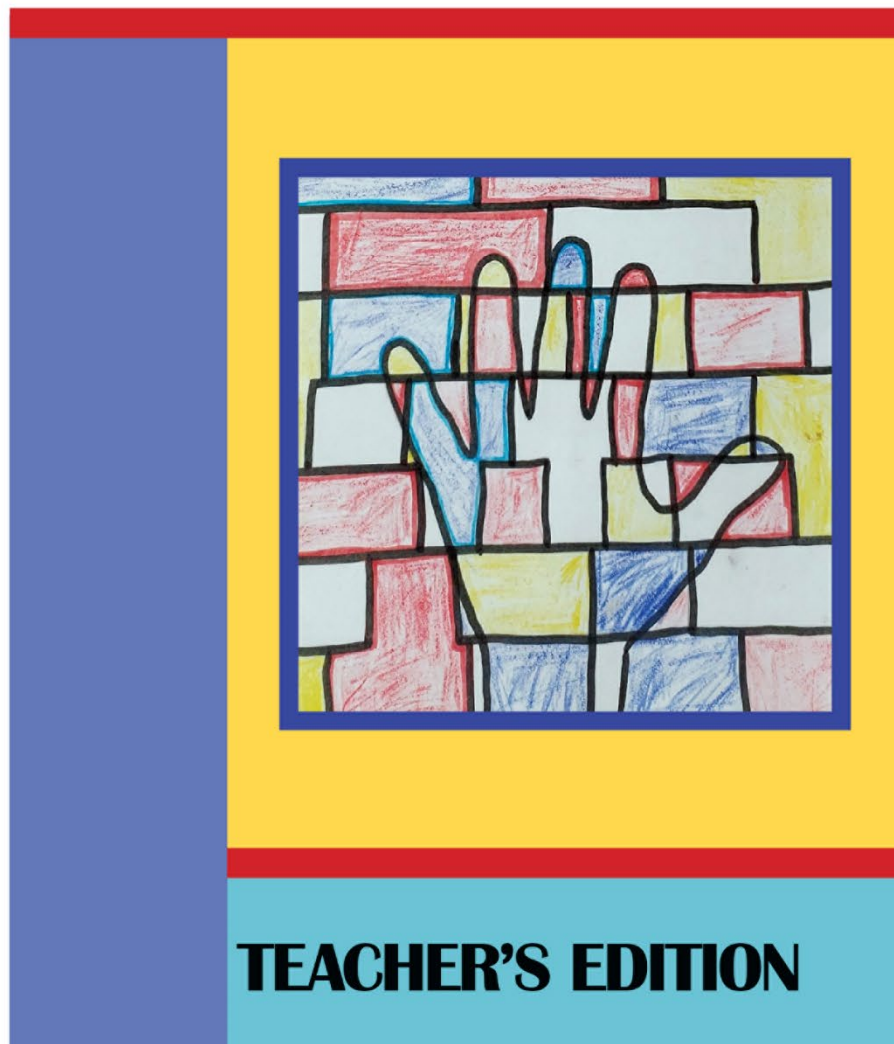
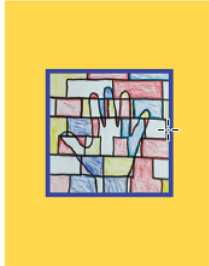


AZELLA



GRADES 2–3
SAMPLE TEST

(Revised 2022)



About the Artist

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Purpose and Use of the AZELLA Grades 2–3 Sample Test

This is the Teacher’s Edition of the Revised 2022 *AZELLA Grades 2–3 Sample Test*. This Sample Test was created to provide educators with a tool to help Grades 2–3 students feel comfortable and confident when taking the AZELLA Grades 2–3 Reassessment Test. The samples included represent various common item types that a student will encounter on the AZELLA Grades 2–3 Reassessment Test. This Sample Test will mirror the format of the Reassessment test in that it is a hybrid test that is comprised of both online test units and a paper-based test unit.

This Sample Test does not contain a complete representation of all the item types on the actual AZELLA Grades 2–3 Reassessment Test and is not designed to encompass the full scope of the performance indicators included in the 2019 Grades 2–3 English Language Proficiency Standards. Every year the full range of assessable performance indicators is available for testing on the actual Grades 2–3 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.

There are some critical differences between the Sample Test and the Spring Reassessment. This Sample Test is not scored. Proficiency levels are not provided based on the number of correct responses to the Sample Test. Student Responses are not saved once the student submits or exits any test section. Although students’ Speaking responses are recorded during the Sample Test session, once the test is submitted, all student responses are discarded.

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 five points. The lowest point value is one point. **There is no score interpretation provided for this Sample Test.**

This Teacher’s Edition provides the directions and scripts needed to administer each unit of the Sample Test: Unit 1, Unit 2, Unit 3, Unit 4, and Unit 5. This document also provides a list of each item on the Grades 2–3 Sample Test, the point value associated with each item, the correct response for multiple-choice items, and the rubric identifier for open-ended and extended responses. For items worth multiple points in Unit 4 and Unit 5, there are individualized rubrics needed for the scoring of each item. The scoring rubrics are provided –for educator reference only– at the end of this document. Similarly, point values are provided to offer educators a general sense of the relative value of each of the items. Multiple-choice items are worth 1 point each. The highest point value for any item is 5 points. There is no score interpretation provided for this Sample Test.

The Grades 2–3 Sample Test Units 1, 2, 3, and 5 are administered online using Pearson’s online test platform, TestNav. Unit 4 of the Grades 2–3 Sample Test is administered using the *AZELLA Grades 2–3 Sample Test Extended Writing Student Test*

Book (Unit 4) and the AZELLA Sample Test Audio Grades 2–3 Unit 4. Both the Sample Test Student Test Book and audio file may be downloaded from the Support section in PearsonAccess^{Next}.

The TestNav application needs to be downloaded onto the devices prior to testing. It is strongly recommended that students do the Online Sample Test before they take the Operational Test. Educators may choose to utilize the Sample Test for classroom practice. One activity would be to follow a Sample Test unit with a discussion of the correct responses for each item. This must be done before students submit their responses for the section. However, the main purpose of the Sample Tests is for students to become familiar with the testing platform, the navigation tools, the “Play” and “Record” buttons, and the text box.

Test Administrators should monitor students to ensure that they are comfortable using the navigation tools and are progressing through the Sample Test at an appropriate pace for the proficiency and grade level.

Unit 5 is designed to be administered with a maximum of six students in a regular-size classroom. You can find the [Recommended Seating Arrangements Grades 2–12 Unit 5 here](#).

Keep in mind that Unit 5 requires the use of an audio headset with a unidirectional, noise-cancelling microphone in order to record the student responses appropriately. There is a required microphone check to verify that the equipment is working as expected prior to beginning Unit 5. You can find the [Headphone and Microphone Requirements document here](#).

Students do not require a username and password to access the Online Sample Test. Teachers may choose to administer the entire Sample Test or selected test units. Each unit of the Sample Test is launched individually from the Arizona Sample Test landing page in TestNav.

If the goal is to simulate the actual test environment, teachers must insist that students do their own work on this test. Students should be seated so they cannot see each other’s work. Creating an appropriate test environment for the Online Sample Test is another way to assist students to feel comfortable when taking the online Reassessment.

This Online Sample Test includes pre-recorded narrative directions. These directions are offered to make this Sample Test as self-contained as possible. For your reference, transcripts of the main Audio Scripts of the recorded directions are also provided in this guide.

The test design and items included in the Online AZELLA Sample Tests are similar to the test design and items of the actual test. For the purpose of administering this Sample Test, it is not advisable to alter the script or items. However, educators may want to create their own practice items modeled after these item types for use in the classroom.

The Operational AZELLA Tests require that specific administrative procedures be followed. The scripted directions, in audio format and Test-Administrator–delivered, are formatted to guide you through the test administration and help ensure proper testing procedures. The Online Sample Test is designed to parallel the procedures for the Spring Reassessment Test. Please review the directions in advance to become familiar with the scripted text and testing procedures.

Order of Administration

It is recommended to follow the prescribed test administration order (Unit 1, Unit 2, Unit 3, Unit 4, and Unit 5) to emulate the student experience on testing day.

The Test Administrator will read some of the directions aloud to students, ensure that they are comfortable with the different item types, and respond to their questions regarding Sample Items and navigation tools. When reading the scripted directions, Test Administrators should speak clearly and fluently using a normal tone of voice.

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.*

NOTE: In all directions delivered to students, recorded or TA scripted, the Test Administrator is referred to as the “teacher.”

What are the **audio scripts**?

The **audio scripts** are transcriptions of the pre-recorded scripts included on the Online Sample Test that contain directions, sample items, and other accessibility materials that help the student navigate through the Sample Test. The audio scripts are included in this Teacher’s Edition for reference only and are not meant to be read aloud to students by the Test Administrator.

Examples of the format for the audio scripts are as follows:

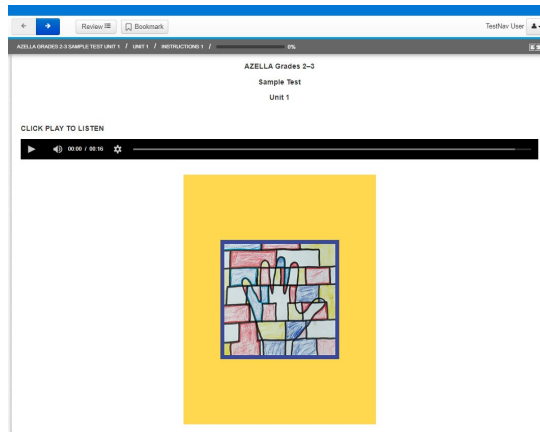
Screen #X – Type of Script

Directions and information given to students via audio recording when students press the “Play” button on a given Screen or Sample Item.

What is a **screen**?

A **screen** is what students can see as they navigate through the Online Sample Test and includes features such as the play and record bars, tools, and icons. Screens are represented in this Sample Test Teacher’s Edition with screenshots to help Test Administrators keep students on track.

