

FRIDAY FOCUS: AZELLA TESTS ALIGNED TO THE 2019 ELP STANDARDS

This webinar will be recorded and posted on the ADE Assessments webpage at <https://www.azed.gov/assessment>.

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. ADE will compile and create a FAQ list which will then be posted on our website. The FAQ will only include those questions that are relevant to the webinar topic. ADE will follow up with any other questions via e-mail.

FRIDAY FOCUS WEBINAR #6



AZELLA TESTS ALIGNED TO THE 2019 ENGLISH LANGUAGE
PROFICIENCY STANDARDS

FRIDAY FOCUS: AZELLA TESTS ALIGNED TO THE 2019 ELPS

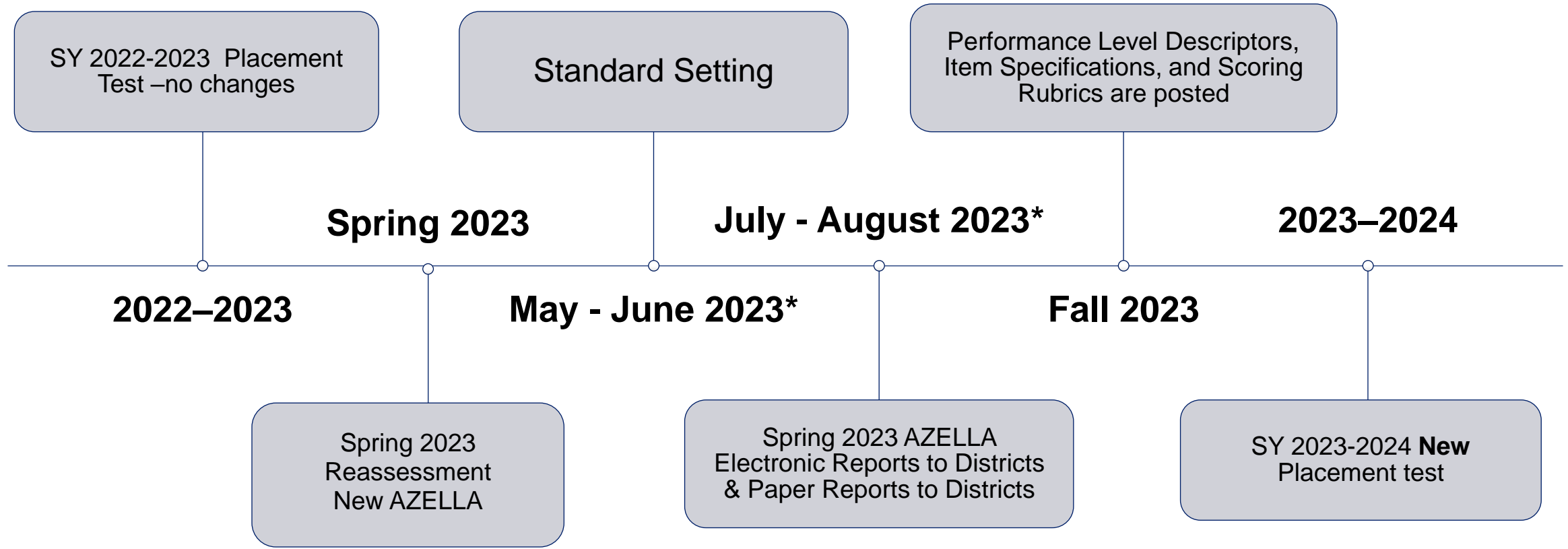
The purpose of this webinar is to provide an overview of the new Arizona's English Language Proficiency (ELP) Assessment, AZELLA, aligned to the Arizona 2019 ELP Standards.

During this presentation, we will highlight the new test design, new item types, new Sample Tests, and the new Writing and Speaking rubrics.

FRIDAY FOCUS: AZELLA TESTS ALIGNED TO THE 2019 ELPS

- New AZELLA Tests Timeline
- Grade Configuration and Modes of Administration
- Test Design by Grade
 - Test Units
 - New Item Types
 - Domains Assessed
- How to Use the New AZELLA Sample Tests

AZELLA aligned to the 2019 ELP Standards Timeline



*Exact dates TBD

New AZELLA Tests

GRADE CONFIGURATION AND MODES OF ADMINISTRATION



Assessments
AZELLA

Grade(s)	Mode of Administration
Kindergarten	Paper and Pencil Unit 5 (Speaking) administered on the phone
Grade 1	Paper and Pencil Unit 5 (Speaking) administered on the phone
Grades 2 – 3	Units 1,2,3, and 5 online Unit 4 (Extended Writing) on paper
Grades 4 – 5	100% online
Grades 6 – 8	100% online
Grades 9 – 12	100% online

