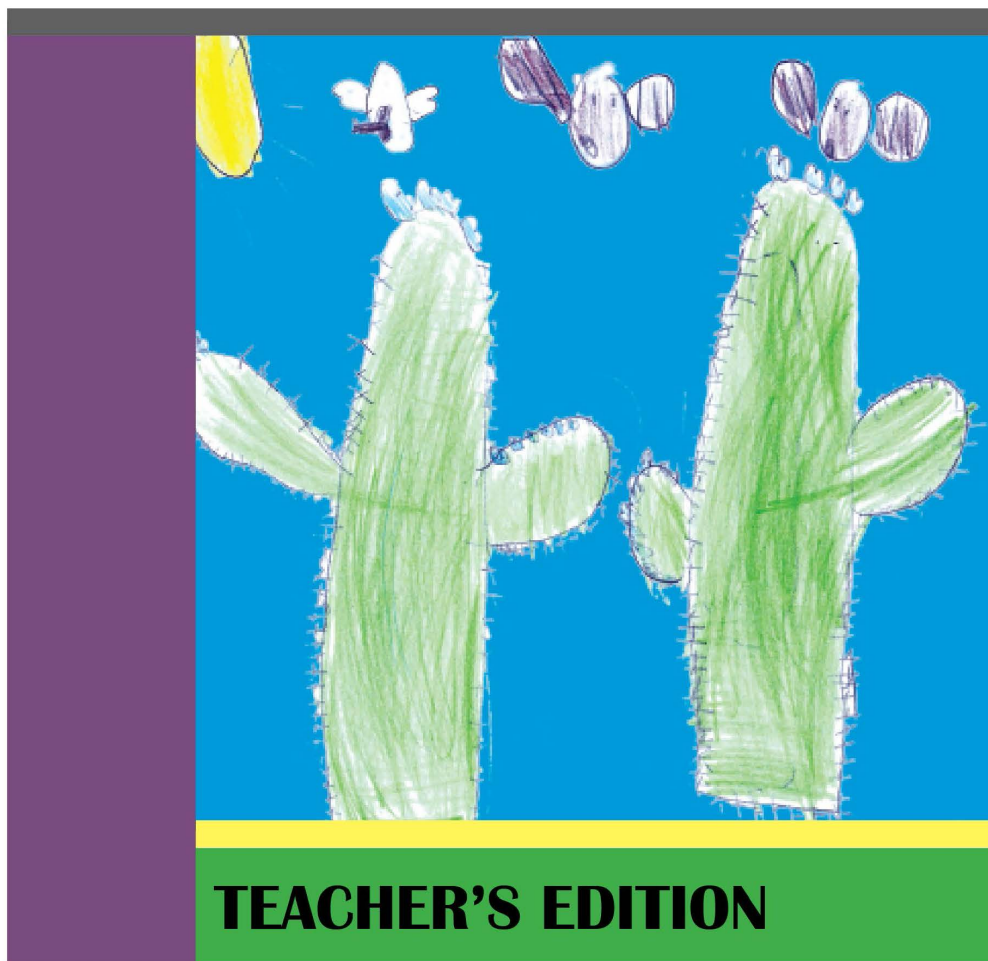


AZELLA



GRADE 1
SAMPLE TEST

(Revised 2022)



About the Artist

Name: Amy Cardenas

Age: 7

Grade: 1

Language: Spanish

Teacher: Betsy Miller

District: Paradise Valley

School: Larkspur
Elementary

City: Phoenix

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Purpose and Use of the AZELLA Grade 1 Sample Test

This is the Teacher’s Edition of the Revised 2022 *AZELLA Grade 1 Sample Test*. This Sample Test was created to provide educators with a tool to help Grade 1 students feel comfortable and confident when taking the AZELLA Grade 1 Reassessment Test. The samples included represent various common item types that a student will encounter on the AZELLA Grade 1 Reassessment Test. It is recommended that the Grade 1 Sample Test be used, at least in part, to familiarize students with the directions and format of the test before administering the Grade 1 Placement Test.

This Sample Test does not contain a complete representation of all the item types on the actual AZELLA Grade 1 Reassessment Test and is not designed to encompass the full scope of the performance indicators included in the 2019 Grade 1 English Language Proficiency Standards. Every year the full range of assessable performance indicators is available for testing on the actual Grade 1 Reassessment Test. **Instruction must continue to include all the English Language Proficiency Standards and performance indicators. All assessable performance indicators are eligible for inclusion on the test.**

Point values are provided for each of the Sample Test items only to offer educators a general sense of the relative value of each of the items. The highest point value for any item is four points. The lowest point value is one point. **There is no score interpretation provided for this Sample Test.**

Included in this document are a *Response Summary* and rubrics for Writing and Speaking. The *Response Summary* is a one-page form that provides a place for capturing student responses, an answer key for multiple-choice items, and scoring information for open-ended items scored using the identified rubrics. Short-answer items in Writing and Speaking need to be scored using a rubric, which can be found in this document. Speaking item response scores are not captured in the student test book. It is recommended that you use the *Response Summary* while administering the Speaking test in order to capture scoring information for each Speaking item.

