



AZELLA Updates

OELAS Conference December 2022

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Assessments

AZELLA



The purpose of this presentation is to provide an overview of the Spring 2023 AZELLA Reassessment administration including the grade configuration, mode of administration, test materials, and accommodated forms for ELs students with disabilities.

During this presentation, we will provide information on important current and upcoming tasks. We will also highlight the new test design, new item types, the new Writing and Speaking rubrics, and the new Sample Tests.



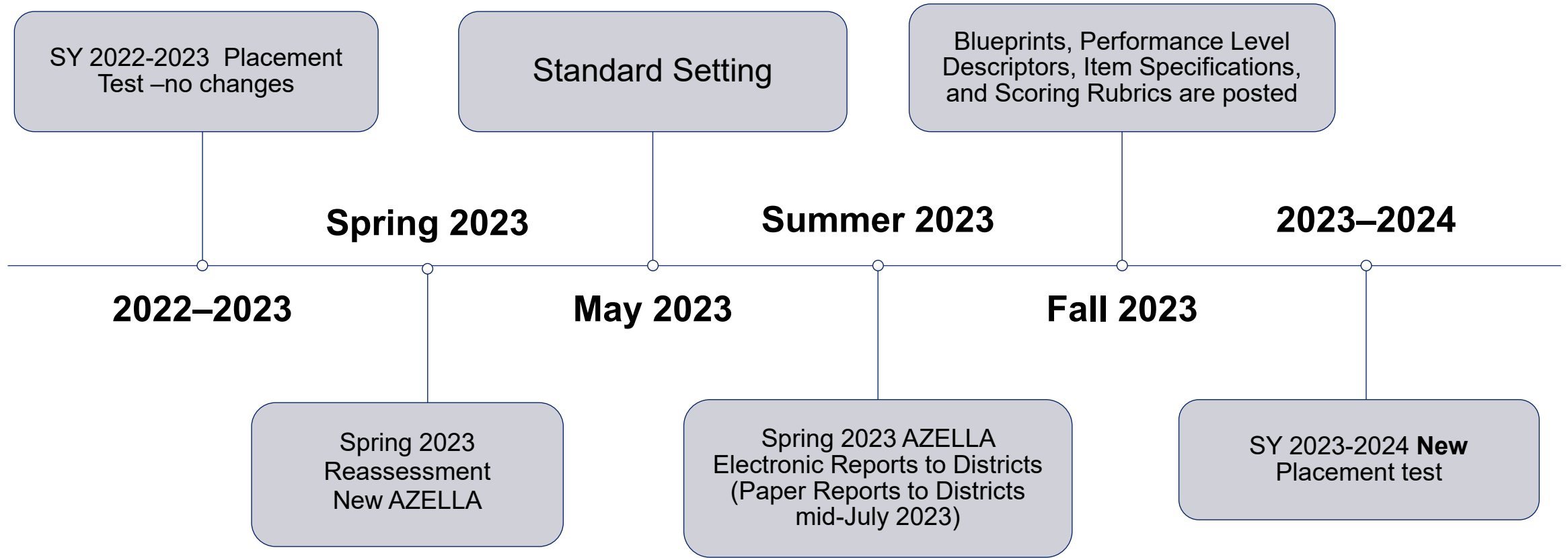
Participation (enrollment) Counts in PearsonAccess^{next} closes this Friday 12/9/2022

Districts and charters with schools that serve Kindergarten, Grade 1, and Grades 2 – 3 students.

THIS IS A COUNTING TASK!

- The participation (enrollment) counts is used by Pearson to know how many paper test materials they need to print and ship to districts and charters before the test window opens. This shipment is called the “**INITIAL SHIPMENT.**”
- When AZELLA DTCs complete these **headcounts** during this limited access time, you can expect to receive the INITIAL SHIPMENT **without having to order the materials yourself.**
- This task requires the AZELLA DTC to verify and edit the **headcounts** of EL students by grade level and by school inside of PearsonAccess^{next}.
- Prior to completing this task, you must find out how many EL students you have at each school for each grade level, Kindergarten through Grade 3. Your EL73 Report will provide SOME of the information but not all the information.
- No student demographic data is used for this task.

AZELLA aligned to the 2019 ELP Standards Timeline





Assessments AZELLA

New AZELLA Tests –Spring 2023 Reassessment

Grade Configuration

Modes of Administration

Test Units

Domains Assessed

Item Types





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



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)

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 Speaking Practice Protocol 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 of Unit 5 of the Grades 2 – 3 Sample Test

The collage displays several screenshots from the test interface:

- Question 1:** A screenshot showing a staircase image with the prompt "CLICK PLAY TO LISTEN" and "CLICK RECORD TO SPEAK / CLICK STOP TO END".
- Question 10:** A screenshot showing a text passage about a child named Pat who likes to color. The passage describes Pat's interests and activities, such as coloring animals and a book about animals. It also mentions Pat's friend and her mother's reaction.
- Questions 5, 6, 7:** A group of screenshots showing a passage titled "Copper Mines in Arizona" and a multiple-choice question. The passage describes the history of copper mining in Arizona and the role of railroads. The question asks: "Listen to the passage, and then answer the question." The options are:
 - A. Railroads were made out of copper.
 - B. Railroads made it easier to move.
 - C. Railroads helped people visit copper.
- Question 4:** A screenshot showing a two-part audio listening exercise. The first part is labeled "1 of 2" and the second part is labeled "2 of 2". Both parts have the prompt "CLICK PLAY TO LISTEN" and "CLICK RECORD TO SPEAK / CLICK STOP TO END".