New AZELLA Tests

TEST DESIGN BY GRADE

- ☐ Test Units
 - ☐ Domains Assessed
 - ☐ Item Types
-









Assessments
AZELLA

Kindergarten and Grade 1

Test Unit	Administration	Item Types and Domains
Unit 1 Listening	Group	Listening: multiple-choice questions
Unit 2 Interactive	Group	<ul style="list-style-type: none">• Reading and Writing multiple-choice questions• Short-answer Writing items
Unit 3 KG -Reading Grade 1 -Interactive	Group	KG: Reading multiple-choice questions Grade 1: Reading and Writing multiple-choice questions
Unit 4 Writing	Group	Writing: short and constructed-response items
Unit 5 Speaking	Individual	<ul style="list-style-type: none">• Speaking items• Oral Reading (KG)/Oral Reading Fluency (G1)

Kindergarten and Grade 1 New **Listening** 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 Test Administrator's reference.

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

Kindergarten and Grade 1 New **Writing** 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

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 also included in the Grades 2 – 3 test.



Kindergarten and Grade 1 New Speaking Item Types

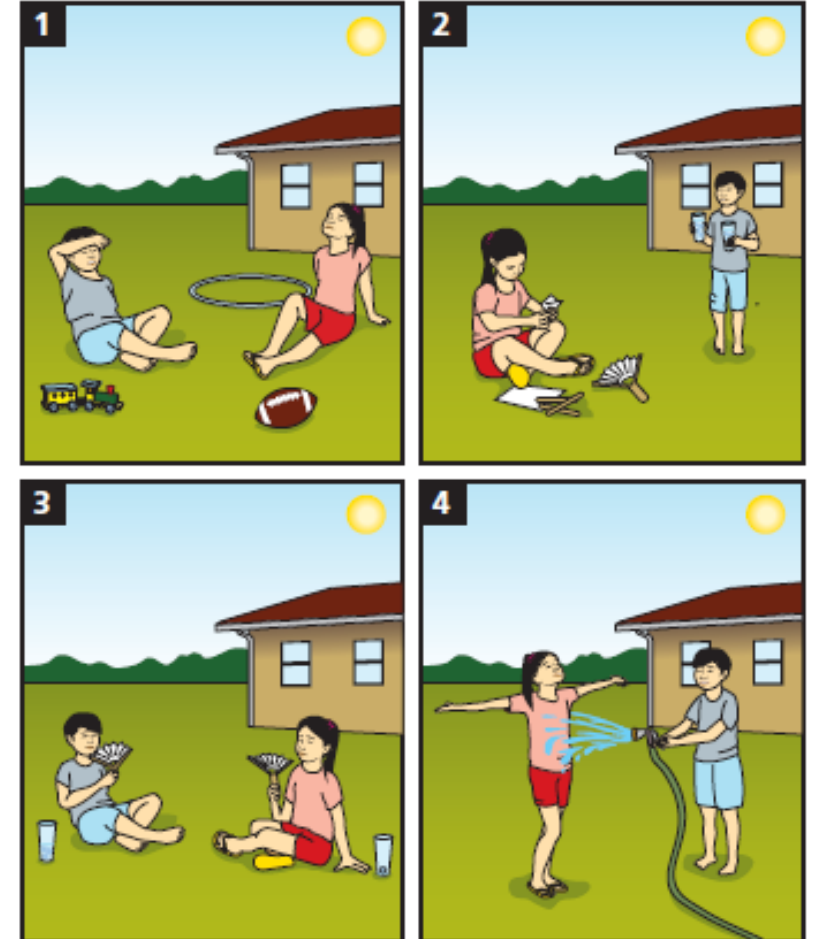
Four-picture narrative Speaking item

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.

6



Kindergarten New Reading Fluency Item

6

It is hot.

Do we have a fan?

AZELLA Oral Reading Rubric | Kindergarten: 0–3 points







Rubric ID: R.K.(1)

Use for item #6 of Unit 5

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 Speaking 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.

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

New AZELLA Tests

GRADES 2 – 3

- ☐ Administration
 - ☐ New Item Types
-



Assessments
AZELLA

Grades 2 – 3

Test Unit	Administration	Item Types and Domains
Unit 1 Listening	Group Online	Listening multiple-choice questions
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 are entered into the Extended Writing Student Test Book
Unit 5 Speaking	Small Group Online	Speaking, Listening, and Oral Reading Fluency items

Grades 2 – 3

Unit 5

Themed Item Sets

In Unit 5 (Speaking), students will listen to a passage and respond to a couple of 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



Copper Mines in Arizona



Listen to the passage, and then answer the questions.

CLICK PLAY TO LISTEN

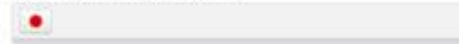


- ☐ A. Railroads were made out of copper.
- ☐ B. Railroads made it easier to move copper.
- ☐ C. Railroads helped people visit copper mines.

