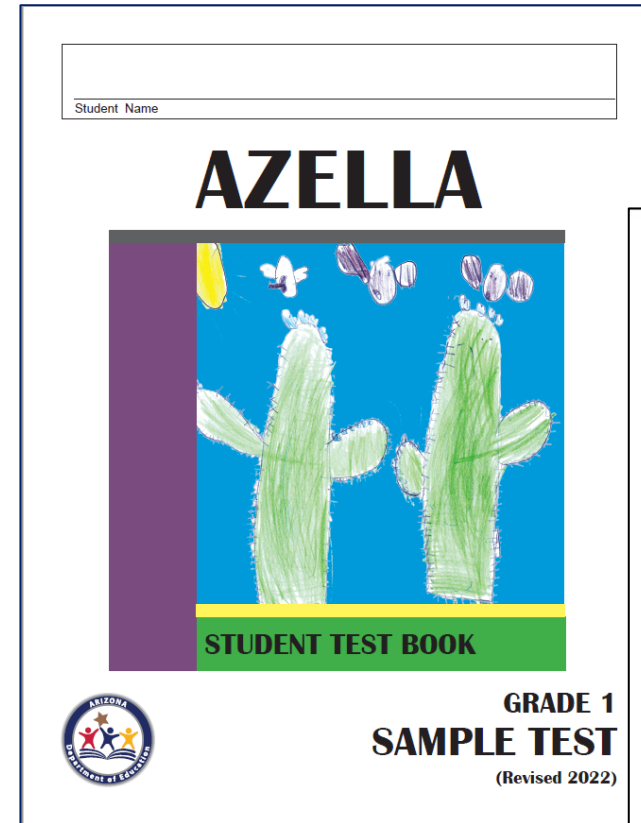
AZELLA

New AZELLA Paper Sample Tests

Kindergarten Student Test Book and Teacher's Edition



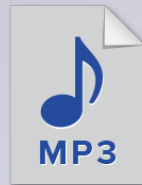
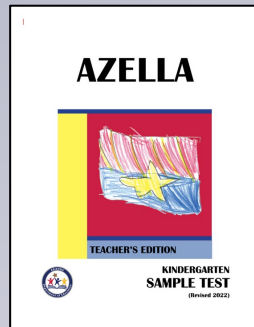
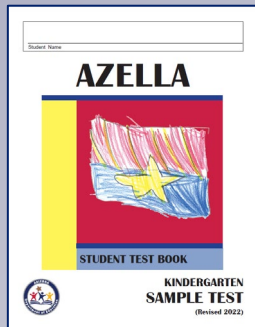
Grade 1 Student Test Book and Teacher's Edition



Kinder and Grade 1 Sample Test Digital Kits

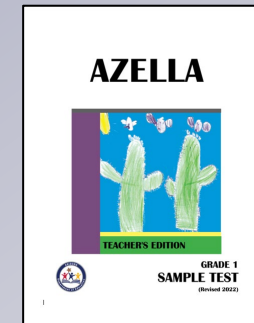
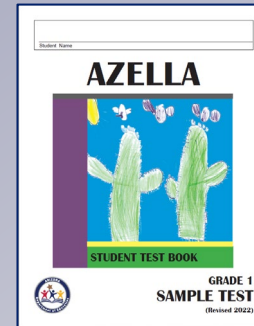
Kindergarten

1. Student Test Book (PDF)
2. Teacher's Edition (PDF)
3. AZELLA Sample Test Audio Grade K Unit 1.
4. AZELLA Sample Test Audio Grade K Unit 5



Grade 1

1. Student Test Book (PDF)
2. Teacher's Edition (PDF)
3. AZELLA Sample Test Audio Grade 1 Unit 1.
4. AZELLA Sample Test Audio Grade 1 Unit 4.
5. AZELLA Sample Test Audio Grade 1 Unit 5



Kinder and Grade 1 Sample Test Digital Kits -Available in PAN

The image shows a screenshot of the PearsonAccessnext web application interface. On the left, a dark blue sidebar menu is visible with the PearsonAccessnext logo at the top. The menu items are: Setup, Testing, Reports, Test Config, Tools, and Support. The Support item is highlighted with a red rectangle. Below the sidebar, a 'Support' section is shown with a 'Documentation' link also highlighted by a red rectangle. On the right, the main content area displays a list of digital kits under a search bar. The kits include: AZELLA Grade 1 Sample Test Book, AZELLA Grades 2-3 Unit 4 Writing ER Sample Test Book, AZELLA Kindergarten Sample Test Book, AZELLA Placement 2022-2023 User File Layout and Template, AZELLA Sample Test Audio Grade 1 Unit 1, AZELLA Sample Test Audio Grade 1 Unit 4, AZELLA Sample Test Audio Grade 1 Unit 5, AZELLA Sample Test Audio Grade K Unit 1, AZELLA Sample Test Audio Grade K Unit 5, and AZELLA Sample Test Audio Grades 2-3 Unit 4. Each item has a 'New' badge and a date. At the bottom right, there is a pagination control showing page 1 of 3.