Although educators can use this Sample Test as it best fits their needs, to provide the students with the format and feel of the actual test, you will want to print the test and have the students mark their answers on the pages. The test is designed in color but can also be printed in grayscale for Units 1–4. It is recommended to print Unit 5 in color to allow students to see the pictures in more detail. The test book may be printed in its entirety or one test unit at a time. The test is designed to be printed as a booklet, and space is allowed for staples along the left side of the document.

When administering this Sample Test, students may be inclined to share their work, collaborate with classmates, and shout out responses to the questions. To simulate the actual test environment, teachers should insist that students do their own work on this test. Students should be seated in a way so they cannot see each other’s work. Although the Sample Test is much shorter than the actual Grade 1 Reassessment Test,

creating an appropriate test environment for the Sample Test is another way to help students feel comfortable when taking the actual Grade 1 test.

For the Sample Test, the Test Administrator will download prerecorded audio for Unit 1 and Unit 5 from PearsonAccess^{next}. There is no Listening CD. Test Administrators must ensure that the computer or other device that will be used to play the audio files is in good working order prior to administering the Sample Test. The volume and sound quality must be sufficient so that all students can easily hear the audio recordings. External speakers may be necessary to ensure adequate sound quality and volume.

Similar to the Test Administration Directions of the actual test, scripts are provided in this Teacher’s Edition for Units 2, 3, and 4. Speak slowly and clearly but in a normal tone of voice. There is no telephone Speaking component (Unit 5) for the Sample Test.

The items in this Sample Test are similar in type to the operational test but are not actual test items. It is not advisable to alter the script or items.

Even before taking this Sample Test, Grade 1 students are likely to need practice following directions, finding page numbers, locating item numbers, and learning how to correctly bubble responses. In this document, you will find a *Student Practice Sheet* and teacher instructions that you may use to practice these test-taking skills prior to taking the Sample Test.

Since the AZELLA Grade 1 Reassessment is a standardized test, the Sample Test must provide similar directions and item types to parallel the actual test. Therefore, the Sample Test scripted directions are formatted like the actual test to guide you through the test administration and to help ensure proper testing procedures. Please review the directions in advance to become familiar with the scripted text and testing procedures.

SAY **Read aloud to students only what is marked with “SAY” and printed in bold type.**

Text Printed in Italics *Directions and information for Test Administrators are printed in italics. Text printed in italics should not be read aloud to students.*

Unit 1 – Listening

Unit 1 of this Sample Test includes one sample item and seven multiple-choice items that are worth 1 point each.

This unit requires the use of an audio recording. The audio file is available in PearsonAccess^{next} on the support tab. The file name is *AZELLA Sample Test Audio Grade 1 Unit 1*.

Unit 2 – Interactive

Unit 2 of this Sample Test includes one Reading passage and three multiple-choice items that are worth 1 point each.

All three items are associated with the Reading passage on page 16, “The Picture.” You may need to assist students to understand that the passage is on one page and the questions are on the following page.

Unit 3 – Reading

Unit 3 of this Sample Test includes one sample item, two multiple-choice items, and one short-answer item that are worth 1 point each.

There are two additional multiple-choice items (#4 and #5) associated with the Reading passage on page 28, “Bats.”

You may need to assist students to understand that the passage is on one page and the questions are on the following page.

Unit 4 – Writing

Unit 4 of this Sample Test includes one short-answer item worth 2 points and two extended response items worth 3 points each. The scoring rubrics for these Writing items are provided in this guide.

This test unit requires the use of an audio recording for questions #2 and #3. The audio file is available in PearsonAccess^{next} on the support tab. The file name is *AZELLA Sample Test Audio Grade 1 Unit 4*.

Unit 5 – Speaking

Unit 5 of this Sample Test has three “sound check questions,” eight short-answer Speaking questions, and one Oral Reading Fluency question. There are no images in the test book for the sound check questions. The items vary in point values from 2 to 4 points per item.

Unit 5 requires the use of an audio recording. The audio file is available in PearsonAccess^{next} on the support tab. The file name is *AZELLA Sample Test Audio Grade 1 Unit 5*. The audio recording is designed to mimic the speaker telephone test that students will use for the Reassessment.

The Grade 1 Sample Test Student Test Book includes images for the first seven items of Unit 5, and the last two prompts will be audio only. You will practice with the student to make sure they are on the correct item in the test book for items 1–7. The student will be prompted to close their test book for the remaining items.