Example of a **screen**:



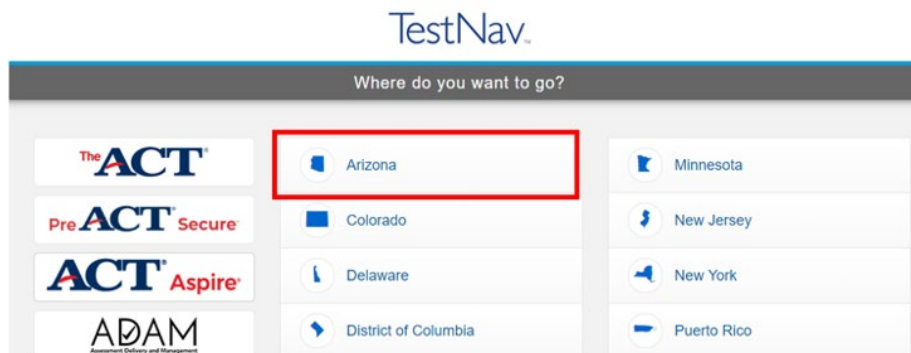
Required and Allowable Materials and Equipment

Sample Test Unit	Setting	Scratch Paper	Mode	Headphones or Earbuds	Headsets with Microphone	Audio File
Unit 1	whole class	yes	online	yes	not required	N/A
Unit 2	whole class	yes	online	yes	not required	N/A
Unit 3	whole class	yes	online	yes	not required	N/A
Unit 4	whole class	yes	paper	N/A	N/A	yes*
Unit 5	small group (6 students)	yes	online	N/A	required	N/A

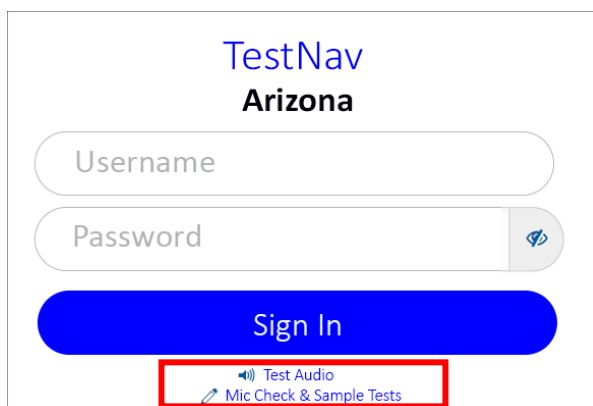
*A computer device in good working condition and external speakers are needed to play the Unit 4 audio file.

How to Log on to TestNav Online Sample Tests for Grades 2–3

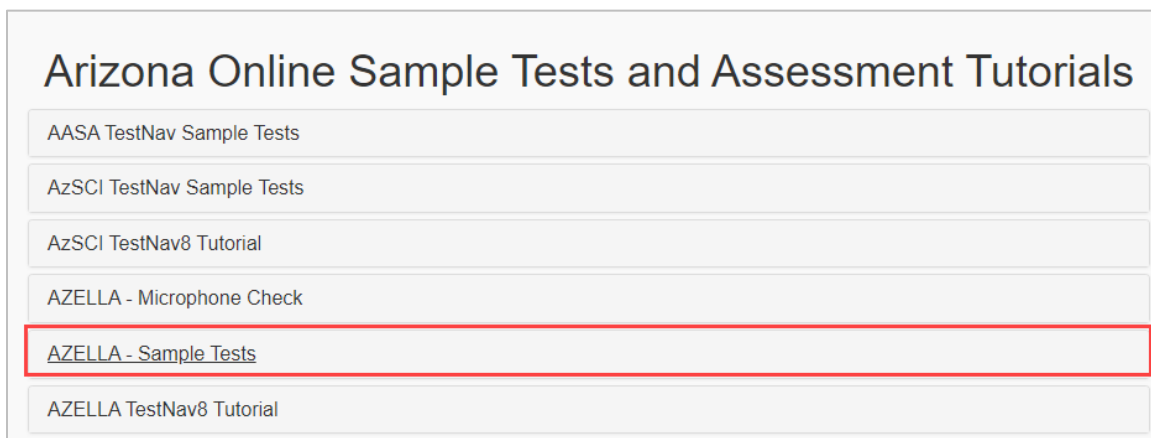
1. Open the TestNav app and select Arizona.



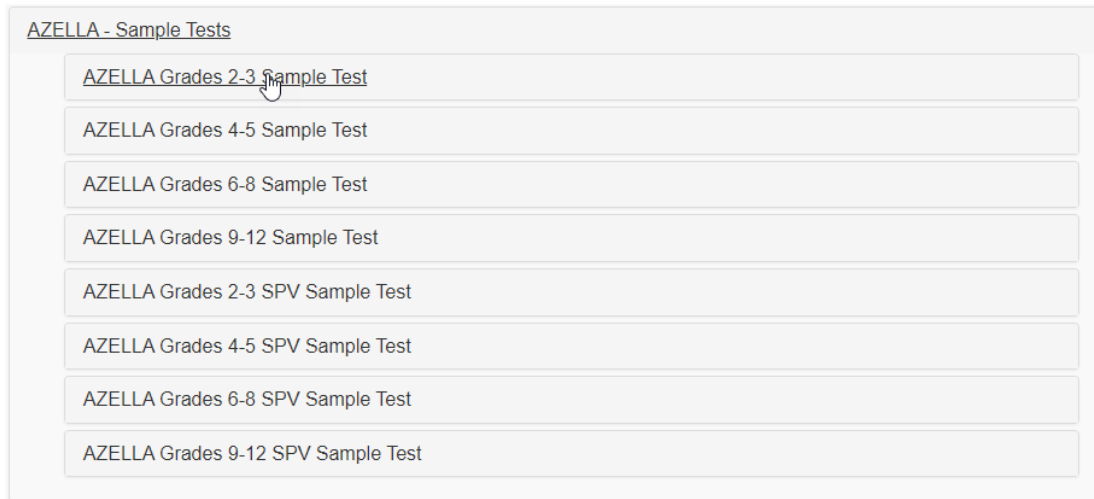
2. Click on Mic Check & Sample Tests.



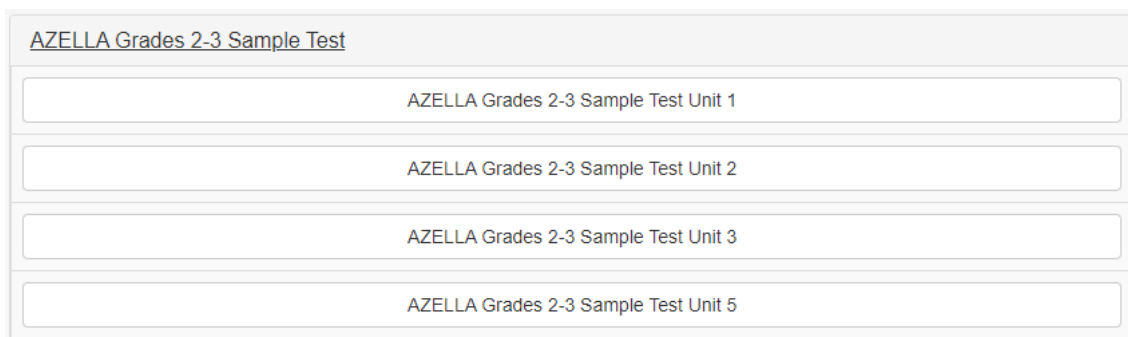
3. Locate the "AZELLA - Sample Tests" menu in the "Arizona Online Sample Tests and Assessment Tutorials" landing page.



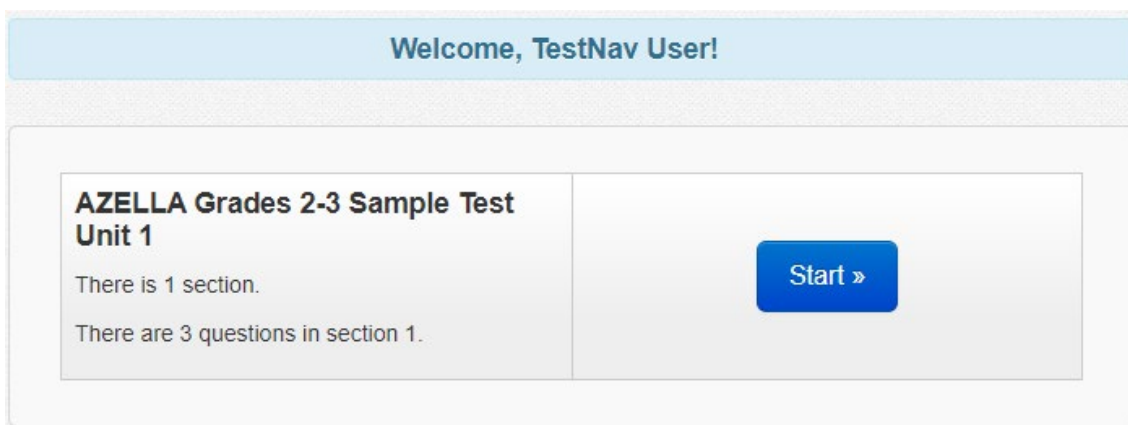
4. Click on the desired Sample Test to expand the Sample Test menu.



5. Click on the desired test unit to launch the Sample Test.



6. Click the Start button to begin.



Test Administration Overview

Unit 1

Unit 1 of this Online Sample Test can be administered in a group setting. Unit 1 of the Sample Test includes Listening items. The Listening items are recorded and formatted in the same way as the items on the operational tests. There is a limited amount of text that the Test Administrator will read from the script in this Teacher's Edition. The Sample Test Administrator's role is to assist students with navigation questions, and answer students' questions about tools and item types. The Test Administrator will need to monitor students' work to ensure they are following the directions and responding to the questions by clicking on their selected answer choice. During Unit 1, students are allowed to take notes on their scratch paper.

Unit 1			
Test	Number of Questions	Point Value	Item Type
Grades 2–3 Sample Test	3 Listening	1 point per question	Multiple Choice

Unit 2

Unit 2 of this Sample Test can be administered in a group setting. There is one Reading Passage included in this test unit. During Unit 2, students are allowed to take notes on their scratch paper.

Unit 2			
Test	Number of Questions	Point Value	Item Type
Grades 2–3 Sample Test	2 Reading 1 Writing	1 point per question	Multiple Choice

Unit 3

Unit 3 of this Sample Test can be administered in a group setting. There is one Reading passage included in this test unit. During Unit 3, students are allowed to take notes on their scratch paper.