PearsonAccess^{next}

- Setup
- Testing
- Reports
- Test Config
- Tools
- Support

Support

Support Requests

Documentation

Search

AZELLA Grade 1 Sample Test Book
AZELLA Grade 1 Sample Test Book
New Aug 25, 2022

AZELLA Grades 2-3 Unit 4 Writing ER Sample Test Book
AZELLA Grades 2-3 Unit 4 Writing ER Sample Test Book
New Aug 25, 2022

AZELLA Kindergarten Sample Test Book
AZELLA Kindergarten Sample Test Book
Aug 23, 2022

AZELLA Placement 2022-2023 User File Layout and Template
AZELLA Placement 2022-2023 User File Layout and Template
Jul 26, 2022

AZELLA Sample Test Audio Grade 1 Unit 1
AZELLA Sample Test Audio Grade 1 Unit 1
New Aug 25, 2022

AZELLA Sample Test Audio Grade 1 Unit 4
AZELLA Sample Test Audio Grade 1 Unit 4
New Aug 25, 2022

AZELLA Sample Test Audio Grade 1 Unit 5
AZELLA Sample Test Audio Grade 1 Unit 5
New Aug 25, 2022

AZELLA Sample Test Audio Grade K Unit 1
AZELLA Sample Test Audio Grade K Unit 1
New Aug 25, 2022

AZELLA Sample Test Audio Grade K Unit 5
AZELLA Sample Test Audio Grade K Unit 5
New Aug 25, 2022

AZELLA Sample Test Audio Grades 2-3 Unit 4
AZELLA Sample Test Audio Grades 2-3 Unit 4
Aug 23, 2022

1 2 3

Kindergarten and Grade 1 Sample Test Administration

Test Unit	Administration	Item Types and Domains
Unit 1 Listening	Group	multiple-choice questions
Unit 2 Interactive	Group	Reading and Writing multiple-choice questions, and short-answer Writing items
Unit 3 Reading	Group	multiple-choice questions
Unit 4 Writing	Group	short and constructed response items
Unit 5 Speaking	Individual	Speaking and Oral Reading (KG)/Oral Reading Fluency (G1) questions

Estimated Administration Times

Kindergarten







Unit	Estimated Time
Unit 1—Listening	12 minutes
Unit 2—Interactive	10-15 minutes
Unit 3—Reading	15-20 minutes
Unit 4—Writing	20 minutes
Unit 5—Speaking	15 minutes

Grade 1

Unit	Estimated Time
Unit 1—Listening	15 minutes
Unit 2—Interactive	10-15 minutes
Unit 3—Reading	15-20 minutes
Unit 4—Writing	20-30 minutes
Unit 5—Speaking	15 minutes

Kindergarten and Grade 1 New Item Types

NOTE: This item type is included in all Grade K – 12 tests.

<p>Plants</p> <p>Page 6</p>	<p>Kindergarten Unit 1</p> <p>2</p> <div></div> <p>3</p> <div></div> <p>Page 7</p> <p>GO ON ►</p>
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Listening Sets

Short informational or narrative passages with more than one multiple-choice question.

For Kindergarten and Grade 1, the title of the Listening passage that appears on the left-hand side of the spread indicates this is a Listening Set. The title is there mostly for the teacher's reference.

Students will listen to the passage again with new question of the set.

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.

2

I play ball ____ the yard.

Kindergarten

1

My house is close to a bus ____.

Grade 1

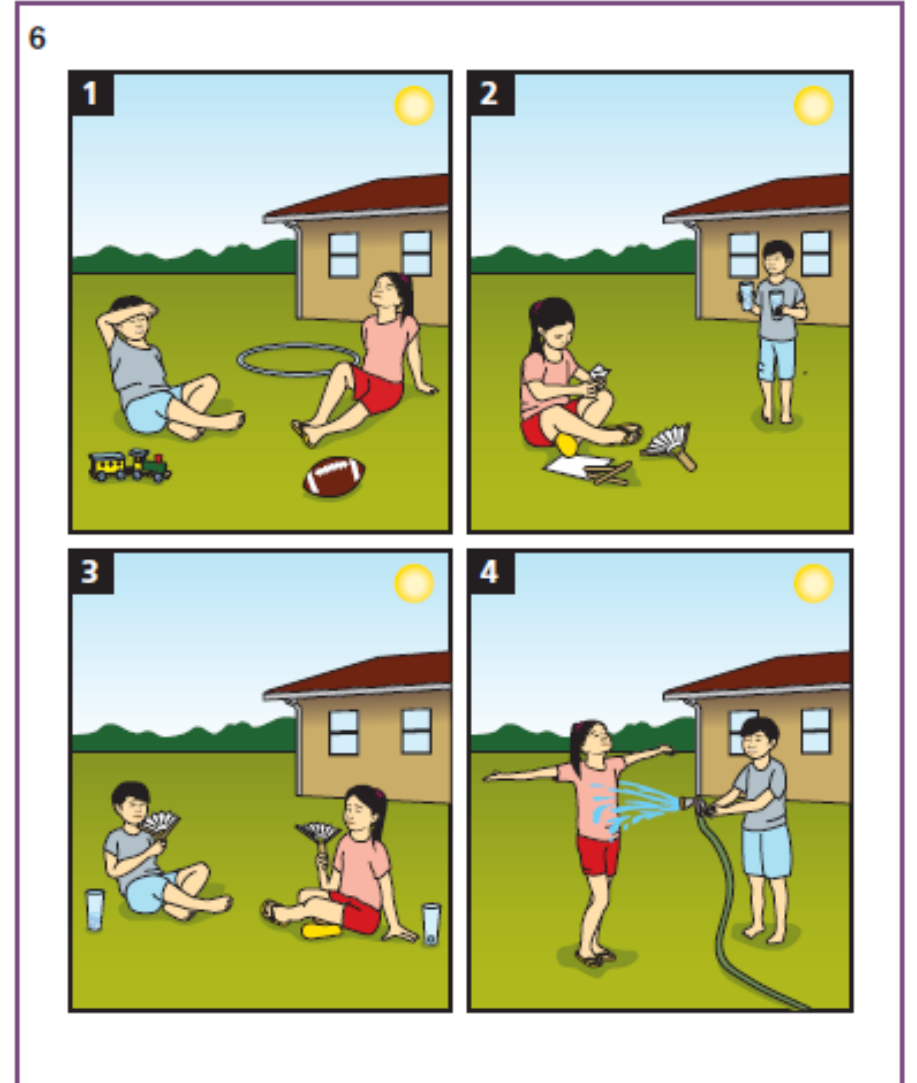
Kindergarten and Grade 1 New Item Types

Four-picture narrative Speaking item

The prompt includes a short sentence-starter for the story.