CLICK PLAY TO LISTEN



CLICK RECORD TO SPEAK / CLICK STOP TO END



CLICK PLAY TO LISTEN

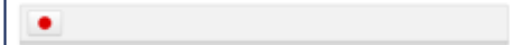


Copper in Arizona	
Color	Reddish-brown
First Mined in Arizona	In the 1850s
Ways to Move Copper	
Used for	

CLICK PLAY TO LISTEN



CLICK RECORD TO SPEAK / CLICK STOP TO END



NOTE: this thematic approach is included in Unit 5 of grades 2 – 12

Presentation Items

CLICK PLAY TO LISTEN



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

CLICK PLAY TO LISTEN



CLICK RECORD TO SPEAK / CLICK STOP TO END



CLICK PLAY TO LISTEN



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



CLICK RECORD TO SPEAK / CLICK STOP TO END

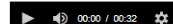


CLICK PLAY TO LISTEN



Machu Picchu	
Location	High in the Andes Mountains in Peru
Built	In the 1400s
Construction	Granite and limestone rock
Number of people	About 750 people
Rediscovered	Early 20th century

CLICK PLAY TO LISTEN



CLICK RECORD TO SPEAK / CLICK STOP TO END



CLICK PLAY TO LISTEN



The First Engine-Powered Airplane Flight	
Date	December 17, 1903
Inventors	Wilbur and Orville Wright
How Tested	Flying a glider for three years before adding the engine
Location	Kitty Hawk, North Carolina
Off the Ground	20 feet

CLICK PLAY TO LISTEN



CLICK RECORD TO SPEAK / CLICK STOP TO END



AZELLA Presentation | Grades 1-12: 0-3 Points

Rubric ID: S.1-12.(1)
Use for item #4 of Unit 5

Content

Score	Descriptors
1	<ul style="list-style-type: none">Mostly complete response with accurate main ideas and details from the chart/diagram/table (a minimum of 3 ideas or details)
0	<ul style="list-style-type: none">Response lacks main ideas or important detailsStudent only reads or repeats facts from the chart/diagram/tableResponse is mostly or entirely in language other than English

Language/Expression

Score	Descriptors
2	<ul style="list-style-type: none">The sentence structures used, and the student's use of clear and correct pronunciation, gave a clear intended meaning (a minimum of 3 phrases, thoughts, and/or sentences)
1	<ul style="list-style-type: none">The intended meaning was only partially clear based on the sentence structures used or only partially understood due to a lack of clear and correct pronunciation
0	<ul style="list-style-type: none">Mostly unintelligible response, orVery little or no meaning was clearly made, orResponse is mostly or entirely in language other than English

NOTE: The total score for the student's response is the sum of the Content score plus the Language/Expression score.

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 a digital test interface, each labeled with a yellow box containing a question number:

- Question 1:** Shows an audio player with a staircase image.
- Question 10:** Shows an audio player with a text passage about a girl named Pat.
- Questions 5, 6, 7:** Shows an audio player with a text passage about copper mines and an image of a teapot.
- Question 4:** Shows an audio player with a text passage about a train.
- Question 5, 6, 7:** Shows an audio player with a text passage about copper in Arizona and a table with information.
- Question 4:** Shows an audio player with a text passage about a train and a table with information.

New AZELLA Tests

GRADES 4 -12

- ☐ Administration
 - ☐ Domains Assessed
 - ☐ Sections within Units
-



Assessments
AZELLA


Grades 4 – 12

Test Unit	Administration	Domains Assessed	Two or more sections within the Test Unit
Unit 1	Group Online	Listening	No
Unit 2	Group Online	Reading and Writing multiple-choice	Yes
Unit 3	Group Online	Reading and Writing multiple-choice, and Extended Writing	Yes
Unit 4	Group Online	Reading and Writing multiple-choice, and Extended Writing	Yes
Unit 5	Small Group Online	Speaking and Listening [and ORF for Grades 4– 5 only] online	No

Technology- Enhanced Items

Grades 4 – 12

Select the correct word from the drop-down list.

Would you please help  answer this question?

-

our

they

us

we

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

can to

could

could to

can

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.
- 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

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

B *I* U

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.