Unit 3			
Test	Number of Questions	Point Values	Item Type
Grades 2–3 Sample Test	1 Writing 3 Reading	1 point per question	Multiple Choice

Unit 4

Unit 4 of this Sample Test can be administered in a group setting. This unit of the Grades 2–3 Sample Test is administered using the *AZELLA Grades 2–3 Sample Test Extended Writing Student Test Book (Unit 4)* and the *AZELLA Sample Test Audio Grades 2–3 Unit 4*. Both the Sample Test Student Test Book and audio file may be downloaded from the Support section in PearsonAccess^{Next}.

This unit includes two Extended Writing prompts. For each Writing prompt, the audio file includes an audio passage, the prompt itself, and the Writing checklist. During Unit 4, students are allowed to take notes on their scratch paper.

Unit 4			
Test	Number of Questions	Point Values	Item Type
Grades 2–3 Sample Test	2 ER Writing	5 points per prompt	Extended Writing

Unit 5

Unit 5 of this Sample Test has 3 sample items, 8 short-answer Speaking questions, 1 Listening question, and an Oral Reading Fluency (ORF) question. The Speaking items vary in point value from 2 to 4 points per item. This unit requires the use of an audio headset with a unidirectional, noise-cancelling microphone. This unit may be administered in a small group or individually. During Unit 5, students are allowed to take notes on their scratch paper.

Unit 5			
Test	Number of Questions	Point Values	Item Types
Grades 2–3 Sample Test	8 Speaking 1 Listening 1 Oral Reading	1–4 points per question	Open-ended questions Multiple Choice Oral Reading

Estimated Sample Test Administration Times

Unit	Estimated Time	Administration
Unit 1	12 minutes	Large or small group
Unit 2	10–15 minutes	Large or small group
Unit 3	15–20 minutes	Large or small group
Unit 4	20 minutes	Large or small group
Unit 5	15–20 minutes	Individual or small group

Grades 2–3

Unit 1

Listening

Unit 1 Test Administration Directions

There is a limited amount of text that the Test Administrator will read from the script in this Sample Test Teacher’s Edition. The Sample Test Administrator’s role is to assist students with navigation questions and answer students’ questions about tools and item types. The Test Administrator will need to monitor students’ work to ensure they are following the directions and responding to the questions by clicking on their selected answer choice.

Make sure each student has a set of headphones or earbuds in good working condition. Be sure that all desks are cleared of books and other materials not needed for the test.

TA Scripted Directions:

SAY Today we are going to take Unit 1 of the Sample Test. Only answers that you enter on your screen will be scored. Electronic devices, such as cell phones and smart watches, are not permitted during testing. You may raise your hand to ask questions, but there is no other talking allowed during the test.

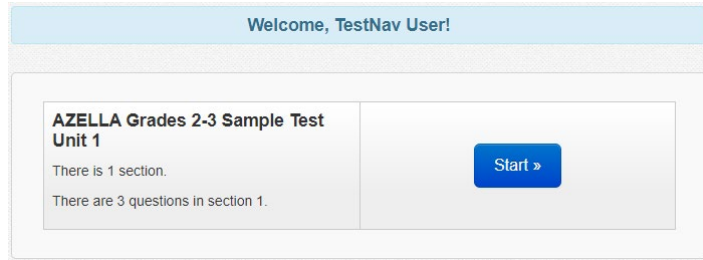
Do not start the Sample Test until I tell you to do so.

You will select the correct answer for each question and the computer will collect your answers.

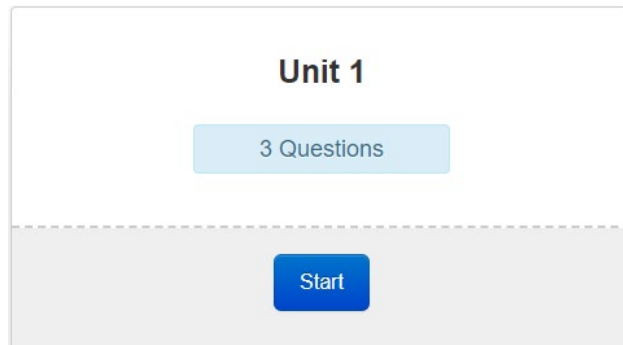
Now, we will begin Unit 1 of the test. You may take notes on your scratch paper as you listen to the passages and questions.

You can see that Unit 1 has three questions. You will respond to each question by selecting the circle next to your answer choice. If you want to change an answer, just click on the circle next to your new answer choice.

Click on the blue “Start” button.



SAY Now, on the Unit 1 screen, click on the blue “Start” button.



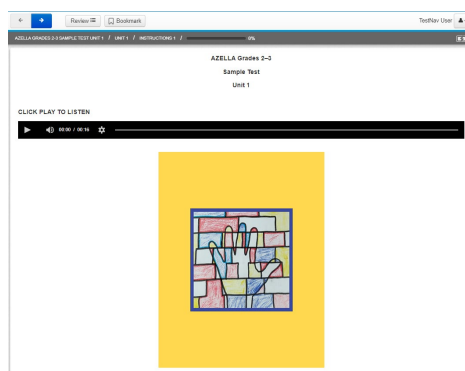
SAY Do you have any questions?

*Make sure students are now on the **Welcome Screen**.*

SAY Now, put on your headphones and click the “Play” button to listen to the directions.

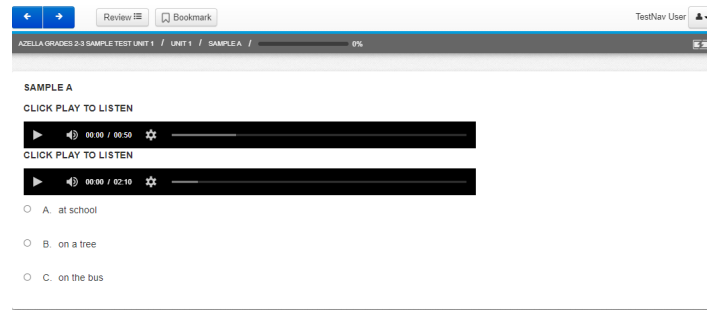
Unit 1 Audio Scripts:

Screen #1 – Directions



This is Unit 1 of the AZELLA Sample Test for grades two and three. Click the blue “next” button at the top of the screen.

Screen #2 – Sample A



For Unit 1 of the Sample Test, you will listen to a passage, a question, and the answer choices. The answer choices will appear on your screen. You will be able to take notes on your scratch paper or use some of the computer tools to help you select your answer. You will mark your answer by selecting the circle next to your answer choice. Raise your hand if you have any questions.

Look at Sample A.

To listen to Sample A and answer the question, click the “play” button.

Speaker 1: Look at Sample A.

Listen to the passage.

"Brian was waiting for the school bus. As he waited, he read his homework. Suddenly, wind blew the paper from his hands. Brian chased after it. Finally, the paper hit a tree and stuck to it. Brian was happy to get it back before the school bus came."

Narrator: Now listen to the passage again to answer the question.

Where does Brian find his homework?

Speaker 1: "Brian was waiting for the school bus. As he waited, he read his homework. Suddenly, wind blew the paper from his hands. Brian chased after it. Finally, the paper hit a tree and stuck to it. Brian was happy to get it back before the school bus came."

Narrator: Where does Brian find his homework?

Listen to the answer choices.

The answer choices are: (A) at school, (B) on a tree, (C) on the bus.

Select your answer.

(5 second pause)

Narrator: You should have selected answer "B," on a tree. That is where Brian found his homework.

If you did not select "B," on a tree, you can change your answer by selecting the circle next to the correct answer.

Make sure answer choice "B" is selected for Sample A.

(3 second pause)

Narrator: You can remove your headset and wait for your teacher's instructions.

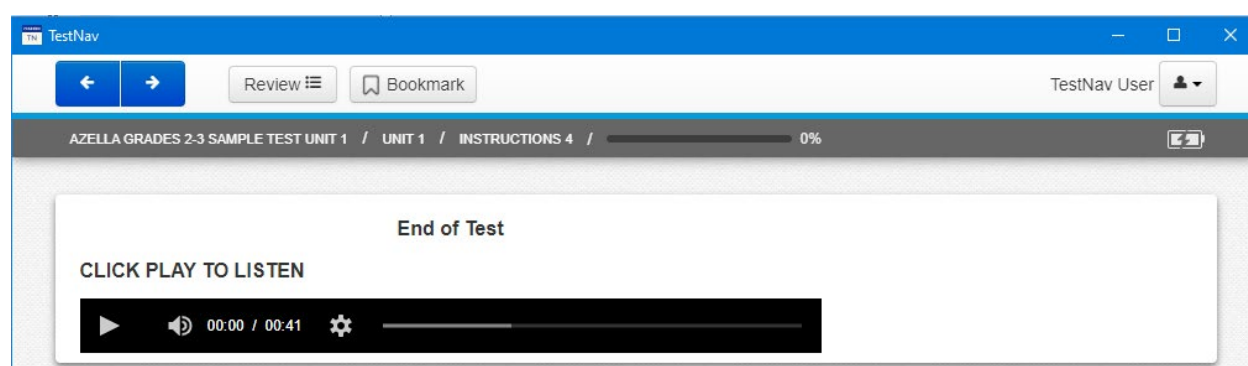
SAY Do you have any questions about Sample A?

Answer any questions the students might have about Sample A. Make sure that all students know how to click the “Play” button, select the correct answer, and use the blue “Next” button.

SAY Click on the blue “Next” button and put on your headphones to start Unit 1.

Continue to monitor students as they progress through Unit A. If you notice that a student requires assistance, ask them to click on the “Review” button and go back to Sample A so you can show the student how to navigate the test or use other tools.

Screen #3 – End of Test Directions



You have now finished Unit 1 of the AZELLA Sample Test. You can make sure that you answered all of the questions by clicking the review button. Check to see if there is a dark circle next to any number. A dark circle means that you did not answer the question. If you missed any questions, you can go back and answer them. When you are ready, you can remove your headset and wait for your teacher’s instructions.