The Unit 5 audio recording includes the questions, a “beep” after each question, and sufficient silence time for the student to respond to each question. The silence times are similar to the silence times on the actual phone test. It is not necessary or advisable to pause the recording between questions, so the students can have the closest experience possible to the actual phone test.

Estimated Sample Test Administration Times

Unit	Estimated Time	Administration
Unit 1 – Listening	15 minutes	Large or small group
Unit 2 – Interactive	10–15 minutes	Large or small group
Unit 3 – Reading	15–20 minutes	Large or small group
Unit 4 – Writing	20–30 minutes	Large or small group
Unit 5 – Speaking	15 minutes	Individual

Grade 1

Unit 1

Listening

Unit 1 Test Administration Directions

SAY Today we are going to do the Grade 1 Sample Test. You are not allowed to talk with your classmates or share answers with one another during the test. I am going to give each of you a sample test. Write your name on the first page of your test.

Hold up the test and point to the place where the student should write his/her name. Ensure all students write their name, and if they cannot, write their name for them.

SAY Now, we will begin Unit 1 of the test. Do not talk during the test. You will listen to a recording. The recording will give all the directions. If you need more time, raise your hand and I will stop the recording and give you more time to answer the questions.

You will respond to each question by filling in the circle for the words or pictures to answer the question. For each question, fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Open your test book to page 3. We will begin Unit 1 of the Sample Test. I will start the recording. Remember, no talking, and the recording will give you all the directions.

Start playing the Unit 1 audio recording.

You will be asked to pause the audio recording to answer any questions about Sample A that the students may have. After the students have heard the sample story and question, they have about 5 seconds to mark their answers. Make sure students are marking their answers in the correct location. Ask the students if they have any questions before continuing.

SAY Do you have any questions?

Answer any questions before continuing.

SAY Let's do some more. I will start the recording again.

Start the audio recording again. Items 1–7

#1

This item is worth 1 point.



#2

This item is worth 1 point.

2

- A boy wants to help his dad.
- A boy wants to talk to his dad.
- A boy wants to eat with his dad.

#3

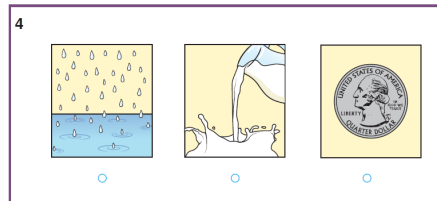
This item is worth 1 point.

3

- in a garage
- in a kitchen
- in a bedroom

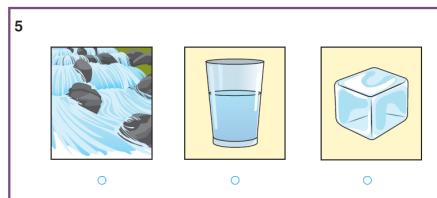
#4

This item is worth 1 point.



#5

This item is worth 1 point.



#6

This item is worth 1 point.

6

- a full glass
- a cold liquid
- a solid shape

#7

This item is worth 1 point.

7

- heat from the Sun
- heat from the ice
- heat from the water

At the completion of Unit 1, if Sample Test administration continues on the same day, give students a 5–10-minute break before continuing on to Unit 2.

Grade 1

Unit 2

Interactive

Unit 2 Test Administration Directions

SAY Now, we will begin Unit 2 of the Sample Test. Remember, you are not allowed to talk with your classmates or share answers with one another during this test. Write all your answers in your test book.

Turn to page 15.

Check that all students have their Student Test Books open to page 15.

SAY Look at Sample A.

Read the story.

When you are done reading the story, I will read the question and you will follow along. Then, you will fill in the circle next to the correct answer. You may begin.

Allow sufficient time for students to read the story.

SAY What is one thing in Mark's pocket? Fill in the circle next to the correct answer.

Pause until students have had a chance to mark their answers.

SAY "Pennies" is the correct answer. You should have filled in the circle next to the last answer. Do you have any questions about Sample A?

Make sure all students filled in the correct circle for Sample A. Answer any questions the students may have.

Sample A

The Pocket



"What is in your pocket?" asked Mother.
Mark took out toys, peanuts, and pennies.
There were also some crayons, a cookie, and a ball.
"See?" Mark said. "Nothing much!"

What is one thing in Mark's pocket?

- apples
- balloons
- pennies

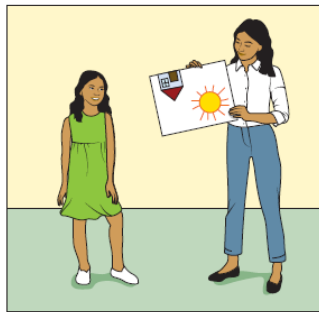
SAY Turn the page.