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

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



Kindergarten New Reading Fluency Item

AZELLA Oral Reading Rubric | Kindergarten: 0-3 points

Rubric ID: R.K.(1)

Use for item #6 of Unit 5

6

It is hot.

Do we have a fan?

Score	Descriptors
3	Student reads the 2 sentences without significant hesitation. Minor substitutions are acceptable.
2	Student attempts to read both sentences. Hesitation, missing words, or substitutions do not impede understanding. OR Student reads one sentence correctly.
1	Student attempts to respond, primarily reads word-by-word, and is not able to complete a sentence. Significant hesitation and/or missing or inaccurate words are present.
0	Student response meets one or more of the following conditions: <ul style="list-style-type: none">• Unintelligible speech or response is in a language other than English• Response is silent• Response is off topic (Student is speaking in English, but not reading the sentences.)

Grade 1

Writing Constructed Response

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 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

4

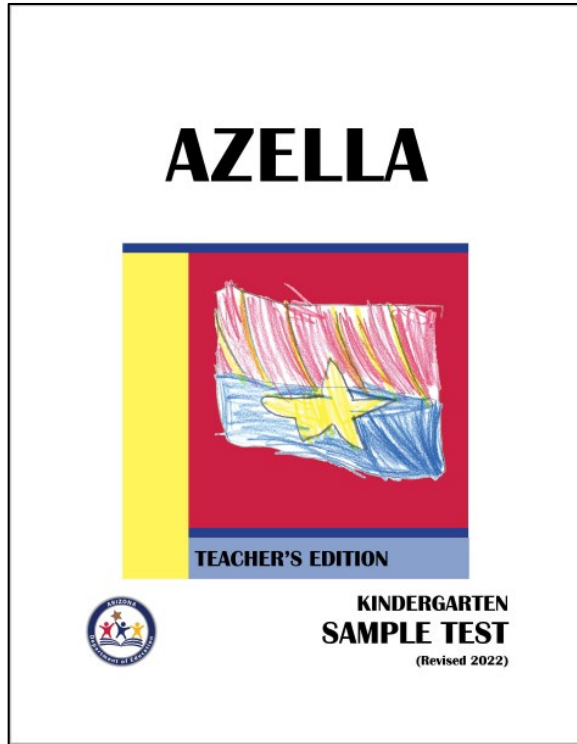
Name	Favorite Thing to Do
 Meg	
 Ben	
 Ava	

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.

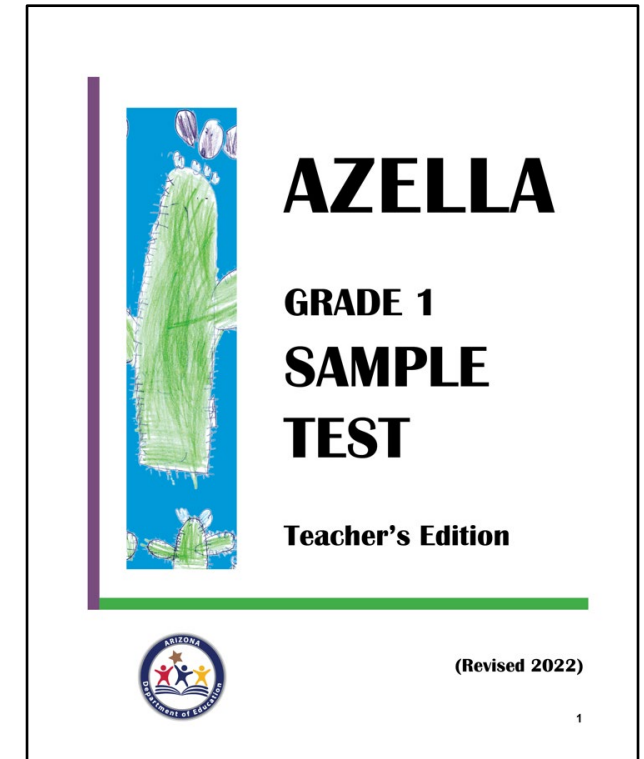
When you are ready, use the information from the chart to talk about it to your class. [pause] Be sure to say as much as you can and speak using complete sentences. [pause] beep

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

Teacher's Edition Kindergarten and Grade 1

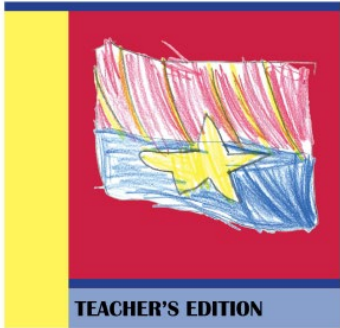


- Purpose and Use of the AZELLA Sample Test
- Estimated Administration Times
- Test Administration Directions (All Units)
- Writing Rubrics
- Speaking Rubrics
- **Student Practice Sheet**
- **Response Summary**



Teacher's Edition Resources KG

AZELLA



**KINDERGARTEN
SAMPLE TEST**
(Revised 2022)

Student Practice Sheet

Teacher Instructions

SAY This is page 1. Point to the page number.

Now, point to question number 1.

Listen carefully to the directions.

Fill in the circle under the number.

Only fill in the circle under the number.

Pause until students have had a chance to respond.

Ensure that students choose only one response by filling in the circle under their answer choice, and the teacher marks the response.

SAY Now, point to question number 1.

Listen carefully to the directions.

Fill in the circle under the picture.

Only fill in the circle under the picture.

Pause until students have had a chance to respond.

Ensure that students choose only one response by filling in the circle under their answer choice, and the teacher marks the response.

SAY Now, point to question number 1.

Listen carefully to the directions.

Fill in the circle under the letter.

Pause until students have had a chance to respond.

Ensure that students choose only one response by filling in the circle under their answer choice, and the teacher marks the response.