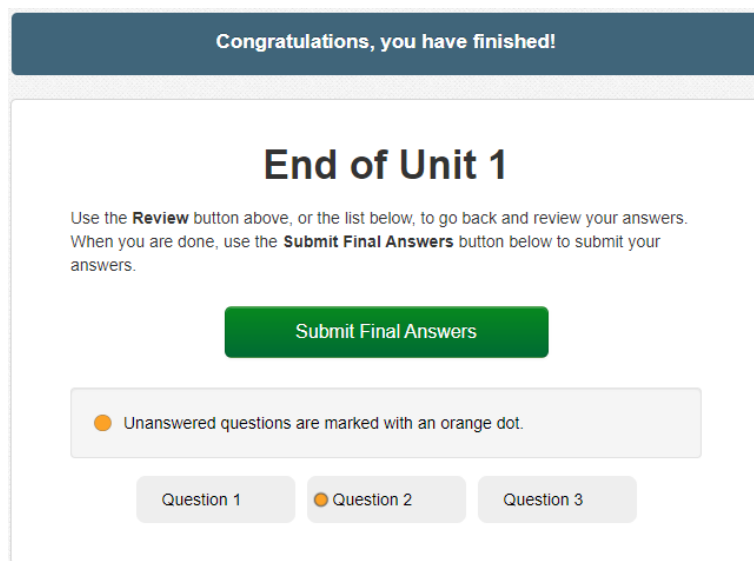
Monitor that students are comfortable using the “Review” button to go to an unanswered question. If a student cannot answer a question, it is ok to submit a Unit without having answered all the questions. The purpose of the “Review” tool is to ensure that a student did not leave a question unanswered by mistake.

After the review instructions, students will be told to remove their headsets. This is the time for the Test Administrator to help students with the review page to make sure they know when a question was not answered and how to navigate to missed items.

Test Administrators may choose to review the correct responses for Unit 1 with the testing group. Once a student submits his/her responses or exits the Sample Test, the student responses will no longer be available for review.

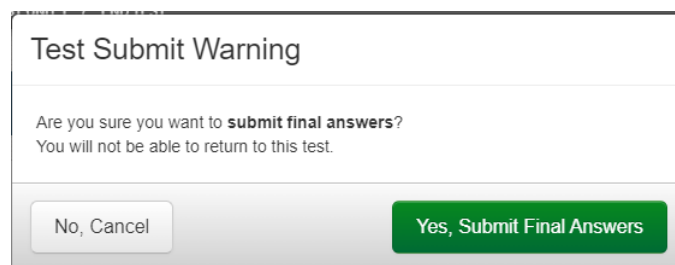
AZELLA Sample Test Grades 2–3: Unit 1		
Item Number	Key	Point Value
1	B	1
2	B	1
3	B	1

SAY When you click the blue “Next” button, you will see a screen that says, “End of Unit 1.” You will also see if there are any questions you did not answer. It is not too late to go back and answer any questions that you missed.

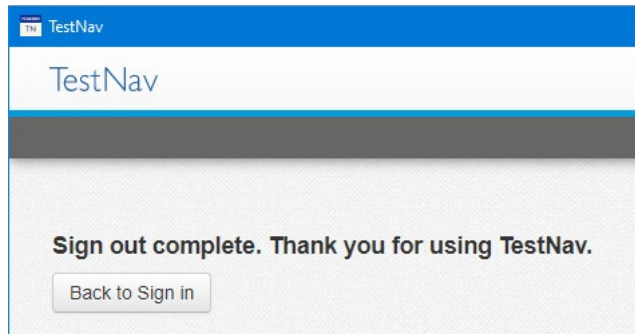


SAY When you are ready, click on the green “Submit Final Answers” button.

SAY This is a very important screen. It says, “Are you sure you want to submit final answers? You will not be able to return to this test.” When you are sure you are ready, click on the green “Yes, Submit Final Answers” button.



NOTE: It is important to impress upon the students that for the Operational Test, clicking “yes” on the Test Submit Warning will submit the answers to that unit and that they will not be able to return. After submitting each unit, TestNav will show this screen:



The “Back to Sign in” button will take the student back to the Sign In page:

A screenshot of the TestNav Arizona sign-in page. The page has a white background. At the top, the text "TestNav" is in blue, and "Arizona" is in black. Below this, there are two input fields: "Username" and "Password". The "Password" field has a toggle icon on the right. 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.

To continue to Unit 2, repeat steps 2–6 of the “How to log on to TestNav Online Sample Tests for Grades 2–3” and then click on the Unit 2 option.

At the completion of Unit 1, if Sample Test administration continues on the same day, give students a 10–15-minute break before continuing on to Unit 2.

Grades 2–3

Unit 2

Interactive

Unit 2 Test Administration Directions

For Unit 2, make sure each student has scratch paper and a pencil. Headphones are necessary for Audio Directions, Sample Items, and the Writing multiple-choice item. Be sure that all desks are cleared of books and other materials not needed for the test. The students respond to each question by clicking next to their selected answer choice. During Unit 2, students are allowed to take notes on their scratch paper.

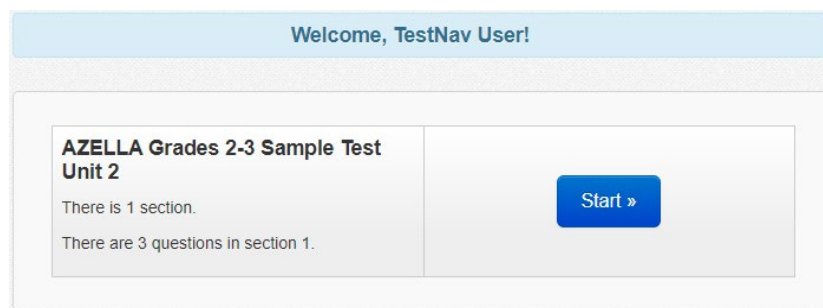
TA Scripted Directions:

SAY Now we will begin Unit 2 of the Sample Test. You must remain silent until the conclusion of the testing session. Electronic devices, such as cell phones and smart watches, are not permitted during the entire testing session.

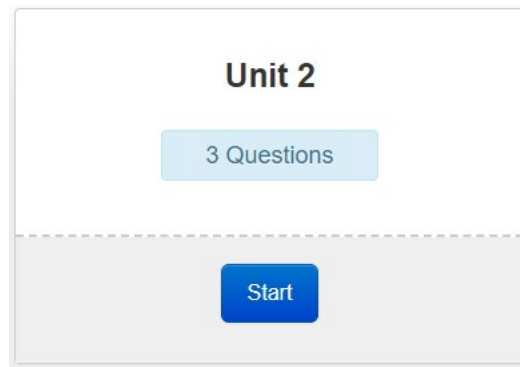
Unit 2 includes two sample items and three multiple-choice questions.

You will respond to each question by selecting the circle that corresponds to the answer you choose. If you want to change an answer, just click on the circle next to your new answer choice.

Click on the “Start” button. We will begin Unit 2.

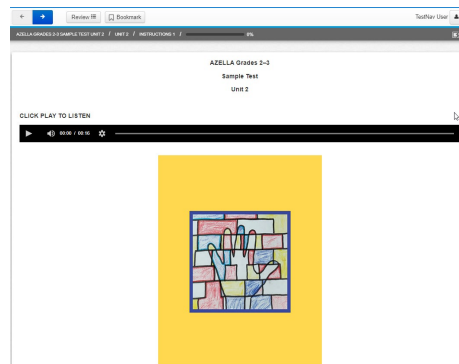


SAY Now, Click the “Start” button. Put on your headphones and click on the “Play” button to listen to the directions.



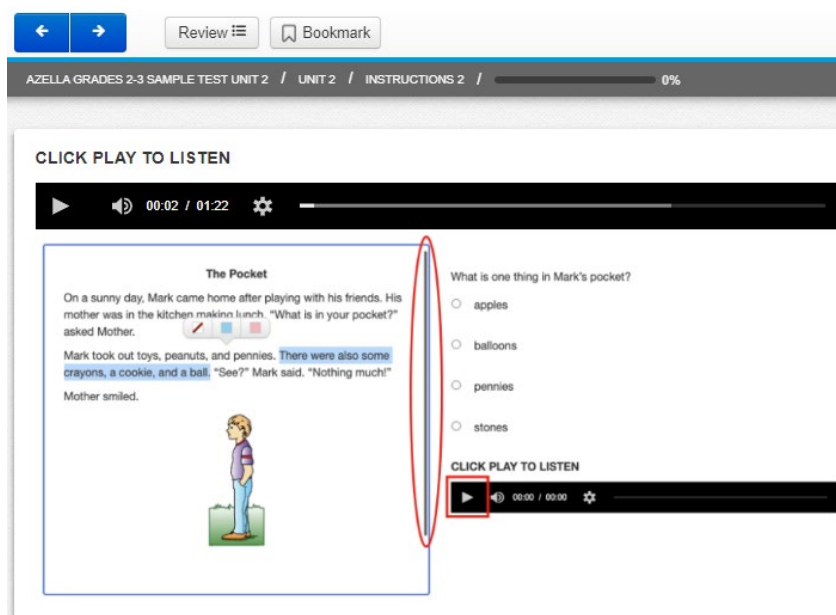
Unit 2 Section 1 Audio Scripts:

Screen #1 – Directions



This is Unit 2 of the AZELLA Sample Test for grades two and three. Click the blue “next” button at the top of the screen.

Screen #2 – Directions



Look at the picture of Sample A on this screen.

The title of the story for Sample A is “The Pocket.” This story has more than one question. You will be able to see the story with every question. You will use the blue “next” button to go from one question to the next.

You will be able to see the story for Sample A on one part of your screen. The whole story and the picture may not fit on that part of the screen at one time. You may need to use the scrollbar to read the whole story.

You will see a question on the other part of your screen. Sample A is the first question for this story. You will read the story and the question before you answer the question.

You will mark your answer by selecting the circle next to your answer choice. Click the blue “next” button to go to Sample A.

After listening to the directions for Sample A, students will be instructed to go on to Sample A. Samples A and B provide an opportunity to assist students in understanding the features of reading comprehension items that are associated with a Reading passage. For students with limited experience with online reading tests of this type, you may need to provide more explicit directions and assistance than is offered in the script.

TA Scripted Directions:

SAY When you go to sample A, you need to make sure that you scroll all the way down the passage so you can read the whole passage and see the pictures that go with the passage.

Some of the passages have more than one picture and some additional information that you might miss and that you will need to be able to answer the questions.

Remember that you are going to listen to the directions and read the passage first, then you are going to answer the question in Sample A. The last thing you are going to do is click the “Play” button under the answer choices to listen for more directions.