You will read the story. Then I will ask you some questions about the story.

You may begin.

Do not read the story aloud. Pause until students have had a chance to read the story.

The Picture



- 1** Mom asked Lorena to make a drawing to hang on the wall, so Lorena made a drawing of the Sun and gave it to Mom.
- 2** Mom held up the drawing.
- 3** "I love it," Mom said. "First, I will buy a new picture frame. Next, I will put your drawing into it. Then, I will hang it right here on the wall."
- 4** "You will need to do one more thing, Mom," Lorena said. "Turn it right side up! You are holding it upside down!"

#1

This item is worth 1 point.

SAY Look at the top of the next page.

Look at number 1.

What is the story about?

- 1 What is the story about?
- A girl buys a drawing.
 - A girl hangs a drawing.
 - A girl makes a drawing.

Allow sufficient time for students to read or look at the answer choices.

#2

This item is worth 1 point.

SAY Look at number 2.

What happens first?

- 2 What happens first?
- Lorena makes a drawing of the Sun.
 - Mom hangs the drawing on the wall.
 - Lorena tells Mom the drawing is upside down.

Allow sufficient time for students to read or look at the answer choices.

#3

This item is worth 1 point.

SAY Look at number 3.

Read the sentence in the box.

Which word belongs in the blank?

3

Mom _____ the picture.

Which word belongs in the blank?

- like
- likes
- liking

Allow sufficient time for students to read or look at the answer choices.

At the completion of Unit 2, if Sample Test administration continues on the same day, give students a 10–15-minute break before continuing on to Unit 3.

Grade 1

Unit 3

Reading

Unit 3 Test Administration Directions

SAY Now, we will begin Unit 3 of the Sample Test. Remember, you are not allowed to talk with your classmates or share answers with one another during this test. Write all your answers in your test book.

Turn to page 21.

Read the directions to yourself as I read them aloud.

Directions: Read the question and the answers. Fill in the circle next to the correct answer.

Look at Sample A.

Which sentence is correct?

Fill in the circle next to the correct answer.

Pause until students have had a chance to mark their answers.

SAY The correct answer is “The small cat is eating.” You should have filled in the circle next to the last answer choice. Do you have any questions?

Make sure all students filled in the correct circle. Answer any questions the students may have.

Sample A

Which sentence is correct?

- The cat small is eating.
- The cat is small eating.
- The small cat is eating.

#1

This item is worth 1 point.

SAY Turn the page.

Look at number 1.

Which sentence is correct?

Fill in the circle next to the correct answer.

<p>1 Which sentence is correct?</p> <p><input type="radio"/> She is eating a cookie.</p> <p><input type="radio"/> She are eating a cookie.</p> <p><input type="radio"/> She has eating a cookie.</p>

Pause until students have had a chance to mark their answers.

#2

This item is worth 1 point.

Rubric ID: W.1.(1)

SAY Look at the top of the next page. Look at number 2.

Look at the sentence: My grandfather is from phoenix.

One of the words in the sentence needs a capital letter.

What is the correct way to write the word?

Write the word on the line.

<p>2</p> <p>My grandfather is from phoenix.</p> <p>_____</p> <p>-----</p> <p>_____</p>

Pause until students have had a chance to write their words.

#3

This item is worth 1 point.

SAY Turn the page.

Look at number 3.

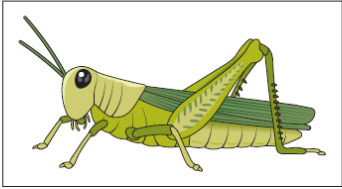
Look at the picture.

How many syllables are there in the word grasshopper?

Allow sufficient time for students to read or look at the answer choices.

SAY Fill in the circle under the correct picture.

3



1 2 3

The image shows a green grasshopper with long hind legs and antennae. Below the grasshopper are three square boxes containing the numbers 1, 2, and 3. Underneath each number box is a small blue circle for marking an answer.

Pause until students have had a chance to mark their answers.

SAY Turn the page.

Look at Sample B.

Read the story. When you are done reading the story, I will read the question and you will follow along. Then, you will fill in the circle next to the correct answer. You may begin.

Allow sufficient time for students to read the story.

SAY What is one thing in Mark's pocket? Fill in the circle next to the correct answer.


Pause until students have had a chance to mark their answers.

SAY "Pennies" is the correct answer. You should have filled in the circle next to the last answer. Do you have any questions about Sample B?

Make sure all students filled in the correct circle for Sample B. Answer any questions the students may have.

Sample B

The Pocket



"What is in your pocket?" asked Mother.
Mark took out toys, peanuts, and pennies.
There were also some crayons, a cookie, and a ball.
"See?" Mark said. "Nothing much!"

