



Assessments

AZELLA

Arizona's English Language Learner Assessment (AZELLA)

Assessing English Language Proficiency

The Arizona English Language Learner Assessment (AZELLA) is the Arizona English language proficiency test used to identify English Learner (EL) students. The AZELLA is used to meet state and federal assessment requirements, and assesses the Arizona English Language Proficiency Standards (ELPS). The test provides information regarding the student's English language proficiency. Upon first enrollment in an Arizona school, if any of the three questions on the Home Language Survey (HLS) form is answered with any language other than English or American Sign Language (ASL), the student will take the AZELLA. **This includes the range of students with disabilities, from high incidence to those with the most significant cognitive disabilities. All qualifying students must be initially tested, then reassessed with AZELLA annually until they reach proficiency.** The three HLS questions are as follows:

1. What language do people speak in the home *most* of the time?
2. What language does the student speak *most* of the time?
3. What language did the student first speak or understand?

Students with an HLS with a language other than English or ASL are administered the AZELLA for initial identification and appropriate instructional classroom placement. If the students receive an Overall Proficiency Level of Proficient in AZELLA, they are classified as Initial Fluent English Proficient (IFEP) students and Not Eligible for EL Services. Otherwise, they are classified as English Learners and Eligible for EL Services for the current fiscal year.

The AZELLA is used to determine student placement for appropriate English language instruction as well as for yearly reassessment purposes. The Test Administration Directions (TAD) that accompany each form of the AZELLA provide guidance and scripted directions to ensure a standardized administration of the assessment.

Students with both EL and SPED needs are required to make an earnest attempt at all the language domains tested. When a student has a disability that precludes assessment in one or more of the AZELLA domains because there are no appropriate accommodations to address access issues, the AZELLA District Test Coordinator must contact the AZELLA team at ADE to discuss options **before** any AZELLA test administration begins. The conditions of AZELLA participation should be documented in the student's IEP. The IEP must include the impact of English Language Acquisition on the student's progress in the general curriculum. ADE will review and determine if a student should attempt all test units or if the student does not need to attempt certain units based on the information provided by the district.

The Alternate English Language Proficiency Assessment (Alt ELPA)

The Alternate English Language Proficiency Assessment (Alt ELPA) is a standards-based English language proficiency (ELP) assessment for eligible English learners with the most significant cognitive disabilities in Kindergarten through Grade 12. The purpose of this assessment is to measure students' progress toward the attainment of English language proficiency in the four recognized language domains of listening, speaking, reading, and writing. It includes the academic English language students need to access and achieve grade-appropriate content taught in English.

The IEP team makes the decision on whether a student with a most significant cognitive disability who is also identified as an English learner is eligible for Alt ELPA, or if the student should be administered the AZELLA with additional accommodations. No single individual should make the decision to have a student participate in the Alt ELPA. IEP teams must complete the Alternate Assessment Eligibility Form for ELs with the most significant cognitive disabilities each school year.

Eligibility Determination and Student Selector Application

Alternate Assessment eligibility determinations are made annually at the student's IEP meeting. The current IEP must document all areas of student needs including evidence of a significant cognitive disability, plans for learning academic content aligned with grade level standards, extensive supports, and English language acquisition needs for English Learners. The eligibility determination form, which is part of the IEP, must synthesize the information as it pertains to assessment participation. Eligibility for these students should be made early in the school year, even if the annual IEP is due later in the year. Eligibility determination should be made and identified prior to the closing of the Student Selector Application. Starting this year, IEP teams must determine Alternate Assessment eligibility for English learners with the most significant cognitive disabilities for participation in Alt ELPA.

Please notify your teachers so that they are prepared to give the District Test Coordinator (DTC) their lists of eligible students before the Student Selector Application closes on November 30, 2022. Eligible students participate in MSAA ELA and Math (Grades 3 - 8 and Grade 11), MSAA Science (Grades 5, 8, and 11), and Alt ELPA (Grades K - 12). All students must be identified for participation in all Alternate Assessments (MSAA and Alt ELPA) using the Student Selector Application, which is open October 3 - November 30, 2022.

The [Alternate Assessment Participation Guidelines and Eligibility Determination](#) document was revised May 2022. Updates include specifications for Alt ELPA participation. For more information, please view the webinar on [Alternate Assessment Eligibility Determination](#) posted on the [Alternate Assessment website](#).