After everyone is done with this story and this question, I will tell you it is ok to click “Play.”

Wait until students have selected their answers and ask them if they have any questions. After you answer the students’ questions, ask them to put on their headsets and click the “Play” button.

Screen #3 – Sample A

SAMPLE A

CLICK PLAY TO LISTEN

▶ 🔊 00:00 / 00:17 ⚙️

The Pocket

On a sunny day, Mark came home after playing with his friends. His mother was in the kitchen making lunch.

"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!"

Mother smiled.



What is one thing in Mark's pocket?

- ☐ apples
- ☐ balloons
- ☐ pennies
- ☐ stones

CLICK PLAY TO LISTEN

▶ 🔊 00:00 / 00:37 ⚙️

Look at Sample A. Read the passage and answer the question. Then click the “play” button under the answer choices to hear the correct answer.

The correct answer for Sample A is “pennies”, which is the third answer choice. If you need to change your answer, you can do it now. Raise your hand if you have any questions. If you don’t have any questions about Sample A, click the blue "next" button and go to Sample B.

Screen #4 – Sample B

SAMPLE B
CLICK PLAY TO LISTEN


00:00 / 00:34

The Pocket

On a sunny day, Mark came home after playing with his friends. His mother was in the kitchen making lunch.

"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!"

Mother smiled.



What is the story mostly about?

- ☐ a sunny day
- ☐ nothing much
- ☐ Mark's friends
- ☐ Mark's pocket

CLICK PLAY TO LISTEN

00:00 / 00:37

Look at Sample B.

You can see that it is the same story that you just read for Sample A. The story is still in the same part of the screen, but there is a new question.

Read the passage and answer the question. Then click the “play” button under the answer choices to hear the correct answer.

The correct answer for Sample B is “Mark’s pocket.”, which is the last answer choice.

If you need to change your answer, you can do it now. Raise your hand if you have any questions. If you don’t have any questions about Sample B, click the blue “next” button and begin answering the questions.

Screen #5 – End of Test Directions

← → Review Bookmark

AZELLA GRADES 2-3 SAMPLE TEST UNIT 2 / UNIT 2 / INSTRUCTIONS 3 / 0%

End of Test

CLICK PLAY TO LISTEN

00:00 / 00:42

You have now finished Unit 2 of the AZELLA Sample Test.

You can make sure that you answered all of the questions by clicking the review button. Check to see if there is a dark circle next to any number. A dark circle means that you did not answer the question.

If you missed any questions, you can go back and answer them. When you are ready, you can remove your headset and wait for your teacher's instructions.

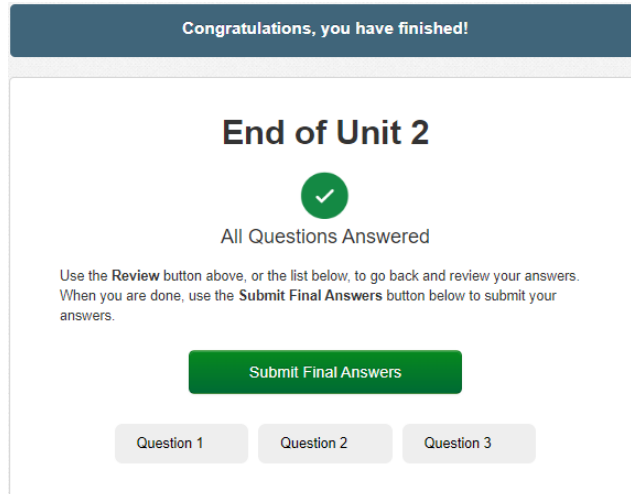
Monitor that students are comfortable using the "Review" button to go to an unanswered question. If a student cannot answer a question, it is ok to submit a Unit without having answered all the questions. The purpose of the "Review" tool is to ensure that a student did not leave a question unanswered by mistake.

After the review instructions, students will be told to remove their headsets. This is the time for the Test Administrator to help students with the review page to make sure they know when a question was not answered and how to navigate to missed items.

Test Administrators may choose to review the correct responses for Unit 2 Section 2 with the testing group. Once a student submits his/her responses or exits the Sample Test, the student responses will no longer be available for review.

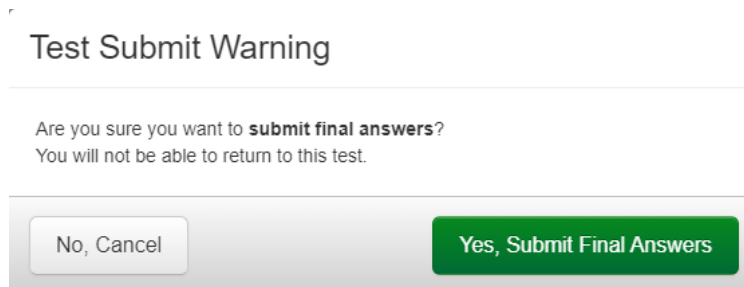
AZELLA Sample Test Grades 2–3		
Item Number	Key	Point Value
1	A	1
2	B	1
3	B	1

SAY When you click the blue "Next" button, you will see a screen that says, "End of Unit 2." You will also see if there are any questions you did not answer. It is not too late to go back and answer any questions that you missed.

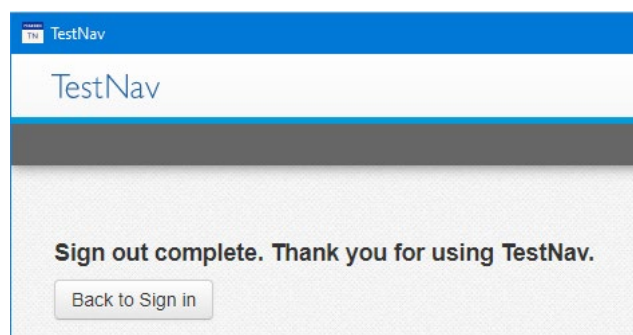


SAY When you are ready, click on the green “Submit Final Answers” button.

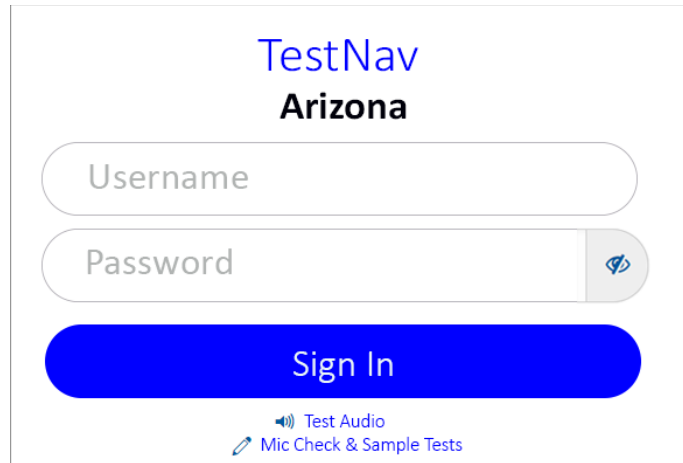
This is a very important screen. It says, “Are you sure you want to submit final answers? You will not be able to return to this test.” When you are sure you are ready, click on the green “Yes, Submit Final Answers” button.



NOTE: It is important to impress upon the students that for the Operational Test, clicking “yes” on the Test Submit Warning will submit the answers to that unit and that they will not be able to return. After submitting each unit, TestNav will show this screen:



The “Back to Sign in” button will take the student back to the Sign In page:

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

To continue to Unit 3, repeat steps 2–6 of the “How to log on to TestNav Online Sample Tests for Grades 2–3” and then click on the Unit 3 option.

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.

Grades 2–3

Unit 3

Interactive

Unit 3 Test Administration Directions

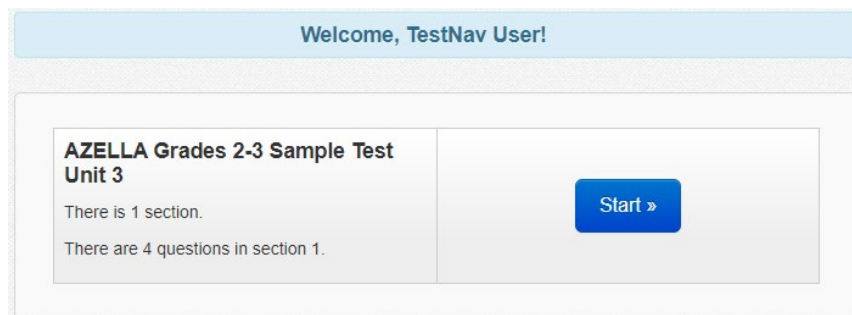
For Unit 3, make sure each student has scratch paper and a pencil. Headphones are necessary for Audio Directions, Sample items, and Writing items, but not for the Reading items. Be sure that all desks are cleared of books and other materials not needed for the test. The students respond to each question by clicking the circle next to their selected answer choice. During Unit 3, students are allowed to take notes on their scratch paper.

TA Scripted Directions:

SAY Now we will begin Unit 3 of the Sample Test. You must remain silent until the conclusion of the testing session. Electronic devices, such as cell phones and smart watches, are not permitted during the entire testing session.

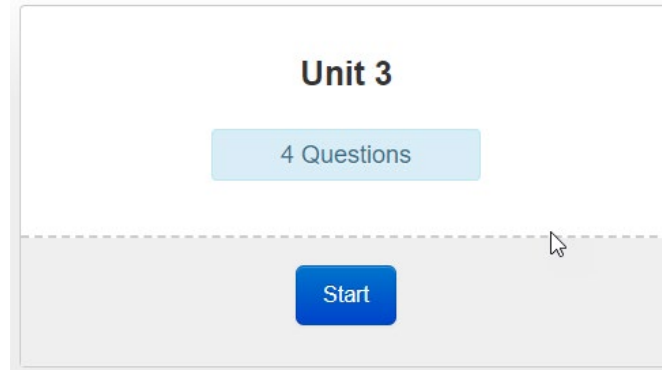
Click the blue “Start” button for Unit 3 on the “Welcome” screen.

Now, click the “Start” button and the test will begin.