What is one thing in Mark's pocket?

- apples
- balloons
- pennies


SAY Turn the page.

You will read the story. Then I will ask you some questions about the story.

You may begin.

Do not read the story aloud. Allow sufficient time for students to read the story.

Bats



1 Bats are amazing animals. There are more than one thousand types of bats in the world. The smallest bat is tiny. It weighs less than a penny. The largest bat measures over five feet long when it spreads its wings. That is about the size of an adult!

2 Just like birds, bats can fly—but their wings are very different. One difference is that birds have feathers, but bats do not.

3 Some bats eat insects. Other bats eat fruits and seeds.

4 Many bats sleep during the day, hanging upside down!

#4

This item is worth 1 point.

SAY Look at the top of the next page.

Look at number 4.

What is the story mainly about?

Allow sufficient time for students to read or look at the answer choices.

SAY Fill in the circle next to the correct answer.

- 4** What is the story mainly about?
- why bats are amazing
 - what bats like to eat
 - how bats sleep

Pause until students have had a chance to mark their answers.

#5

This item is worth 1 point.

SAY Look at number 5. Read the sentence from paragraph 1 of the story that is in the box.

Allow sufficient time for students to read the sentence.

SAY What does the word spreads mean in the sentence?

Fill in the circle next to the correct answer.

5 Read the sentence from paragraph 1 of the story.

The largest bat measures over five feet long when it spreads its wings.

What does the word spreads mean in the sentence?

- folds
- hangs
- opens

Pause until students have had a chance to mark their answers.

At the completion of Unit 3, if Sample Test administration continues on the same day, give students a 10–15-minute break before continuing on to Unit 4.

Grade 1

Unit 4

Writing

Unit 4 Test Administration Directions

For questions #2 and #3 of this test unit, you will need to use the **AZELLA Sample Test Audio Grade 1 Unit 4** audio file.

SAY Now, we will begin Unit 4 of the Sample Test. Do not talk during the test.

#1

This item is worth 2 points.

Rubric ID: W.K-1.(1)

SAY Turn to page 33.

Look at number 1.

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: My house is close to a bus stop.

Listen again: My house is close to a bus stop.

Write the missing word on the line.

1

My house is close to a bus ____.

Pause until students have had a chance to write their words.

#2

This item is worth 3 points.

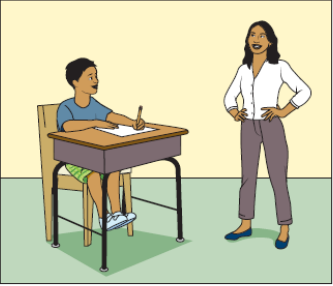
Rubric ID: W.1.(2)

SAY Now, you will listen to a recording. The recording will give all the directions. I will play the recording now.

Start playing the Audio Grade 1 Unit 4 audio recording.

2

Pedro's Superhero



In the story, Pedro decides to write a story about his teacher, who is also his hero. Think about someone that you know who is a hero. Who do you think is a hero? Why is that person a hero?

Write 2 or 3 complete sentences to answer the questions:
Who do you think is a hero? Why is that person a hero?

Be sure to:

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

Allow sufficient time for students to write their answer.

Pause or stop the recording to allow sufficient time for the students to write their answers.

#3

This item is worth 3 points.


Rubric ID: W.1.(2)

SAY Now, you will listen to another recording. The recording will give all the directions. I will play the recording now.

Continue playing the Audio Grade 1 Unit 4 audio recording.

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

Allow sufficient time for students to write their answer.

At the completion of Unit 4, if Sample Test administration continues on the same day, give students a 15–20-minute break before continuing on to Unit 5.

Grade 1

Unit 5

Speaking

Unit 5 Test Administration Directions

SAY Now, we will begin Unit 5 of the Sample Test. You will listen to a recording. The recording will give all the directions. You will answer each question after you hear the beep. Be sure to answer the questions using a strong voice.

Do you have any questions?

Pause to answer any questions the student may have.

SAY Open your test book to page 39.

I will start the recording now.

Start playing the Unit 5 audio recording. The recording will include the three sound check questions. There are no images in the test book for these questions. The questions are:

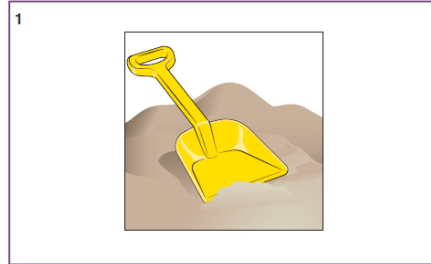
What is your first and last name?

What is your teacher's name?

How old are you?