Student

Student Practice Sheet

1 2 5 8
○ ○ ○ ○

2   
○ ○ ○

3 O E X
○ ○ ○ ○

1

Student Name _____ Test Date _____

Response Summary

Unit 1 – Listening		
ITEM #	KEY	
1	C	correct <input type="radio"/> not correct <input type="radio"/>
2	C	correct <input type="radio"/> not correct <input type="radio"/>
3	B	correct <input type="radio"/> not correct <input type="radio"/>
4	B	correct <input type="radio"/> not correct <input type="radio"/>
5	A	correct <input type="radio"/> not correct <input type="radio"/>
Unit 2 – Interactive		
ITEM #	KEY/Rubric ID	
1	C	correct <input type="radio"/> not correct <input type="radio"/>
2	A	correct <input type="radio"/> not correct <input type="radio"/>
3	A	correct <input type="radio"/> not correct <input type="radio"/>
4	W.K.(2)	correct <input type="radio"/> not correct <input type="radio"/>
Unit 3 – Reading		
ITEM #	KEY	
1	C	correct <input type="radio"/> not correct <input type="radio"/>
2	B	correct <input type="radio"/> not correct <input type="radio"/>
3	A	correct <input type="radio"/> not correct <input type="radio"/>
4	B	correct <input type="radio"/> not correct <input type="radio"/>
5	C	correct <input type="radio"/> not correct <input type="radio"/>
Unit 4 – Writing		
ITEM #	Rubric ID	
1	W.K.(1)	correct <input type="radio"/> not correct <input type="radio"/>
2	W.K-1.(1)	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
3	W.K.(3)	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
Unit 5 – Speaking		
ITEM #	Rubric ID	
1	S.K-3.(1)	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
2	S.K-12.(1)	2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
3	S.K-3.(2)	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
4	S.K-12.(3)	4 pts. <input type="radio"/> 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
5	S.K-12.(4)	4 pts. <input type="radio"/> 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
6	R.K.(1)	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
7	S.K-12.(2)	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>
8	S.K-3.(3)	3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/>

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Sample Test

❖ Grades 2 – 3

❖ New Item Types



Assessments

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Grades 2 – 3 Administration

Test Unit	Administration	Item Types and Domains
Unit 1 Listening	Group Online	Online in TestNav
Unit 2 Interactive	Group Online	Reading and Writing multiple-choice questions
Unit 3 Interactive	Group Online	Reading and Writing multiple-choice questions
Unit 4 Writing	Group Paper	Extended Writing –responses entered into the Extended Writing Student Test Book
Unit 5 Speaking	Small Group Online	Speaking, Listening, and Oral Reading Fluency items

Grades 2 – 3 Administration

Test Unit	Administration	Item Types and Domains
Unit 1 Listening	Group Online	Online in TestNav
Unit 2 Interactive	Group Online	Reading and Writing multiple-choice questions
Unit 3 Interactive	Group Online	Reading and Writing multiple-choice questions
Unit 4 Writing	Group Paper	Extended Writing –responses entered into the Extended Writing Student Test Book
Unit 5 Speaking	Small Group Online	Speaking, Listening, and Oral Reading Fluency items