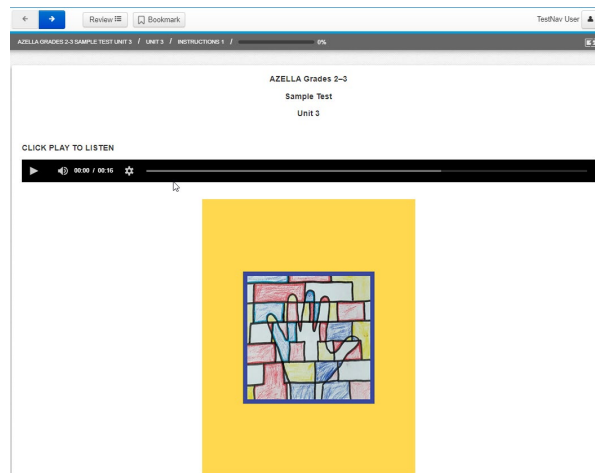
Pause while students click the “Start” button.

SAY When I tell you, you will click the “Play” button to listen to the directions through your headset. The test will start with a sample question. You can use your scratch paper to take notes. You will click the blue “Next” button to go from screen to screen. You can go back to a previous screen if you want to listen to any of the directions again or want to go back and change an answer. Click the “Play” button now.



Unit 3 Audio Scripts:


Screen #1 – Directions



This is Unit 3 of the AZELLA Sample Test for grades two and three. Click the blue “next” button at the top of the screen.

Screen #2 – Sample A

SAMPLE A
CLICK PLAY TO LISTEN



Which sentence is correct?

- ☐ I having three kittens.
- ☐ I haves three kittens.
- ☐ I have three kittens.
- ☐ I has three kittens.

Look at Sample A.

Directions: Read the question and the four answer choices.

Which sentence is correct?

You will select your answer by clicking on the correct answer.

The correct answer for Sample A is, “I have three kittens.”, which is the third answer choice.

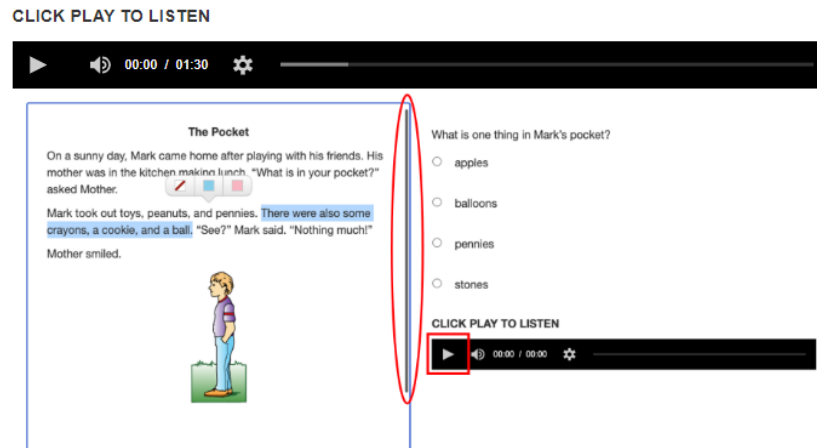
If you did not select, “I have three kittens.” you can change your answer now.

Raise your hand if you have any questions.

If you don’t have any questions about Sample A, click the blue “next” button and begin answering the questions.

Monitor students to make sure they listened to the directions on Screen #2 and have navigated to question 1. Students will complete Questions 1–2 on their own.

Screen #3 –Directions



Look at the picture of Sample B on this screen.

The title of the story for Sample B is "The Pocket." This story has more than one question.

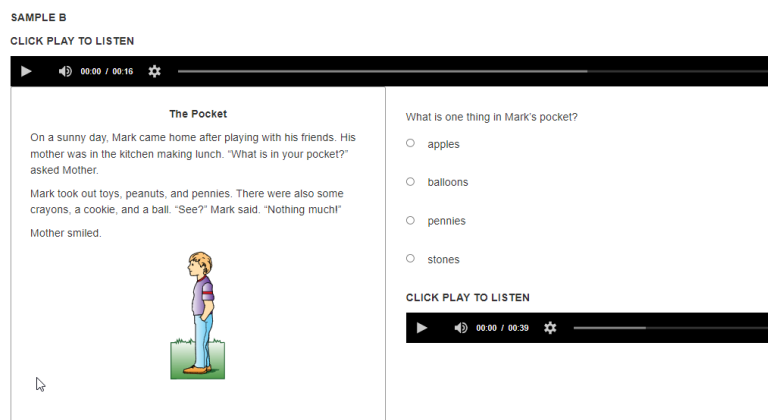
You will be able to see the story with every question. You will use the blue "next" button to go from one question to the next.

You will be able to see the story for Sample B on one part of your screen. The whole story and the picture may not fit on that part of the screen at one time. You may need to use the scrollbar to read the whole story.

You will see a question on the other part of your screen. Sample B is the first question for this story. You will read the story and the question before you answer the question.

You will mark your answer by selecting the circle next to your answer choice. Click the blue "next" button to go to Sample B.

Screen #4 – Sample B



Look at Sample B.

Read the passage and answer the question. Then click the “play” button under the answer choices to hear the correct answer.

The correct answer for Sample B is “pennies”, which is the third answer choice.

If you need to change your answer, you can do it now. Raise your hand if you have any questions. If you don’t have any questions about Sample B, click the blue "next" button and go to Sample C.

Monitor students to make sure they listened to the directions on Screen #4 and have navigated to Sample C.

Screen #5 –Sample C

SAMPLE C
CLICK PLAY TO LISTEN

▶ 🔊 00:00 / 00:33 ⚙️


The Pocket

On a sunny day, Mark came home after playing with his friends. His mother was in the kitchen making lunch.

"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!"

Mother smiled.



What is the story mostly about?

- ☐ a sunny day
- ☐ nothing much
- ☐ Mark's friends
- ☐ Mark's pocket

CLICK PLAY TO LISTEN

▶ 🔊 00:00 / 00:41 ⚙️

Look at Sample C.

You can see that it is the same story that you just read for Sample B. The story is still in the same part of the screen, but there is a new question.

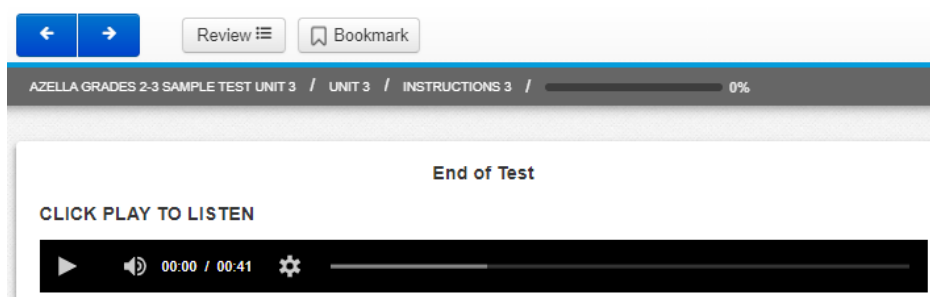
Read the passage and answer the question. Then click the “play” button under the answer choices to hear the correct answer.

The correct answer for Sample C is “Mark’s pocket.”, which is the last answer choice.

If you need to change your answer, you can do it now. Raise your hand if you have any questions. If you don’t have any questions about Sample C, click the blue “next” button and begin answering the questions.

Monitor students to make sure they listened to the directions on Screen #4 and have navigated to question 3. Students will complete Questions 3–4 on their own.

Screen #6 – End of Test Directions



You have now finished Unit 3 of the AZELLA Sample Test.

You can make sure that you answered all of the questions by clicking the review button.

Check to see if there is a dark circle next to any number. A dark circle means that you did not answer the question.

If you missed any questions, you can go back and answer them. When you are ready, you can remove your headset and wait for your teacher's instructions.

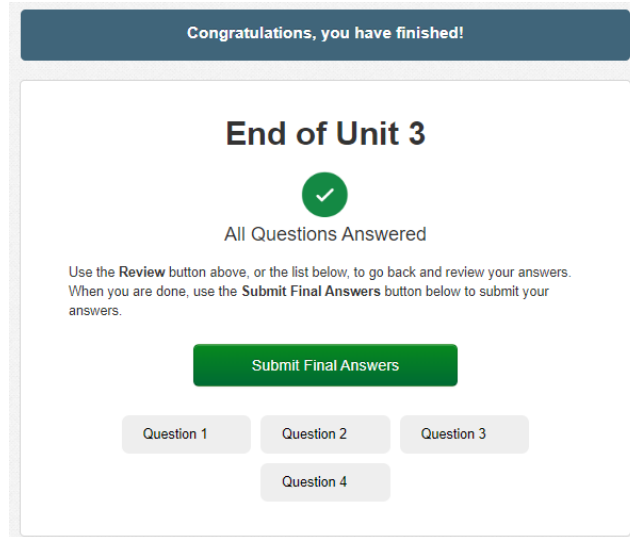
Monitor that students are comfortable using the “Review” button to go to an unanswered question. If a student cannot answer a question, it is ok to submit a Unit without having answered all the questions. The purpose of the “Review” tool is to ensure that a student did not leave a question unanswered by mistake.

After the review instructions, students will be told to remove their headsets. This is the time for the Test Administrator to help students with the review page to make sure they know when a question was not answered and how to navigate to missed items.

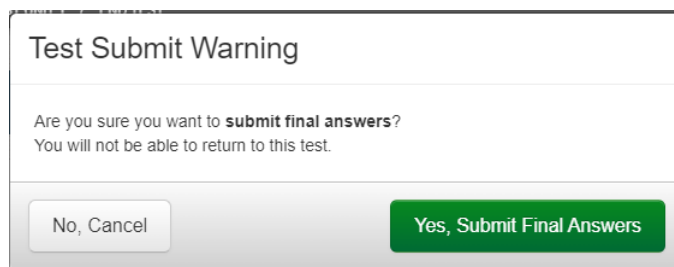
Test Administrators may choose to review the correct responses for Unit 3 with the testing group. Once a student submits his/her responses or exits the Sample Test, the student responses will no longer be available for review.