Please note that the AZELLA DTC must work and coordinate with the Alternate Assessment DTC before contacting the [Alternate Assessment Inbox](#). For more information about Alt ELPA, please visit the [Alt ELPA website](#).

AZELLA Assessment Accommodations

Please refer to Arizona's Accommodations Guidelines manual for detailed information on assessment accommodation policies.

The following AZELLA **Universal Test Administration Conditions**, separated by mode of administration, may be offered to **any student** to provide them with a comfortable, distraction-free environment during testing:

Universal Test Administration Conditions – Paper and Pencil Administrations

Universal Test Administration Conditions Include:

- Testing in a small group, one-on-one, or in a separate location (e.g., another room, or in a study carrel)
- Being seated in a specific location within the testing room, or being seated at special furniture
- Having the test administered by a familiar Test Administrator
- Using a special pencil or grip
- Using devices (e.g., glasses, contacts, magnification, special lighting, color overlays) that allow the student to see the test
- Using devices (e.g., hearing aids, amplification apparatus) that allow the student to hear the test administration
- Wearing noise buffers after the scripted directions have been read (for the Reading and Writing sections)
- Repeating scripted directions from the *Test Administration Directions* as needed
- Answering questions about the scripted directions from the *Test Administration Directions* and/or the directions that the students read on their own as needed

Students who are unable to respond due to an injury may receive additional considerations. Contact AZELLA@azed.gov for further information.

Universal Test Administration Conditions –Online Administrations

Universal Test Administration Conditions Include:

- Testing in a small group, one-on-one, or in a separate location (e.g., another room, or in a study carrel)
- Being seated in a specific location within the testing room, or being seated at special furniture
- Having the test administered by a familiar Test Administrator
- Using a special pencil or grip
- Using devices or online tools (e.g., glasses, contacts, magnification, special lighting, color overlays or contrast, line reader) that allow the student to see the test
- Using TestNav tools that are universally available to all students during testing, or those that can be set prior to the testing day (e.g., color contrast, line reader mask, answer masking, and the magnifier tool)
- Using devices or online tools (e.g., hearing aids, amplification apparatus) that allow the student to hear the test administration
- Wearing noise buffers after the scripted directions have been read (for the Reading and Writing sections)
- Repeating scripted directions from the *Test Administration Directions* as needed
- Answering questions about the scripted directions from the Test Administration Directions and/or the directions that the students read on their own as needed.

Students who are unable to respond due to an injury may receive additional considerations. Contact AZELLA@azed.gov for further information.

Students with Disabilities

Students with disabilities are those with special needs who have an Individualized Education Program (IEP) as determined by the Individual with Disabilities in Education Act (IDEA) or a 504 Plan as determined by the Americans with Disabilities Act (ADA). AZELLA's accommodations are changes in the presentation (e.g., read the extended writing prompts aloud) and/or the response options (e.g., scribe assisting with bubbling multiple-choice items) in the administration of the assessment that **do not alter the item and what is being measured**, but still allow students to demonstrate their proficiency in English. The "Universal Test Administration Conditions" detailed above are available to all students and may also be included in a student's IEP or 504 Plan. The AZELLA Test Accommodations for Students with Disabilities below are only available to those students who have a current IEP or 504 Plan. Please note many of the accommodations require contacting the AZELLA team prior to the provision of the accommodation. In some instances, the AZELLA District Test Coordinator (DTC) will need to submit an AZELLA Additional Accommodations Request. The [request form](#) is located on the AZELLA DTC webpage under the AZELLA EL/SPED Guidance tab.

To maintain the validity and reliability of the AZELLA test, the use of scribes for the extended writing responses is **not** permitted. The use of a scribe would require a student to "spell-out" everything that is to be written without the test administrator or scribe providing any input or additional directions. This same practice would have to occur in regular instruction as well. There is a natural tendency for adults to write the words correctly and use correct English grammar structure; however, for assessment purposes this may not be done without violating the construct(s) being assessed.