Grades 2 – 3 Sample Test

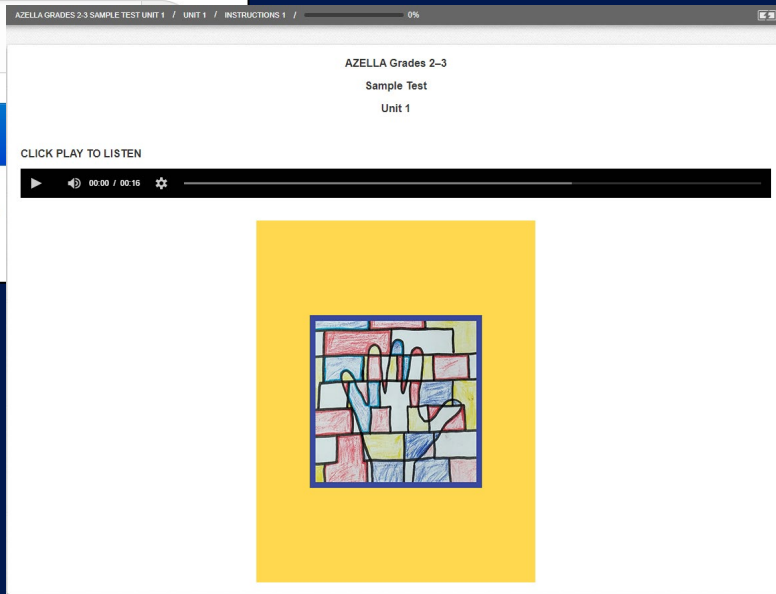
TestNav
Arizona

Username

Password

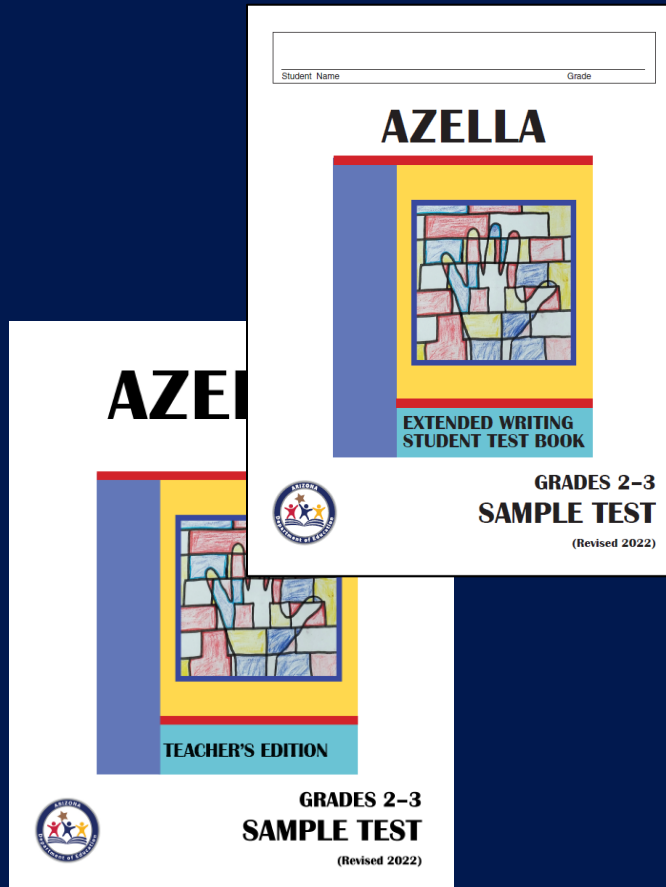
Sign In

Test Audio
Mic Check & Sample Tests



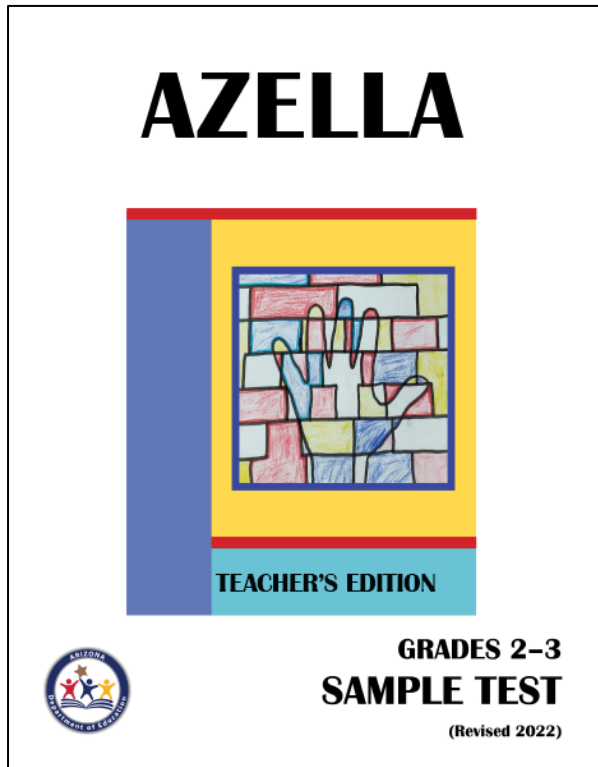
Used to administer Units 1, 2, 3, and 5.

Digital Kit
Available in PAN



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

New AZELLA Grades 2-3 Sample Test Teacher's Edition



What is included:

- ✓ Scripted directions for all five units of the test
- ✓ Key to the multiple-choice questions
- ✓ Writing and Speaking rubrics for the open-ended questions

Unit	Estimated Time
Unit 1—Listening	12 minutes
Unit 2—Interactive	10-12 minutes
Unit 3—Reading	12-15 minutes
Unit 4—Writing	20-25 minutes
Unit 5--Speaking	15 minutes

Grades 2 – 3

Themed Item Sets

In Unit 5, students will listen to a passage and respond to one multiple-choice Listening question. 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 Unit 5 of grades 2 – 12

Grades 2 – 3 Unit 5 Sample Test Administration Required for Spring 2023 Reassessment

The Test Administrator will conduct a small-group administration of identified Unit 5 items to monitor students, answer their questions, and ensure that each student is ready to take Unit 5 of the test independently. If a student does not engage with the test confidently, an individual administration with the Test Administrator navigating the test will be required for that student. The Test Administrator will initial the Testing Log attesting to each student's ability to play the question or prompt and record their responses without issue.

Required practice questions: Question #1, Question #4, Questions #5 – #7, and Question #10

The collage displays six screenshots of the test interface, each with a yellow label indicating the question number:

- Question 1:** Shows an audio player with a staircase image and controls: "CLICK PLAY TO LISTEN", "CLICK RECORD TO SPEAK / CLICK STOP TO END".
- Question 10:** Shows an audio player with a text passage about a girl named Pat and her animal book. Controls: "CLICK PLAY TO LISTEN", "CLICK RECORD TO SPEAK / CLICK STOP TO END".
- Questions 5, 6, 7:** Shows an audio player with an image of a teapot and a passage titled "Copper Mines in Arizona". Below the passage are three multiple-choice options: "A. Railroads were made out of copper", "B. Railroads made it easier to move", and "C. Railroads helped people visit copper". Controls: "CLICK PLAY TO LISTEN", "CLICK RECORD TO SPEAK / CLICK STOP TO END".
- Question 4:** Shows a multi-page text passage titled "Copper in Arizona" with a table of contents. The first page shows the title and a table with columns "Color", "First Mined in Arizona", and "Uses for". The second page shows the text "In the 1800s". Controls: "CLICK PLAY TO LISTEN", "CLICK RECORD TO SPEAK / CLICK STOP TO END".

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Sample Tests

❖ Grades 4 – 12

❖ New Item Types



Assessments

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AZELLA Online Sample Tests Grades 4-12

TestNav

Not Signed In

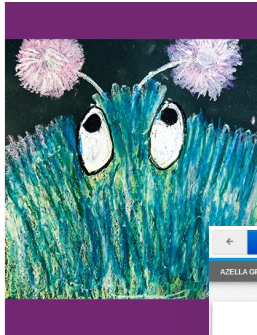
Back to Sign in

Arizona Online Sample Tests and Assessment Tutorials

- AASA TestNav Sample Tests
- AzSCI TestNav Sample Tests
- AzSCI TestNav8 Tutorial
- AZELLA - Microphone Check
- AZELLA - Sample Tests
 - AZELLA Grades 2-3 Sample Test
 - AZELLA Grades 4-5 Sample Test
 - AZELLA Grades 6-8 Sample Test
 - AZELLA Grades 9-12 Sample Test
- AZELLA Grades 2-3 SPV Sample Test
- AZELLA Grades 4-5 SPV Sample Test
- AZELLA Grades 6-8 SPV Sample Test
- AZELLA Grades 9-12 SPV Sample Test