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

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 – 40	35 – 45	30 – 45	45 – 65	20 – 25
Grade 1	30 – 35	45 – 50	40 – 45	45 – 55	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



Assessments AZELLA

New AZELLA Tests –Spring 2023 Reassessment

Test Materials

Accommodated Forms



REASSESSMENT TEST MATERIALS

Kindergarten

- Student Test Book (5 test units)
- TAD

Grade 1

- Student Test Book (5 test units)
- Assigned Form A or Form B by school
- TAD matching Form A or Form B

Grades 2-3

- Student Test Book (Unit 4)
- Assigned Form A or Form by school
- TAD matching Form A or Form B

Grades 4-12


- TAD
- No paper student test books

REASSESSMENT TEST MATERIALS

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

AZ00004002

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

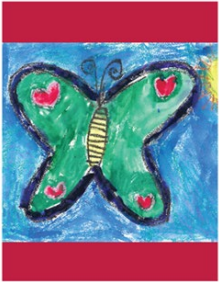

AZ00004005

AZELLA Reassessment

Form A


Unit 1

CLICK PLAY TO LISTEN



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

AZ00004008

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

AZ00004011

ACCOMMODATED FORMS

Requires the submission and approval of the AZELLA Additional Accommodations Request Form

- ❖ Large Print (KG and Grade 1)
- ❖ Special Paper Version (SPV) regular and Large Print
 - Grades 2-3
 - Grades 4-12
- ❖ Braille (all grades)
- ❖ Accommodated version with ASL videos for directions and other accessibility elements



Assessments AZELLA

New AZELLA Tests –Spring 2023 Reassessment

How is your District or Charter preparing for the Spring Reassessment?

New Item Types

Precautions and Recommendations



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 and Grades 2 – 3

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.

Grades 4 – 12

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 screenshot shows a digital reading and writing interface. At the top, there are two tabs: "Who Invented Television Part 1" and "Who Invented Television Part 2". The main content area is titled "Television" and contains a sub-section "The Tele-Visionary" with five numbered paragraphs. To the right of the text is a writing area with a toolbar (bold, italic, underline, list, link, undo, redo) and a character count of 1400. Below the writing area is a "Check Your Writing: Informative Writing" section with five checkboxes and their corresponding instructions. The interface also features two audio player controls, each with a play button, a volume icon, a progress bar, and a settings icon. A vertical navigation bar on the right side contains five buttons: a play button, a volume icon, a left arrow, a right arrow, and a settings icon.

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 transmitted his first image. The image was a simple line, and it

CLICK PLAY TO LISTEN

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 [List] [Link] [Undo] [Redo] 1400

CLICK PLAY TO LISTEN

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.

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.)

Grades 1- 12 Speaking Short Presentation

4

Name	Favorite Thing to Do
 Meg	
 Ben	
 Ava	

Look at the chart. The chart has information about three children—Meg, Ben, and Ava—and their favorite things to do. 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. Be sure to say as much as you can and speak using complete sentences.

Grades 2 – 12

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



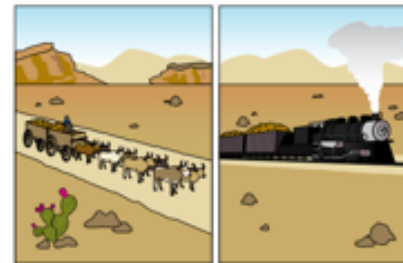
Listen to the passage, and then answer the questions.

CLICK PLAY TO LISTEN

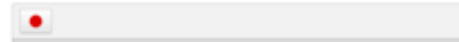


- A. Railroads were made out of copper.
- B. Railroads made it easier to move copper.
- C. Railroads helped people visit copper mines.

CLICK PLAY TO LISTEN



CLICK RECORD TO SPEAK / CLICK STOP TO END



CLICK PLAY TO LISTEN



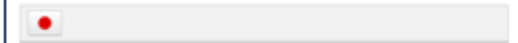
Copper in Arizona

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

CLICK PLAY TO LISTEN



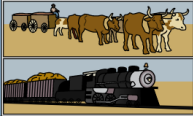

CLICK RECORD TO SPEAK / CLICK STOP TO END



Presentation Items –Continued

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

▶ 🔊 ⚙️

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

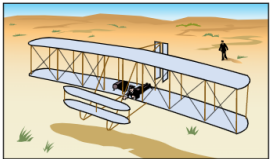
▶ 🔊 00:00 / 00:32 ⚙️

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 details Student only reads or repeats facts from the chart/diagram/table Response 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, or Very little or no meaning was clearly made, or Response is mostly or entirely in language other than English