#1

This item is worth 2 points.
Rubric ID: S.K-3.(1)



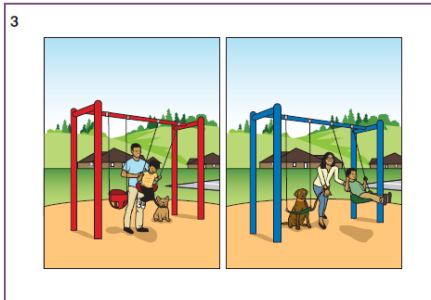
#2

This item is worth 2 points.
Rubric ID: S.K-12.(1)



#3







This item is worth 3 points.
Rubric ID: S.K-3.(2)



#4

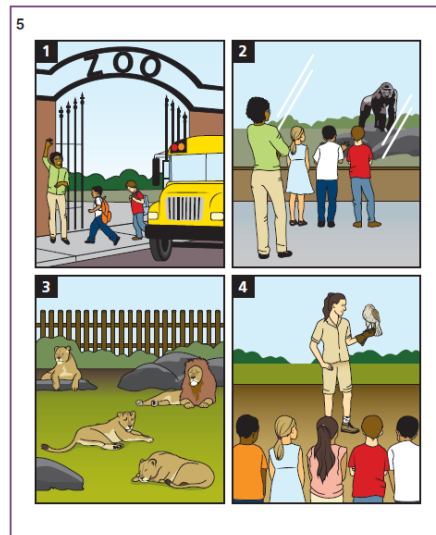
This item is worth 4 points.
Rubric ID: S.1-12.(1)

4

Name	Favorite Thing to Do
 Meg	
 Ben	
 Ava	

#5

This item is worth 4 points.
Rubric ID: S.K-12.(3)

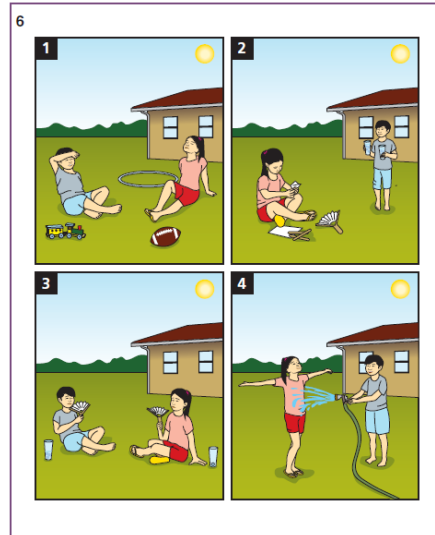


#6

This item is worth 4 points.

Rubric ID: S.K-12.(4)

Question #6 asks the student to tell a story based on four pictures. When the recording indicates to “Look at all the pictures,” you will point to each picture (1–4). When the recording indicates to “Now tell me the story starting with picture one,” point to the first picture.



#7

This item is worth 3 points.

Rubric ID: R.1-5.(1)

7

Pat is six years old. She is in first grade. Pat likes to color.

When she colors, she likes to color animals. She said she would like to do a book about animals. What animals did she color? She colored two red birds at a zoo. Then she colored three brown dogs at a farm. Her last picture was a black and white cat in a barn.

Pat showed her animal book to her friend. She asked her friend if she liked to color. Her friend said that she likes to color spring flowers. She said she would color a book too. The friend said she would put her flowers in a pretty yard next to a pool.

Pat gave her animal book to her mom for her birthday. When Mom looked at the animal book, she was very happy and said thank you to Pat.

Students will be instructed to close their test books in the audio recording. The test will continue in the recording.

#8

This item is worth 3 points.

Rubric ID: S.K-12.(2)

Part 1

Next, use a complete sentence to answer the question. What is your favorite thing to do on Saturday or Sunday?

Part 2

Use complete sentences to answer the question. Why is that your favorite thing to do on Saturday or Sunday?

#9

This item is worth 3 points.

Rubric ID: S.K-3.(3)

Next, please answer using complete sentences. Tell me how you draw a house. Include at least three steps.

Writing Rubrics

AZELLA Capitalization and Punctuation Rubric | Grade 1: 0–1 points

Rubric ID: W.1.(1)
Use for item #2 of Unit 3

Rubric interpretation: This holistic rubric is measuring student skill in editing for correct English capitalization and punctuation. At Grade 1, the focus is beginning capitalization, capitalization of proper nouns, and ending punctuation. If a student responds with an incorrect letter, word, or punctuation, and corrects the error, then full credit is awarded. In holistic scoring, the best fit score is awarded.