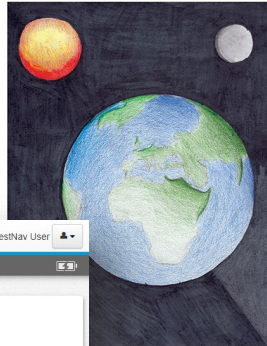
AZELLA Grades 4-5
Sample Test
Unit 1

CLICK PLAY TO LISTEN



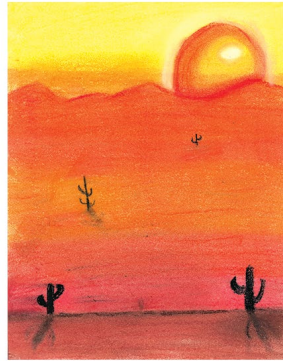
AZELLA Grades 6-8
Sample Test
Unit 1

CLICK PLAY TO LISTEN



AZELLA Grades 9-12
Sample Test
Unit 1

CLICK PLAY TO LISTEN



Grades 4 – 12 Administration

Test Unit	Domains and Mode of Administration	Estimated Administration Times	Two or more sections
Unit 1	Listening online in TestNav	12 minutes	No
Unit 2	Reading and Writing multiple-choice online in TestNav	10-15 minutes	Yes
Unit 3	Writing multiple-choice, Reading, and extended writing online in TestNav	15-20 minutes	Yes
Unit 4	Writing multiple-choice, Reading, and extended writing online in TestNav	15-20 minutes	Yes
Unit 5	Speaking and Listening [and ORF for Grades 4– 5 only] online in TestNav, small group	15 minutes	No

Teacher's Edition Grades 4-12

Point values are provided to offer educators a general sense of the relative value of each of the items. For open-ended and extended-response items worth multiple points in Units 3, 4, and 5, there are specific Writing and Speaking rubrics needed for the scoring of each item.

There is no score interpretation provided for this Sample Test.

- point value associated with each item
- a list by Grade band of the items included on each of unit
- correct response for multiple-choice and technology enhanced items
- rubric ID for extended responses

Unit 3

Unit 3 of this Sample Test can be administered in a group setting. This unit includes different item types including Inline Choice, Drag and Drop, Multiple-Choice items, and Extended-Writing prompt. There is one Reading passage with two Parts or Sections in this test unit. During Unit 3, students are allowed to take notes on their scratch paper.

Unit 3			
Test	Number of questions	Point Values	Types
Grades 4-5 Sample Test	4 Writing 4 Reading 1 ER Writing	1 point per question 5 points (ER Writing)	Inline Choice Drag-and-Drop Multiple Choice Extended Writing
Grades 6-8 Sample Test			
Grades 9-12 Sample Test			

AZELLA



GRADES 4-12
SAMPLE TEST
(Revised 2022)

AZELLA Sample Test Grades 4-5: Unit 4

Item Number	Key/Rubric ID	Point Value
1	D	1
2	B	1
3	Rubric: W.2-12.(1)	5

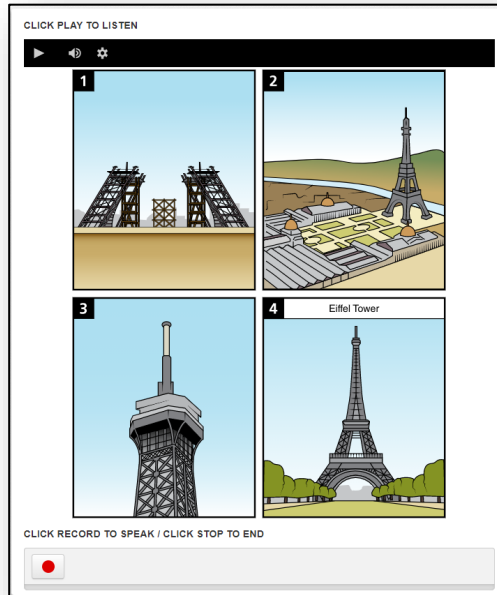
AZELLA Sample Test Grades 6-8: Unit 4

Item Number	Key	Point Value
1	B	1
2	D	1
3	Rubric: W.2-12.(1)	5

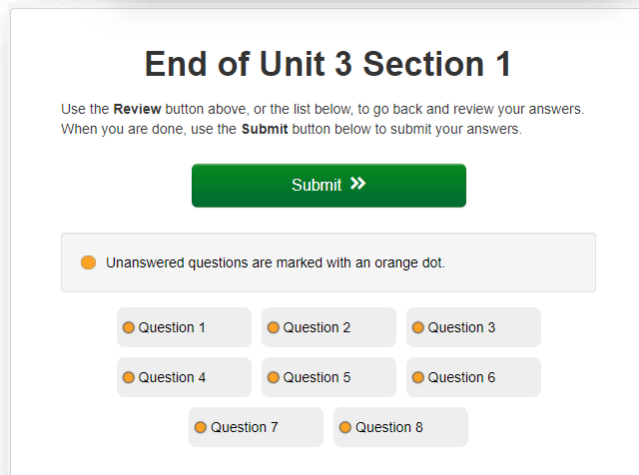
AZELLA Sample Test Grades 9-12: Unit 4

Item Number	Key	Point Value
1	D	1
2	A	1
3	Rubric: W.2-12.(1)	5

Grades 4-12 Continued...



- ✓ The TestNav application needs to be downloaded onto the devices prior to testing.
- ✓ It is strongly recommended that students do the online Sample Test before they take the operational Test.
- ✓ Educators may choose to utilize the Sample Test for classroom practice.
- ✓ One activity would be to follow a Sample Test unit with a discussion of the correct responses for each item.
- ✓ This must be done before students submit their responses for the section. **Student Responses are not saved once the student submits or exits any test section.**
- ✓ The main purpose of the Sample Tests is for students to become familiar with the testing platform, the item types, the navigation tools, the “Play” and “Record” buttons, the text-to-speech feature, writing their responses in the text box, and submitting a section or a unit of the test.