AZELLA Sample Test Grades 4–5: Unit 3		
Item Number	Key	Point Value
1	A	1
2	D	1
3	C	1
4	A	1

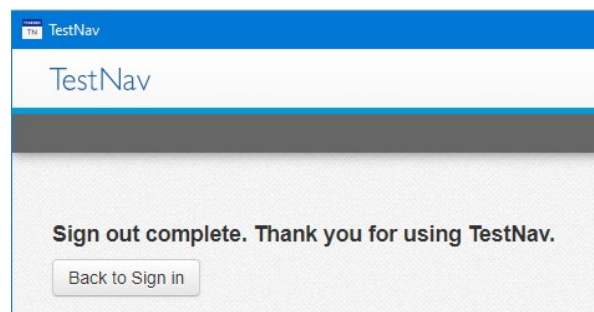
SAY When you click the blue “Next” button, you will see a screen that says, “End of Unit 3.” You will also see if there are any questions you did not answer. It is not too late to go back and answer any questions that you missed.



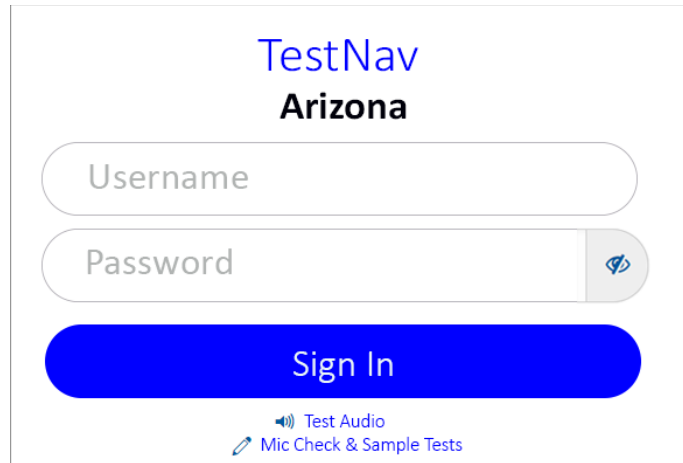
SAY This is a very important screen. It says, “Are you sure you want to submit final answers? You will not be able to return to this test.” When you are sure you are ready, click on the green “Yes, Submit Final Answers” button.



NOTE: It is important to impress upon the students that for the Operational Test, clicking “yes” on the Test Submit Warning will submit the answers to that unit and that they will not be able to return. After submitting each unit, TestNav will show this screen:



The “Back to Sign in” button will take the student back to the Sign In page:




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


TestNav
Arizona

Username

Password

Sign In

 Test Audio

 Mic Check & Sample Tests

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. Unit 4 will be administered using the AZELLA Grades 2–3 Sample Test Extended Writing Student Test Book (Unit 4) and the AZELLA Sample Test Audio Grades 2–3 Unit 4.

Grades 2–3

Unit 4

Writing

Unit 4 Test Administration Directions

*For questions #1 and #2 of this test unit, you will need to use the **AZELLA Grades 2–3 Sample Test Extended Writing Student Test Book (Unit 4)** and the **AZELLA Sample Test Audio Grades 2–3 Unit 4**.*

SAY Now, we will begin Unit 4 of the Sample Test. Electronic devices, such as cell phones and smart watches, are not permitted during the entire testing session. Do not talk during the test.

#1

This item is worth 5 points.

Rubric ID: W.2-12.(1)

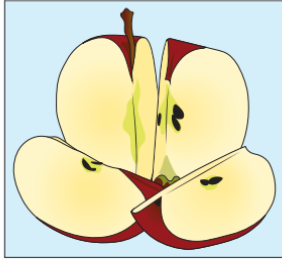
SAY Turn to page 2.

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

Start playing the Grades 2–3 Unit 4 audio recording.

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

1



In the story, Amara cuts an apple in half to share with her grandpa. Think about a time when you shared something with someone. Who did you share something with? What did you share? How did you share it?

Write 3–4 sentences to answer the questions: Who did you share something with? What did you share? How did you share it?

Be sure to:

- Answer the questions completely
- Use complete sentences
- Use descriptive words
- Use correct capitalization, spelling, and punctuation

Check Your Writing: Informative Writing

- ☐ Use descriptive words.
- ☐ Include details.
- ☐ Use complete sentences.
- ☐ Use correct capitalization, spelling, and punctuation.

#2

This item is worth 5 points.

Rubric ID: W.2-12.(1)

SAY Turn to page 4.

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

Continue playing the Grades 2–3 Unit 4 audio recording.

2

The passage describes the life of Lalo Guerrero, who was very good at playing instruments and singing songs. Think about something you want to be good at when you grow up. What do you want to be good at when you grow up? Why would you like to be good at it? What can you do now to get better at it?

Write 3–4 sentences to answer the questions: What do you want to be good at when you grow up? Why would you like to be good at it? What can you do now to get better at it?

Be sure to:

- Answer the questions completely
- Use complete sentences
- Use descriptive words
- Use correct capitalization, spelling, and punctuation

Check Your Writing: Informative Writing

- ☐ Use descriptive words.
- ☐ Include details.
- ☐ Use complete sentences.
- ☐ Use correct capitalization, spelling, and punctuation.

To continue to Unit 5, repeat steps 2–6 of the “How to log on to TestNav Online Sample Tests for Grades 2–3” and then click on the Unit 5 option.

At the completion of Unit 4, if Sample Test administration continues on the same day, give students a 10–15-minute break before continuing on to Unit 5.

Grades 2–3

Unit 5

Speaking

Unit 5 Test Administration Directions

*Before the students can access Unit 5 of the Sample Test, they will have to follow a series of prompts to perform the **microphone check** and ensure that their microphones are properly working. Monitor students as they progress through the screens of the microphone check.*

Unit 5 can be administered to students individually or in small groups. Be certain the student’s response to each of the sample questions is strong and clear. If not, ask the student to answer again in a stronger and clearer voice. Practice as much as needed for the student to feel comfortable answering the questions and managing the “Listen” and “Record” functions. Students’ spoken responses for the Sample Test are recorded and available for review using the Speaking response replay feature. Similar to the operational test, each item of Unit 5 has a maximum recording time between 15 and 60 seconds.

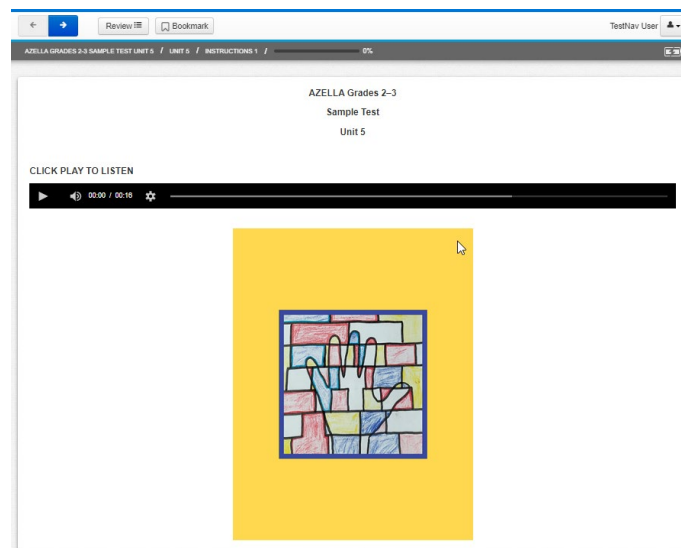
TA Scripted Directions:

SAY Now, we will begin Unit 5 of the Sample Test. You can see on the screen that there are ten questions in this test unit. For most of the questions, you will answer the question by speaking into your microphone. Please answer the questions in complete sentences.

Now, click on the “Start” button. Put on your headphones and click on the “Play” button to listen to the directions.

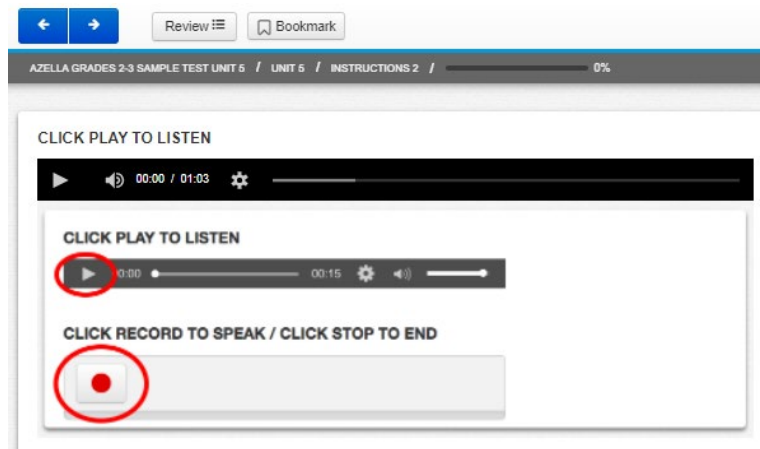
Unit 5 Audio Scripts:

Screen #1 – Directions



This is Unit 5 of the AZELLA Sample Test for grades two and three. Click the blue “next” button at the top of the screen.

Screen #2 – Directions

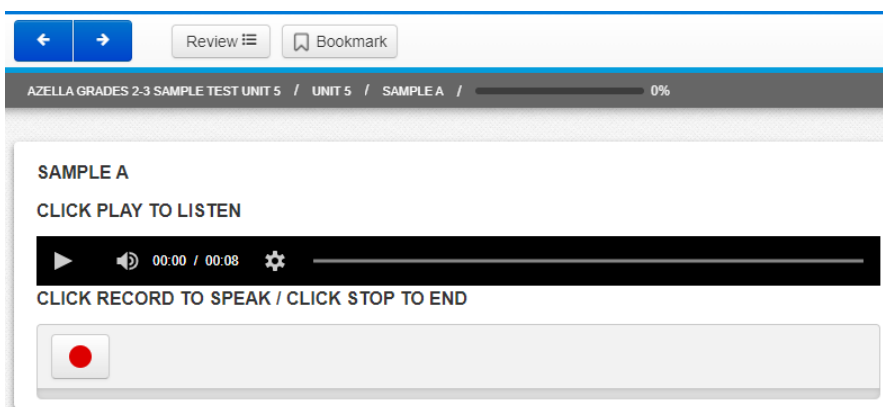


For some questions in this unit of the test, you will click the “play” button to hear the question. Then you will click the “record” button to record your answer. After you click record, be sure to speak in a strong voice. You will only be able to record your answer one time. Click the “stop” button when you are finished speaking, or just wait until the recording is complete. You will be able to take notes on your scratch paper during the test.

When you are ready, click the blue “next” button at the top of the screen and try Sample A on your own. After you record your answers for Sample A, remove your headset and wait for your teacher’s instructions.