Score	Descriptors
1	<p>Student responds correctly.</p> <ul style="list-style-type: none">• Student writes the correct word with correct capitalization in response to the promptOR• Student writes the correct end mark.<ul style="list-style-type: none">○ Reverse question marks are acceptable for questions, but upside-down question marks are not acceptable. An exclamation point may be used interchangeably with a period for statements.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none">• No responseOR• Response in a language other than EnglishOR• Response includes more than one punctuation mark (even if one of them is correct)OR• Illegible or unintelligible responseOR• Evidence of teacher interference or student cheating

AZELLA Holistic Conventions Rubric | Kindergarten and Grade 1: 0–2 points

Rubric ID: W.K-1.(1)
Use for item #1 of Unit 4

Rubric interpretation: This holistic rubric is measuring student skill in English writing, including various prompts directed at capitalization and formation of both upper- and lower-case letters, and proper spacing of letters within words. In holistic scoring, the best fit score is awarded.

Score	Descriptors
2	<p>Student response demonstrates the ability to correctly write English words with proper spacing.*</p> <ul style="list-style-type: none"> • Spelling errors or phonetic spellings that do not impede comprehension are acceptable.
1	<p>Student response demonstrates an attempt to write words with proper spacing in English.</p> <ul style="list-style-type: none"> • Letters are recognizable but may be backwards or placed incorrectly (e.g., Я for R, o for c, z for s). • Spacing between letters and/or words is inconsistent. • Words may contain transposition of letters (e.g., wrod for word, Marai for Maria). • Words may contain a capitalization error (e.g., maria for Maria, america for America, fiGht for fight, sOme for some). • Lower- and upper-case letters are interchangeable at the beginning of single-word prompts.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> • Inaccurate or fully incorrect response (most often a different word) OR • Blank page OR • Language other than English OR • Off-topic response OR • Illegible or unintelligible response OR • Evidence of teacher interference or student cheating

*Spacing is judged by whether the student attempts to be consistent with letters within words. If the spacing between letters is reasonably consistent from one letter to the next, it is correct.

AZELLA Holistic Rubric | Grade 1: 0–3 points

Rubric ID: W.1.(2)

Use for items #2 and #3 of Unit 4

Rubric interpretation: This holistic rubric measures student skill in creating English sentences about a topic that is depicted in a passage and picture. In holistic scoring, the best fit score is awarded. Evidence of correct subject-verb is considered, as well as capitalization, punctuation, and spelling. Evidence of consistent spacing between letters and words is also considered. Response relates to the picture. Determining the descriptors “minimal” and “minor” should be judged based on number and/or severity of errors per number of words (e.g., 10 words with 3 errors is equivalent to minimal or minor; 1 sentence with 2 errors is minimal). If spelling of more complex words is phonetic and words are recognizable, it can be accepted (e.g., pretty/pritty; throing/throwing; playing/playng; goes/gos).

Score	Descriptors
3	<p>Student response is at least two English sentences which includes ideas, actions, or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.</p> <ul style="list-style-type: none"> • Ideas and details are present. • Errors in subject-verb agreement are not evident. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Minor spelling errors do not impede the meaning of words. Phonetic spelling is acceptable.
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"> • Ideas and details may be vague but are present. • Minimal errors in subject-verb agreement are noted. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Word order impedes clarity. • Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable.
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none"> • Ideas and details are vague and/or non-existent. • Errors in subject-verb agreement confuse the reader. • No consistent evidence of capitalization and/or punctuation is noted. • Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> • Blank page, or • Language other than English, or • Off-topic response, or • Restatement or copying of the prompt, or • Illegible or unintelligible response, or • Evidence of teacher interference or student cheating

Speaking Rubrics

AZELLA Describe a Function Rubric | Kindergarten–Grade 3: 0–2 points

**Rubric ID: S.K-3.(1)
Use for item #1 of Unit 5**

Content & Language/Expression

Score	Descriptors
2	<ul style="list-style-type: none">• Response shows comprehension of the prompt and a clear and appropriate description of the object's function• Appropriate vocabulary with a verb and object is used in a sentence or a fragment
1	<ul style="list-style-type: none">• Somewhat incomplete response that does not reflect a complete picture of the object's function because of lack of appropriate information or sentence structure
0	<ul style="list-style-type: none">• No appropriate information, or• Mostly unintelligible response, or• Very little or no meaning was clearly made, or• Response is mostly or entirely in a language other than English

AZELLA Describe a Picture Rubric | Kindergarten–Grade 12: 0–2 points

Rubric ID: S.K-12.(1)
Use for item #2 of Unit 5

Content & Language/Expression

Score	Descriptors
2	<ul style="list-style-type: none">• Mostly accurate response with an appropriate main idea presented in a complete sentence• The intended meaning was clear based on the sentence structure used and the student's use of clear and correct pronunciation
1	<ul style="list-style-type: none">• Response was attempted but lacking in sentence structure, partially incomplete, or only partially understood due to a lack of clear and correct pronunciation
0	<ul style="list-style-type: none">• Little or no accurate information, or• Mostly unintelligible response, or• Very little or no meaning was clearly made, or• Response is mostly or entirely in a language other than English

AZELLA Compare and Contrast Rubric | Kindergarten–Grade 3: 0–3 points

Rubric ID: S.K-3.(2)
Use for item #3 of Unit 5

Content

Score	Descriptors
1	<ul style="list-style-type: none">• Mostly complete response with appropriate similarities and/or differences
0	<ul style="list-style-type: none">• Response is not a complete description of the similarities and/or differences, or the description is mostly inappropriate, or• Response is mostly or entirely in a 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
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 a 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.