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

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.

Who Invented Television Part 1

Who Invented Television Part 2

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.
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- 5 In 1927, when Philo was 21 years old, he successfully

CLICK PLAY TO LISTEN

00:00 / 00:32

In the space below, write a paragraph that compares and contrasts Philo Farnsworth and Guillermo González Camarena.

Be sure to include:

- Information about both Philo Farnsworth and Guillermo González Camarena
- Details
- A variety of complete sentences
- Correct spelling, grammar, capitalization, and punctuation

1400

CLICK PLAY TO LISTEN

00:00 / 00:32

Check Your Writing: Informative Writing

- ☐ Present information about the topic.
- ☐ Use a topic sentence, supporting details, and a conclusion.
- ☐ Use the information from the passage, but **use your own words** to explain the topic.
- ☐ Use a variety of complete sentences.
- ☐ Use correct spelling, grammar, capitalization, and punctuation.




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

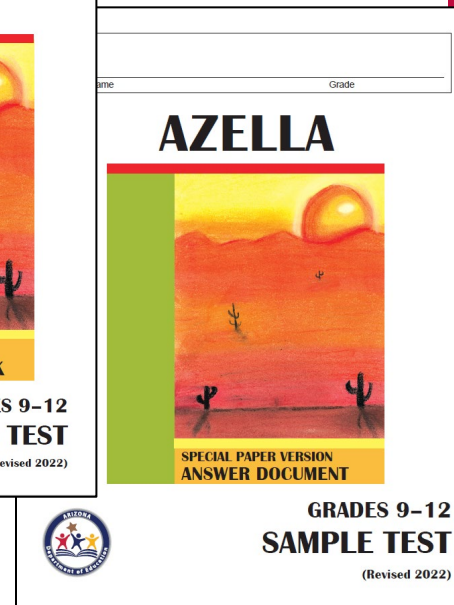
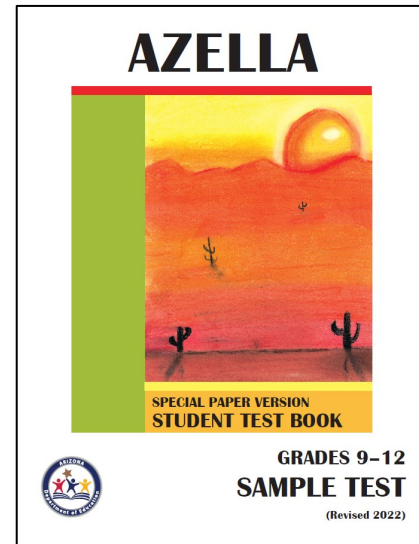
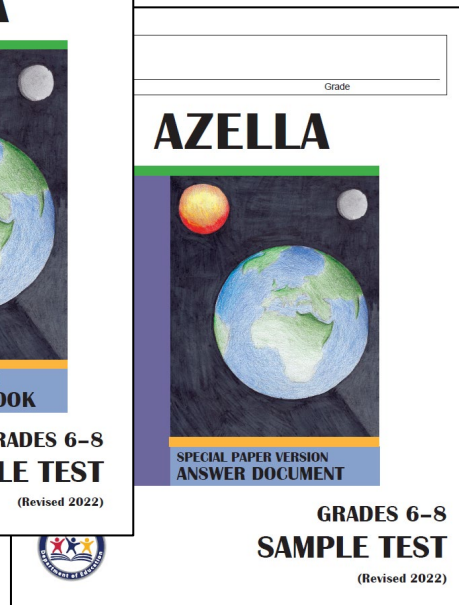
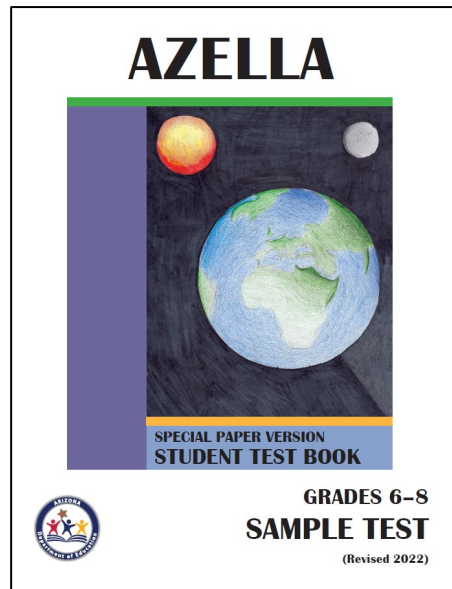
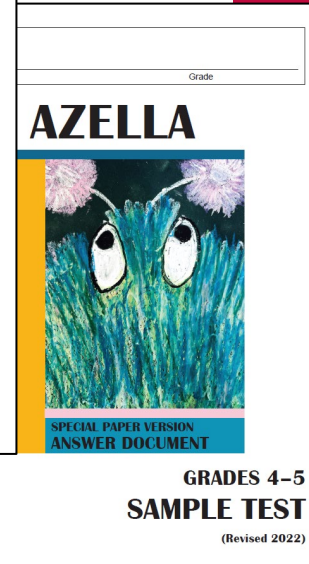
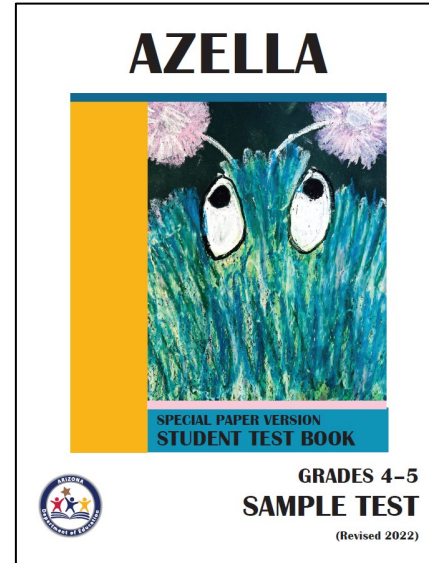
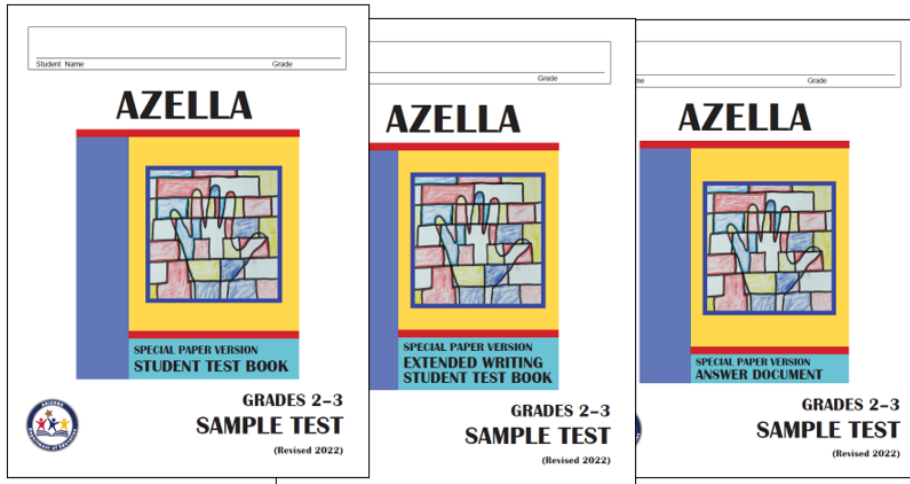
▶ 🔊 00:00 / 00:04 ⚙️