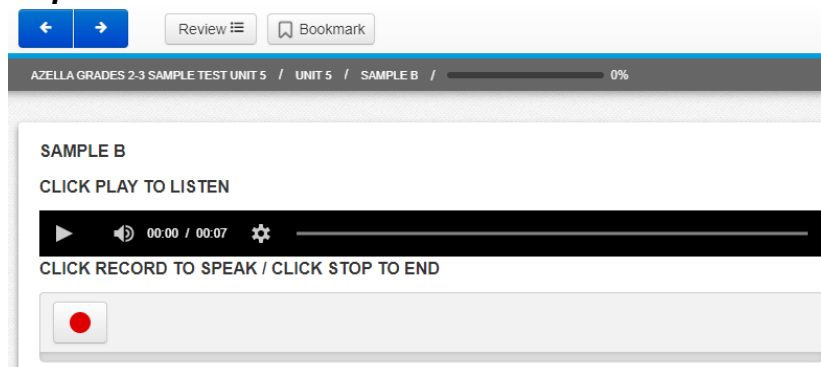
The Test Administrator should ensure that all students understand how to use the “PLAY” and “RECORD” tools before instructing them to move on to the Speaking questions. Sample A provides an opportunity for the Test Administrator to use the Speaking response playback feature to listen to the student’s recorded responses and verify that the clarity and volume of the responses are sufficient. The Test Administrator can then direct students to increase or decrease the volume of their voice as appropriate or to adjust the position of the microphone.

Screen #3 – Sample A



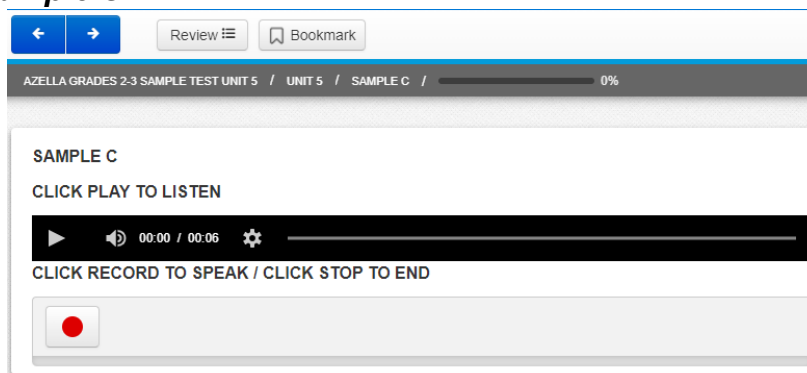
What is your first and last name?

Screen #4 – Sample B



What is your teacher’s name?

Screen #5 – Sample C

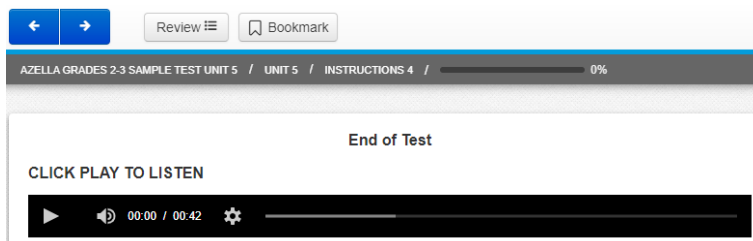


How old are you?

Monitor students to ensure they are comfortable playing the questions and recording their responses.

Make sure students know to press the “Play” button to listen to the question before they attempt to record their response. In TestNav, students cannot press the Record button while the audio player is active. The Record button will be grayed out.

Screen #6 – End of Test Directions



You have now finished Unit 5 of the AZELLA Sample Test.

You can make sure that you answered all of the questions by clicking the review button.

Check to see if there is a dark circle next to any number. A dark circle means that you did not answer the question.

If you missed any questions, you can go back and answer them. When you are ready, you can remove your headset and wait for your teacher's instructions.

When students have completed the Speaking items and the end of section “Review,” they will be instructed to remove their headsets and wait for the Test Administrator's instructions.

Test Administrators may choose to review the student responses for Unit 5 with the student. Once a student submits his/her responses or exits the Sample Test, the student responses will no longer be available for review.

This end of test procedure is the same as the operational test. Be sure students understand the importance of the submit buttons. Similar to the previous four sections, at the end of the Speaking section, students will see a banner that says “Congratulations, you have finished!” Once more, the submit button will say “Submit Final Answers.” This will be the same on the Sample test and the Operational forms.

Congratulations, you have finished!

End of Unit 5

Use the **Review** button above, or the list below, to go back and review your answers.
When you are done, use the **Submit Final Answers** button below to submit your answers.

Submit Final Answers

● Unanswered questions are marked with an orange dot.

● Question 1

● Question 2

● Question 3

● Question 4

● Question 5

● Question 6

● Question 7

● Question 8

● Question 9

● Question 10

SAY You have now completed the last part of the AZELLA Test. At the end of Unit 5, you will again see the banner that says, “Congratulations, you have finished!” and the green button that reads, “Submit Final Answers.” When you are ready, click, “Yes, submit Final Answers.”

Test Submit Warning

Are you sure you want to **submit final answers**?
You will not be able to return to this test.

No, Cancel

Yes, Submit Final Answers

AZELLA Sample Test Grades 2–3: Unit 5		
Item Number	Key/Rubric ID	Point Value
1	S.K-3.(1)	2
2	S.K-12.(1)	2

AZELLA Sample Test Grades 2–3: Unit 5		
Item Number	Key/Rubric ID	Point Value
3	S.K-3.(3)	3
4	S.K-12.(2)	3
5	B	1
6	S.K-3.(2)	3
7	S.1-12.(1)	3
8	S.K-12.(3)	4
9	S.K-12.(4)	4
10	R.1-5.(1)	3

Writing Rubric

AZELLA Extended Response Rubric | Grades 2–12: 0–5 points

Rubric ID: W.2-12.(1)

Score 5: Ideas are expressed and developed clearly; conventions of standard English are successfully incorporated; sentences are varied with both simple and complex structures; writing is organized and clearly moves from one sentence to the next; writing is focused and descriptive. A score point 5 will include:

- An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.
- Command of grammar (including syntax) and usage with few or no errors.
- Correct capitalization and end punctuation; infrequent errors in internal punctuation.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- Recognizable organization that allows the reader to follow the text from beginning to end.
- Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.
- Prompt/question addressed either in a statement or with clear implication.

Score 4: Main idea is evident, and development is present. Writing includes minimal errors in standard English conventions that do not impede communication of the text. There is variation of sentence structures; simple sentences prevail. Vocabulary is appropriate. Student uses transitions, although they are repetitive or missing at times. A score point 4 will include:

- An idea and details or characters and setting as appropriate.
- Minimal errors in grammar (including syntax) and usage that do not impede communication.
- Infrequent errors in capitalization and punctuation do not impede communication.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- An organization that incorporates transitional words to guide the reader through the text, from beginning to end.

- Words and phrases that address the topic and audience using academic language, although inconsistencies are noted.
- Evidence of connection to the prompt/question, stated or implied.

Score 3: Main idea is present; few details are evident, although some are general. Writing includes errors in standard English conventions, which impede communication. There is a hint of sentence variation, but attempts are often unsuccessful. Vocabulary is limited. A score point 3 will include:

- A main idea present; details randomly placed; simplistically stated character(s) and/or setting as appropriate.
- Errors in grammar (including syntax) and usage that begin to confuse the reader.
- Frequent errors in capitalization and punctuation that begin to impede communication.
- Frequent spelling errors that begin to impede reader's comprehension.
- Organization difficult to follow; transitions often missing; beginning and/or ending that may be missing.
- Repetitive use of words and phrases.
- Some evidence of connection to the prompt/question stated or implied.

Score 2: Main idea is discernible; details are not always tied to an idea and are sometimes off topic. Errors in standard English conventions impede communication. Sentences are often incomplete or are simplistic in structure. Vocabulary is limited and repetitive. A score point 2 will include:

- Ideas vague and/or simplistic; details sometimes unrelated; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- Beginning capitalization and end punctuation are often incorrect. Internal punctuation not correct if used.
- Spelling errors that impede reader's comprehension.
- Organization non-existent; no cohesiveness among the sentences; beginning and ending missing.
- Repetitive and/or incorrect words and phrases.

Score 1: No main idea is present; there is only a list of English words and phrases with no connection to one another. The use of standard English conventions is not evident. Sentences are incomplete or are random words strung together. Vocabulary is the repetition of a few words that offer no cohesive meaning. A score point 1 will include:

- Absence of ideas; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- No consistent evidence of capitalization and punctuation.
- Spelling errors that impede the reader's comprehension.
- Organization non-existent; no cohesiveness among the words and phrases; beginning and ending missing.

Score 0: This score point is applied in any of the following conditions:

- Blank page
- Language other than English
- Off-topic response
- Restatement or copying of the prompt
- Illegible or unintelligible response
- 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 Describe a Process Rubric | Kindergarten–Grade 3: 0–3 points

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

Use for item #3 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, orResponse 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, orVery little or no meaning was clearly made, orResponse 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 Express an Opinion Rubric | Kindergarten–Grade 12: 0–3 points

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

Use for item #4 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, orResponse 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, orLittle or no meaning was clearly made, orResponse 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 Compare and Contrast Rubric | Kindergarten–Grade 3: 0–3 points

Rubric ID: S.K-3.(2)

Use for item #6 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, orResponse 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, orVery little or no meaning was clearly made, orResponse 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 #7 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, orStudent only reads or repeats facts from the chart/diagram/table, orResponse 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, orVery little or no meaning was clearly made, orResponse 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 #8 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, orResponse 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, orVery little or no meaning was clearly made, orResponse 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 #9 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; connections between the parts of the story are clear
1	<ul style="list-style-type: none"> • Partially complete response/story • Connections between the parts of the story are not 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 Oral Reading Fluency Rubric | Grades 1–5: 0–3 points

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

Use for item #10 Unit 5

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.
2	Reads primarily in 3- or 4-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 an expressive interpretation is inconsistent.
1	Reads primarily word-by-word or in 2-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.
0	<p>Response meets one or more of the following conditions:</p> <ul style="list-style-type: none">• Unintelligible speech or foreign language, or• Response is 5 words or less, or• Response is silent, or• Response is off topic (Student is speaking in English, but not reading the passage.)