FRIDAY FOCUS WEBINAR #2: NEW AZELLA ITEM SPECIFICATIONS

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SEPTEMBER 29, 2023

WELCOME TO WEBINAR #2: NEW AZELLA ITEM SPECIFICATIONS

This webinar will be recorded and posted on the ADE Assessments webpage.

Please enter your First and Last Name in the Chat for tracking purposes for the live event.

We will also be capturing the chat questions. If there are questions that were frequently asked or need further clarification, ADE will compile and create an FAQ which will then be posted on the Assessments webpage under Friday Focus Webinars.

WELCOME TO WEBINAR #2: NEW AZELLA ITEM SPECIFICATIONS

- ADE Assessments Team will have 7 more webinar sessions in this series for the 2023 - 2024 school year

- These webinars will be recorded and posted on the Assessments Webpage

- This session will spotlight provide a brief guide to navigate the new AZELLA Test Specification Documents and potential applications in the SEI classroom. Updates on the EL70 Report and the K – 1 Speaking test will be provided.

NAVIGATING THE AZELLA ITEM SPECIFICATION DOCUMENTS

DEFINITION

The AZELLA Items Specifications document:

- is a resource that defines the content and format of the test and the test items,
- indicates the alignment of items with the 2019 Arizona ELPS,
- provides information about the scope and function of assessment items,
- can also serve to assist educators in understanding how assessment items are developed in alignment with the standards,
- intended to provide information regarding standards, item formats, and response types typically used on the AZELLA, and
- is **not** intended to be used for the purposes of instruction or the basis for curricula.

Contents

ITEM TYPES AND DESCRIPTIONS

Item Type	Description
Multiple Choice (MC)	KG & G1 -3 options Grades 2-12 -4 options
Inline Choice (IC)	Drop-down menu contains options
Gap Match (GM)	Drag-and-drop
Short Answer (SA)	KG & G1 -student writes missing word, capitalizes words, or adds end punctuation.
Constructed Response (CR)	Student creates written response to a prompt (one sentence for Kindergarten, two to three sentences for Grade 1 and Grades 2-3)
Extended Response (ER)	The student uses the keyboard to enter a response into a text field (Grades 4–12). These items can usually be answered in one paragraph

Item Development Process

Passage Development
ADE and WestEd generate potential passages for review.

Educator Review
Committees of Arizona educators review passages for content and bias. Approved passages are moved forward.

Item Development
WestEd and ADE generate potential items for review.

Educator Review
Committees of Arizona educators review items for content and bias. All approved items are moved forward.

Field Test
Items are field tested to see how they operate.

Data Review (includes educator review)
Field Test items are reviewed for statistical performance to ensure they are valid.

Operational
Field Test items that have made it through all stages are now eligible for inclusion in the AZELLA tests.

AZELLA LISTENING AND READING PASSAGES WORD COUNT AND LEXILE RANGES

Reading Passages

Word Count and Lexile Ranges by Grade Level		
Grade	Word Count Range	Lexile Range
K	40−60	NA
1	75−85	NA
2−3	100−125	350-750L
4−5	175−225	720-850L
6−8	200−275	860-1010L
9−12	250−300	1000-1200L

Listening Passages

Word Count Ranges by Grade Level	
Grade Level	Words
K	30-50
1	40-100
2−3	60-135
4−5	60-250
6−8	60-300
9−12	60-300

AZELLA
Arizona Department of Education

EL.2–3.S1

By the end of each language proficiency level, an English learner can: construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
Assessed in: Listening and Reading
Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	1	PE/E	respond to simple literal questions.	Select response that answers a literal question.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	What is a(n) [noun]? Who [action] [noun]?
		B	ask and answer questions by using evidence from a text.	Select response that asks or answers a question.			Why does [character] [action]? What did [character] do after he/she [action]?
		I	ask and answer questions about key details that support the main idea by using evidence from a text.				Which detail from the passage shows [noun phrase]? Why are you more likely to [action] than [action]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	2	PE/E	identify key words and phrases in read-alouds and oral presentations.				
		B	identify key details from read-alouds, picture books, and/or oral presentations.	Select the correct key detail.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	Why does [character] want to [action]? Where does [event] happen?
		I	identify the main topic and details from read-alouds, picture books, and/or oral presentation.	Select the correct topic and/or key details.			What is the story mostly about? Which picture shows what the story is mostly about?
LISTENING	3	PE/E	repeat familiar texts.				
		B	retell familiar texts.	Select the correct event in a sequence.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	Which picture shows what [character] does first/second/last?
		I	retell familiar texts with details.				
READING	3	PE/E	repeat familiar texts.				
		B	retell familiar texts.	Select the correct event in a sequence.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	What does [character] do first/second/last?
		I	retell familiar texts with details.				