CLICK RECORD TO SPEAK / CLICK STOP TO END

●

- ask 2 ?s	
- 1 simil., 2 diff.	
- share info	

Accessibility
audio recording



Coming soon!

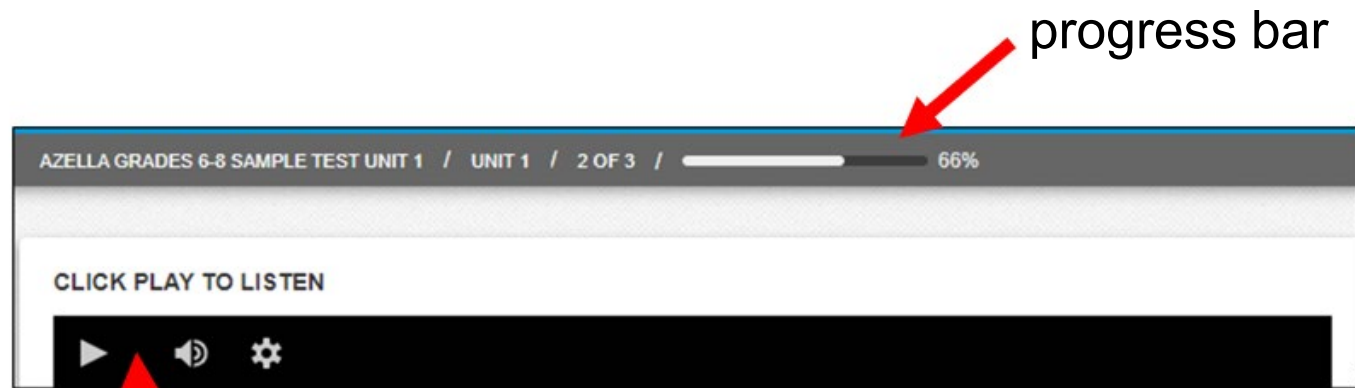
A Special Paper Version of the Sample Tests for Grades 2 – 12 will be available later in the fall.



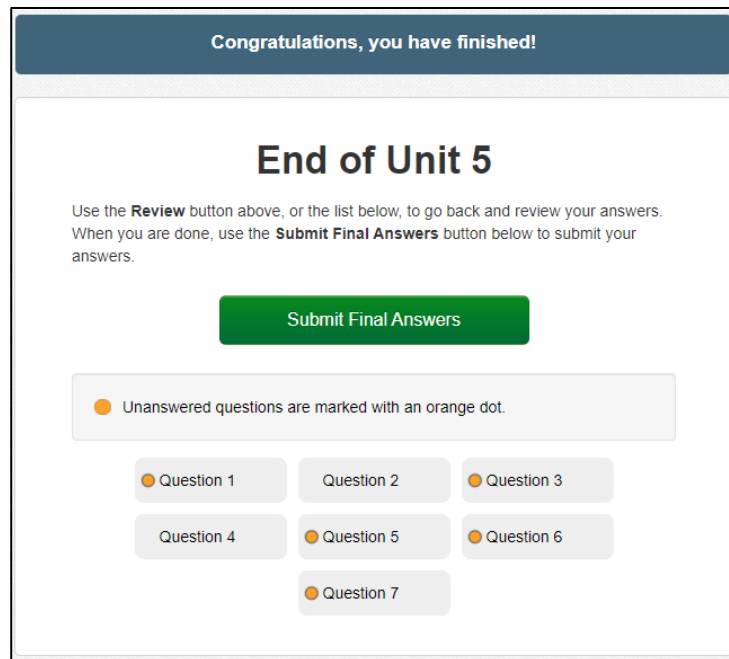
TestNav Updates



Assessments
AZELLA



Additional space between the "Play" button and the speaker icon



End of Unit
Review Screen

These updates
are already
functional in
the online
Placement Test
and the Sample
Test.



Thank You

ADE's Assessment AZELLA Team

AZELLA@AZED.gov

<https://www.azed.gov/assessment/azella>

<https://www.azed.gov/assessment/azella-dtcs>