Spring 2023 AZELLA Reassessment

Estimated Test Administration Times in Minutes


DRAFT

Grade(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Kindergarten	30 – 35	40 – 45	20 – 30	20 – 30	25
Grade 1	30 – 35	45 – 50	45	45	20 – 25
Grades 2 – 3	30 – 35	45 – 50	45 – 50	45 – 50	25 – 30
Grades 4 – 5	20 – 30	45 – 50	45 – 50	45 – 50	25 – 30
Grades 6 – 8	20 – 30	45 – 50	45 – 50	45 – 50	25 – 30
Grades 9 – 12	20 – 30	45 – 50	45 – 50	45 – 50	25 – 30

Two test forms –Form A and Form B for Grades 1 - 12

Place Student
Pre-ID Label Here

Student's Name _____
SPEAKING LITHOCODE _____




AZELLA
Arizona
English
Language
Learner
Assessment

Form A
Grade 1

Spring 2023 Reassessment
COMBINED STUDENT & SPEAKING TEST BOOK
TESTING WINDOW: January 30 – March 17, 2023

Place Student
Pre-ID Label Here

Student's Name _____
SPEAKING LITHOCODE _____



AZELLA
Arizona
English
Language
Learner
Assessment

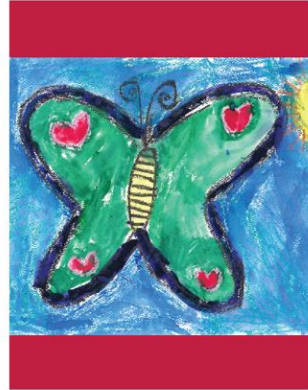
Form B
Grade 1

Spring 2023 Reassessment
COMBINED STUDENT & SPEAKING TEST BOOK
TESTING WINDOW: January 30 – March 17, 2023

AZELLA Reassessment
Grades 2-3
Form A
Unit 1


CLICK PLAY TO LISTEN

▶ 00:00 / 00:50 ⚙



Place Student
Pre-ID Label Here

Student's Name _____




AZELLA
Arizona
English
Language
Learner
Assessment

Form A
Grades 2-3

Spring 2023 Reassessment
EXTENDED WRITING STUDENT TEST BOOK
TESTING WINDOW: January 30 – March 17, 2023

Place Student
Pre-ID Label Here

Student's Name _____



AZELLA
Arizona
English
Language
Learner
Assessment

Form B
Grades 2-3

Spring 2023 Reassessment
EXTENDED WRITING STUDENT TEST BOOK
TESTING WINDOW: January 30 – March 17, 2023

New AZELLA Tests

HOW TO USE THE NEW AZELLA SAMPLE TESTS



Assessments
AZELLA

Digital Kits and Online Sample Tests

Paper-and-pencil grades:

In PearsonAccess^{next} >> Support >> Documentation

Kindergarten

- Student Test Book
- Unit 1 (Listening) Audio File
- Teacher's Edition

Grade 1

- Student Test Book
- Unit 1 and Unit 4 Audio Files
- Teacher's Edition

Grades 2 – 3 (Hybrid)

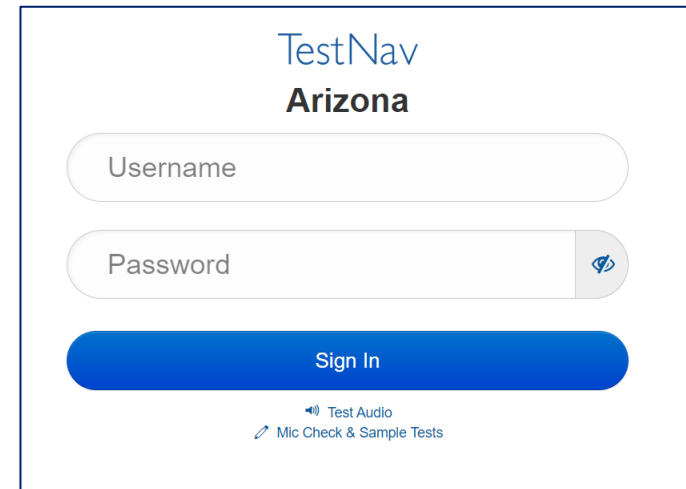
- Extended Writing Student Test Book
- Unit 4 (Extended Writing) Audio File
- Teacher's Edition

Online grades:

Grades 2 – 3: Units 1, 2, 3, and 5

Grades 4 – 12: Units 1 – 5

<https://az.testnav.com/client/index.html>



The screenshot shows the TestNav Arizona login interface. At the top, the text "TestNav" is in blue and "Arizona" is in bold black. Below this are two input fields: "Username" and "Password". The "Password" field has a small icon on the right side. Below the input fields is a large blue button labeled "Sign In". At the bottom, there are two links: "Test Audio" with a speaker icon and "Mic Check & Sample Tests" with a pencil icon.

The New AZELLA Sample Tests help you give your students 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)**

FRIDAY FOCUS: AZELLA TESTS ALIGNED TO THE 2019 ELPS

QUESTIONS?



Assessments AZELLA

Gabriela Finn
English Language Assessments
Director

AZELLA Inbox
azella@azed.gov