EL.6–8.S6

By the end of each language proficiency level, an English learner can: participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Assessed in: Listening, Speaking, and Writing

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	1	PE/E	participate in conversations and discussions about familiar topics.	Explain a personal experience or preference.	Oral prompt	SA (Oral Response, 3 points)	Think about [a topic]. In one or more complete sentences, explain what [the topic] is and why you like [this topic].

Think about a time you [action]. Explain what you did and why/how you did it. |
| | | B | participate in discussions about familiar topics and texts. | | | | |
| | | I | participate in extended conversations and discussions about a variety of topics and texts. | Explain a personal experience. | | | |
| WRITING | 2 | PE/E | participate in written exchanges about familiar topics. | Select the correctly written sentence. | Discrete item | MC (4 options, 1 point) | Which sentence corrects the error?

Which is the **best** introductory sentence for the paragraph? |
		B	participate in written exchanges about familiar topics and texts.				
		I	participate in extended written exchanges about a variety of topics and texts	Select the most appropriate introductory sentence.			
	3	PE/E	follow the basic rules for discussion.				
		B	follow the rules for discussion.				
		I	express own ideas using the rules for discussion.				

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Terms used and supports across grades

Grade 1 S02(RC).B-1

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

Grades 4 – 5 S02(RC).B-1 and B-3

Read the sentence from paragraph 3.

> Two elements are needed for rainbows to form: white light and water.

What does the word elements mean as it is used in the sentence?

- ○ bands
- ○ colors
- ○ events
- ○ parts

Read the sentence from paragraph 2 of the section "Chiltepines: Tiny Peppers with Big Taste."

> Chiltepines are the only chili pepper native to the United States.

What is the meaning of native as it is used in the sentence?

- ○ used to preserve food
- ○ mostly grown in hot areas
- ○ originally from a certain area
- ○ used to cure health problems

Grades 2 – 3 S10(LA).B-6

CLICK PLAY TO LISTEN

► ◄) 00:00 / 00:07 ⚙ ──────────

Which sentence is correct?

- ○ The cat sleeps near the window.
- ○ The cat sleeping near the window.
- ○ The cat will sleeps near the window.
- ○ The cat will sleeping near the window.

Grades 9 – 12 S10(LA).I-5

Which sentence is written correctly?

- ○ Alice drived the car while her companion was reading the map.
- ○ Alice driving the car while her companion was reading the map.
- ○ Alice was drive the car while her companion was reading the map.
- ○ Alice was driving the car while her companion was reading the map.

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AZELLA Sample Tests

Digital Kits and Teacher's Editions available at https://www.azed.gov/assessment/azella under *AZELLA Sample Test Information*
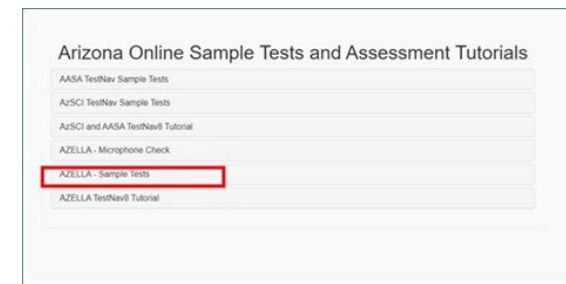

Digital Kits for KG and Grade 1: Student Test Book, audio files, and Teacher's Edition. Grades 2 – 3 Extended Writing STB and audio file. Grades 4 – 12 Teacher's Editions.

Online Sample Test are accessible through https://az.testnav.com/client/index.html or the dedicated TestNav application

➢ Grades 2 – 3: Units 1, 2, 3, and 5
➢ Grades 4 – 12: All five test units

POTENTIAL APPLICATIONS OF THE AZELLA ITEM SPECIFICATIONS

Applications and Resources

- Create items aligned to the ELP Standards similar to those that students will encounter in AZELLA for the purpose of:
  - ➤ Classroom quizzes and tests
  - ➤ Formative assessments
  - ➤ Additional practice for the Spring Reassessment
- Educators can contribute to the development of a school or district item bank
- Resources available:
  - ➤ AZELLA Item Specifications (KG, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12)
  - ➤ Considerations to Create an English Language Test handout
  - ➤ Ideas and templates to develop items by grade/grade band handouts (6 in total)

Ideas and Templates to Develop Items –Grade 1

Grade 1

Community Helpers

Firefighter

Farmer

Librarian

Grade 1

1. **Community Helpers** <u>Speaking</u> **prompt (chart).**
Include: Standard and PI alignment, task summary, stimulus description, format, and proposed prompt.