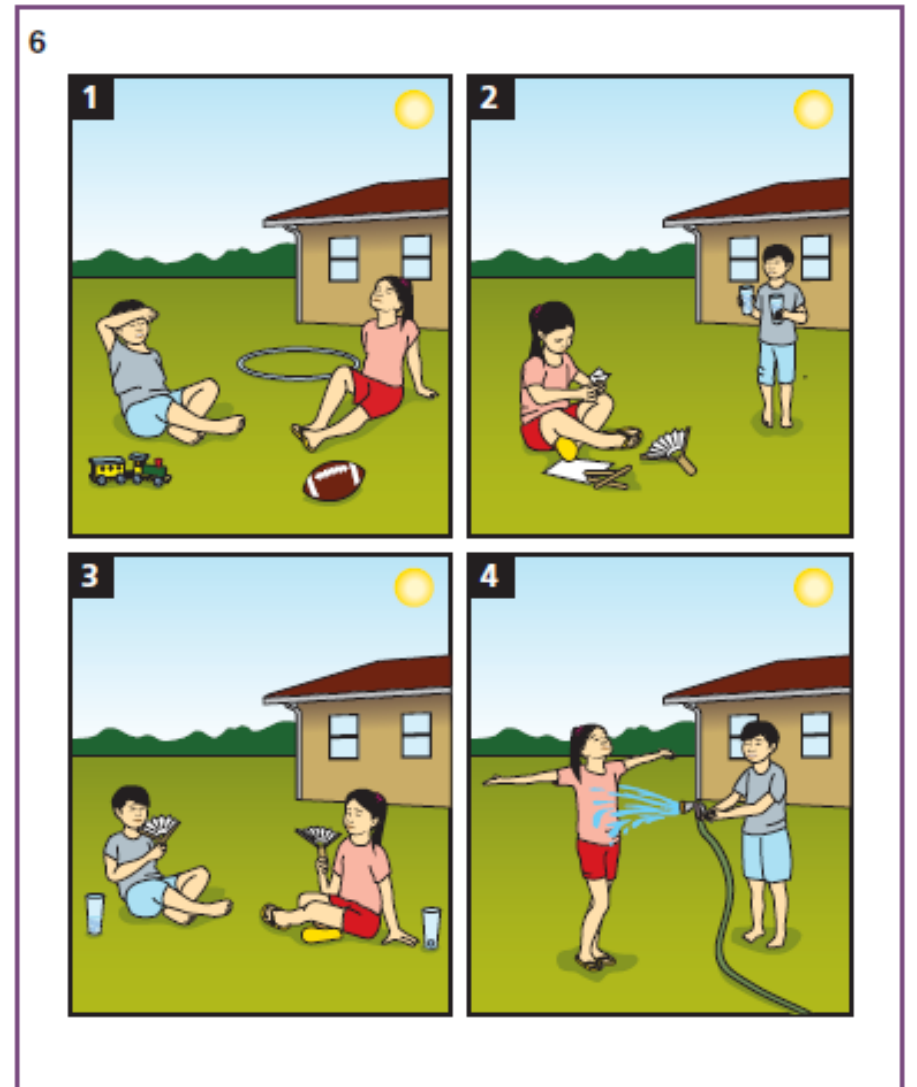
NOTE: The total score for the student's response is the sum of the Content score plus the Language/Expression score.

New Speaking Item Type K – 12

Four-picture narrative Speaking item

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

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




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

Accessibility
audio recording

- ask 2 ?s

- 1 simil., 2 diff.

- share info



Assessments AZELLA

New AZELLA Tests
–Spring 2023 Reassessment

Your Questions





Assessments AZELLAology

Tuesday, December 13, 2022

8:00am – 9:00am

<https://tinyurl.com/azellaology>

Future AZELLAology Sessions:

- Tuesday, January 10
- Thursday, January 12 (**Special Reassessment Session**
8:00am – 9:30am)
- Tuesday, January 17

Direct link for all AZELLAology sessions if you are unable to use the tiny URL.

https://teams.microsoft.com/l/meetup-join/19%3ameeting_MTIIMWJhNTktMThmMi00OWU0LWE1ZjMtYmZjMTMyMTY0OGYx%40thread.v2/0?context=%7b%22Tid%22%3a%2258a5b0cb-441f-42ba-a5a1-8fd05a3ffc%22%2c%22Oid%22%3a%22154367f7-d664-4917-9581-9b81d8602473%22%7d

Tuesday, December 13th Topics

- Placement Cycle 7 - ADE's Student Data Extract File (for SPR23 Reassessment administration)
- DTC Checklist for the SPR23 Reassessment
- **Students with Speech and Language needs** - Additional Accommodations Request Form for human scoring of the Speaking Test (Use the “Other” box)
- SPR23 Reassessment Training
- Your Questions

Prior AZELLAology Topics included:

- Reassessment Student Testing Logs
- Reassessment Student Transferred with an EL Need



Thank You

ADE's Assessment AZELLA Team

AZELLA@AZED.gov

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

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