AZELLA Presentation Rubric | 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 a 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 a 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.

AZELLA Listen and Retell Rubric | Kindergarten–Grade 12: 0–4 points

Rubric ID: S.K-12.(3)
Use for item #5 of Unit 5

Content

Score	Descriptors
2	<ul style="list-style-type: none">• Mostly complete retelling with main points and details provided
1	<ul style="list-style-type: none">• Partially complete response
0	<ul style="list-style-type: none">• Little or no appropriate information, or• Response is mostly or entirely in a 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
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 a 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.

AZELLA 4-Picture Narrative Rubric | Kindergarten–Grade 12: 0–4 points

Rubric ID: S.K-12.(4)
Use for item #6 of Unit 5

Content

Score	Descriptors
2	<ul style="list-style-type: none">• Mostly complete storytelling with characters, actions, and other details provided• Response feels like a story, with connections between parts clear
1	<ul style="list-style-type: none">• Partially complete response/story• Connections between parts of the story are not made clear
0	<ul style="list-style-type: none">• Little or no connection to the prompt, or• Response is mostly or entirely in a 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
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 a 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.

**AZELLA Holistic Rubric Oral Reading Fluency – Component 1 –
Expressiveness | Grade 1–Grade 5: 0–3 points**

**Rubric ID: R.1-5.(1)
Use for item #7 of Unit 5**

Oral Reading Fluency (ORF) is made up of two components – Expressiveness and Words Correct Per Minute (WCPM).

Each of these components has a separate rubric and contributes 50% to the student score.

Score	Descriptors
3	Reads primarily in larger, meaningful phrase groups fluently. Most, or all, of the story is appropriately paced. Consistently uses organizational features and contextual clues to read with expressive interpretation. (Rating equates to “Proficient.”)
2	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. The phrasing is mostly appropriate. Some pausing and staccato rhythm may be apparent. Use of organizational features or contextual clues to create expressive interpretation is inconsistent. (Rating equates to “Intermediate.”)
1	Reads primarily word-by-word or in two-word phrases. Some larger word groupings may be present. Word groupings seem awkward and unrelated to the larger context of the sentence or passage. Reading is laborious and little or no expressive interpretation is present. The student’s fluency may impede the listener’s comprehension. (Rating equates to “Emergent/Basic.”)
0	Response meets one or more of the following conditions: <ul style="list-style-type: none"> • Unintelligible speech or foreign language • Response is 5 words or less • Response is silent • Response is off-topic (Student is speaking in English, but not reading the passage.) (Rating equates to “Pre-Emergent.”)

AZELLA Express Opinion Rubric | Kindergarten–Grade 12: 0–3 points

Rubric ID: S.K-12.(2)
Use for item #8 of Unit 5

Content

Score	Descriptors
1	<ul style="list-style-type: none">• A complete response with a main idea and some supporting reasoning was given
0	<ul style="list-style-type: none">• Response is not complete, lacking main ideas or supporting reasoning, or• Response is mostly or entirely in a 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
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• Little or no meaning was clearly made, or• Response is mostly or entirely in a 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.

AZELLA Describe a Process Rubric | Kindergarten–Grade 3: 0–3 points

Rubric ID: S.K-3.(3)
Use for item #9 of Unit 5

Content

Score	Descriptors
1	<ul style="list-style-type: none">• Mostly complete response with orientation for listener of what the task is and what the steps are to perform it
0	<ul style="list-style-type: none">• Response is partially complete, lacking orientation for listener of what the task is or what the steps are to perform it, or• Response is mostly or entirely in a 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
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 a 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.

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 eight.

Only fill in the circle under the number eight.

Pause until students have had a chance to mark their answers.

Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.

SAY Now, point to question number 2.

Listen carefully to the directions.

Fill in the circle under the picture of the triangle.

Only fill in the circle under the picture of the triangle.

Pause until students have had a chance to mark their answers.

Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.

SAY Now, point to question number 3.

Listen carefully to the directions.

Fill in the circle under the letter "O."

Only fill in the circle under the letter "O."

Pause until students have had a chance to mark their answers.

Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.

Student Practice Sheet

1

2



5



8



2



3



E



X



1

Student Name _____ Test Date _____

Response Summary

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