A dually enrolled (SPED and EL) student who has a current IEP that states the student may use assistive technologies may do so for the **extended Writing portion** of the Writing domain of the AZELLA Reassessment Test. The student may use assistive technologies with **spell check, grammar check, proofing, automatic capitalization – paragraphing - and spacing, and predict ahead functions turned off**. The qualified Test Administrator must copy the student's responses **EXACTLY** as written (e.g., capitalization, punctuation, spelling, symbols, paragraphing, words per line, spacing, etc.) to the test book or answer document, then into the testing platform Writing Part 2 unit of the Placement test (Stages III through V only) and pertinent test units of the Spring 2023 Reassessment.

The IEP must clearly indicate that the student will use assistive technologies for the extended writing responses on the AZELLA Writing Test with **spell check, grammar check, proofing, automatic capitalization – paragraphing - and spacing, and predict ahead functions turned off**.

The following AZELLA Placement testing accommodations are arranged separately for paper/pencil administrations, and online administrations. The accommodations listed by Domain: L (Listening), R (Reading), W (Writing) and S (Speaking) as they relate to the format of the AZELLA.

AZELLA Placement Accommodations for Students with Disabilities– K-2, Paper and Pencil Administration	Acceptable	Not Acceptable or Not Applicable (N/A)
Allow frequent breaks	L, R, W	S
Allow a Scribe to assist in bubbling answers for multiple choice items	L, R, W	S
Allow the Test Administrator to read the extended writing prompts aloud	W	L, R, S
Allow the use of assistive technology* for the extended writing prompt response with spell check, grammar check, and word prediction functions turned off <u>Submit an Additional Accommodations Request</u> <i>before providing this accommodation</i> * Speech-to-Text is prohibited.	W	L, R, S
Allow the enlargement of test materials <u>Submit an Additional Accommodations Request</u> <i>before providing this accommodation</i>	L, R, W, S	N/A
Allow the test to be administered over more than 5 days <u>Submit an Additional Accommodations Request</u> <i>before providing this accommodation</i>	L, R, W	S

The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment.

Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. Email questions to AZELLA@azed.gov regarding the administration of the AZELLA to students with disabilities.

To request an enlarged version of a Stage I or Stage II test book for a dually enrolled (SPED and EL) student whose IEP states that an enlarged font test book is required, please complete and submit the [AZELLA Additional Accommodations Request Form](#).

AZELLA Placement Accommodations for Students with Disabilities – Grades 3-12, Online Administration	Acceptable	Not Acceptable or Not Applicable (N/A)
Allow frequent breaks	L, R, W, S	N/A
Allow a Scribe to assist in clicking on the student's selected answer choice for multiple choice items	L, R, W	S
Allow the Test Administrator to read the extended writing prompts aloud, as needed	W	L, R, S
Allow the use of assistive technology for the extended writing prompt response with spell check, grammar check, and word prediction functions turned off. <u>Submit an Additional Accommodations Request</u> before providing this accommodation. * Speech-to-Text is prohibited.	W	L, R, S
Allow the printing or enlargement of test materials. <u>Submit an Additional Accommodations Request</u> before providing this accommodation.	L, R, W, S	N/A
Allow the test to be administered over more than 5 days. <u>Submit an Additional Accommodations Request</u> before providing this accommodation.	L, R, W, S	N/A

The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment.

Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. American Sign Language (ASL) may **only** be used for the scripted directions. It may not be used for any test content. Email questions to AZELLA@azed.gov regarding the administration of the AZELLA to students with disabilities.

The following AZELLA Spring Reassessment testing accommodations for Students with Disabilities are arranged by grade and listed by Unit: 1, 2, 3, 4, and 5 as they relate to the format of the AZELLA.

Spring Reassessment Accommodations for Students with Disabilities – Kindergarten and Grade 1	Acceptable	Not Acceptable or Not Applicable (N/A)
Allow frequent breaks	1,2,3,4	5
Allow a Scribe to assist in bubbling answers for multiple choice items	1,2,3,4	5
Allow the Test Administrator to read the extended writing prompts aloud	4	1, 2, 3, 5
Allow the use of assistive technology* for the constructed response writing prompts response with spell check, grammar check, and word prediction functions turned off <u>Submit an Additional Accommodations Request</u> before providing this accommodation.* Speech-to-Text is prohibited.	4	1, 2, 3, 5
Allow the enlargement of test materials <u>Submit an Additional Accommodations Request</u> before providing this accommodation	1,2,3,4,5	N/A
Allow the test to be administered over more than 5 days <u>Submit an Additional Accommodations Request</u> before providing this accommodation	1,2,3,4	5

The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment.

Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. Email questions to AZELLA@azed.gov regarding the administration of the AZELLA to students with disabilities.

Spring Reassessment Accommodations for Students with Disabilities – Grades 2 & 3	Acceptable	Not Acceptable or Not Applicable (N/A)
Allow frequent breaks	1,2,3,4,5	N/A
Allow a scribe to assist in clicking on the student's selected answer choice for multiple-choice items	1,2,3,4	5* *A scribe may be used for multiple-choice items
Allow the Test Administrator to read the extended writing prompts aloud, as needed	4	1,2,3,5
Allow the use of assistive technology* for the extended-writing prompt response with spell check, grammar check, and word prediction functions turned off <i>Submit an Additional Accommodations Request before providing this accommodation.</i> * <i>Speech-to-Text is prohibited.</i>	4	1,2,3,5
Allow the use of Special Paper Version (SPV) tests or Large Print SPV tests. <i>Submit an Additional Accommodations Request for approval and instructions for obtaining SPV materials.</i>	1,2,3,4,5	N/A
Allow the test to be administered over more than 5 days <i>Submit an Additional Accommodations Request before providing this accommodation</i>	1,2,3,4,5	N/A

The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment.

Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. Email questions to AZELLA@azed.gov regarding the administration of the AZELLA to students with disabilities.

Spring Reassessment Accommodations for Students with Disabilities – Grades 4 - 12	Acceptable	Not Acceptable or Not Applicable (N/A)
Allow frequent breaks	Units 1 - 5	N/A
Allow a scribe to assist in clicking on the student's selected answer choice for multiple-choice items	Units 1, 2, 3	Unit 5* *A scribe may be used for multiple-choice items only in Unit 5
Allow the Test Administrator to read the extended writing prompts aloud, as needed	Units 3 and 4	Units 1, 2, 5
Allow the use of assistive technology* for the extended-writing prompt response with spell check, grammar check, and word prediction functions turned off <u>Submit an Additional Accommodations Request</u> before providing this accommodation. * Speech-to-Text is prohibited.	Units 3 and 4	Units 1, 2, 5
Allow the use of Special Paper Version (SPV) tests or Large Print SPV tests. <u>Submit an Additional Accommodations Request</u> for approval and instructions for obtaining SPV materials.	Units 1 - 5	N/A
Allow the test to be administered over more than 5 days <u>Submit an Additional Accommodations Request</u> before providing this accommodation	Units 1 - 5	N/A

The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment.

Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. Email questions to AZELLA@azed.gov regarding the administration of the AZELLA to students with disabilities.

Process for Requesting Additional AZELLA Accommodations

1. The AZELLA District Test Coordinator (DTC) submits the Request Form. All submissions are completed on a secure server.
2. One submission covers all AZELLA test administrations for the school year.
3. Please wait to test the student until ADE provides a decision. Testing the student prior to ADE's decision will result in a Test Irregularity.
4. ADE will review and provide a decision on the request. In some instances, ADE may require additional information. If requested, please submit additional information in a timely manner.

AZELLA Additional Accommodations Request Form Grades KG-12

AZELLA Braille

- Reassessment (only) - Grades K-12 – Braille (with some accessible domains without braille knowledge for lower grades)

AZELLA Special Paper Version (SPV) for online test administrations

- Placement - Grades 3-12 -SPV for online test
- Reassessment Grades 2-12 SPV for online test

AZELLA Large Print (LP) for Paper AZELLA test administrations

- Placement -Grades 1-2-paper Large Print
- Placement Grades 3-12 -SPV Large Print
- Reassessment -Kindergarten-paper Large Print
- Reassessment -Grade 1 -paper Large Print
- Reassessment -Grades 2-3 -Large Print for Unit 4 (Extended Writing)
- Reassessment -Grades 2-12 -SPV Large Print

AZELLA with ASL Videos for Directions, Samples, and other Accessibility Elements for online test administrations

- Reassessment -Grades 2-12

Reminders

- Protect student data
- Fill out the request in its entirety
- Attach all pertinent documentation (e.g., IEP sections, 504 Plan)
- Ensure request is being submitted for the correct student
- Instructional accommodations must align with assessment accommodations. An assessment accommodation cannot be provided unless the student uses the accommodation regularly during instruction.
- The DTC submitting the request will receive an automated email stating the request was submitted.