Grade 1

2. Daniela and Darío: ER Wring Prompt.

Narrator: **Listen to the story about Daniela and Darío.**

Speaker 1: **It was hot outside. Daniela and Darío had a great idea. They picked lemons from their lemon tree. They asked their mom to help them make lemonade. That afternoon, they set up a lemonade stand and served the neighborhood fresh lemonade.**

Narrator: **In the story, Marcos and Maria _____**
_____. Think about a time you _____
_____. / What do you think will happen next in the story? [question #1] [question #2] [question #3]

Write 3–4 sentences to answer the questions: [question #1] [question #2] [question #3]

Be sure to:

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

Your Writing prompt here

Be sure to:

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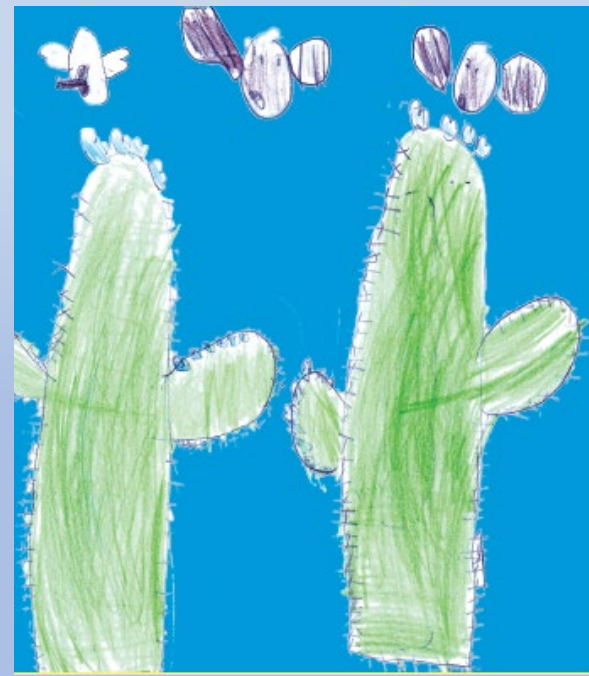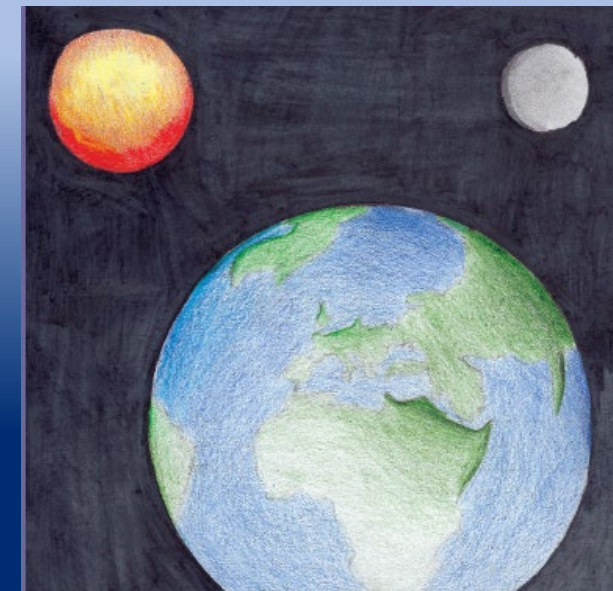- **Use correct capitalization, spelling, and punctuation**

Considerations to Create an English Language Test

PELL Meeting
September 6, 2023

AZELLA

ARIZONA DEPARTMENT OF EDUCATION

Arizona EL Student Art

Questions and considerations to create an English language classroom test

✓ Are the test **procedures practical**? (look at directions, admin time, ease of scoring)

✓ Is the test **reliable**? That is, would the same student/group of students get identical or similar scores if they were to take the same test under the same test-taking circumstances? Rubrics are critical for reliability.

✓ Is the test, to the extent possible, **authentic**?

✓ Does the test measure what it is **intended to measure**? (Look at the ELP standards, performance indicators, and proficiency levels. If a section of a test, for example, is supposed to assess Speaking, make sure that is you are not assessing Reading.)

✓ Is the test **free of bias** and **culturally sensitive**?

✓ Is the test **accessible** and does it provide sufficient and **adequate supports** for ELs of varying levels of proficiency?

✓ Whenever possible, **pilot your test** or "administer" it to a fellow teacher or coworker. This will help you **determine** if there are any **adjustments** or enhancements you need to do before your students take the test.

✓ Create your own **item specifications** and templates, it will help you develop new and better items.

✓ Create your own **item bank**. You worked very hard to develop your test. You might be able to use it all, or parts of it, next school year.

Suggested literature:
Brown & Abeywickrama (2010)
Language Assessments Principles and Classroom Practices

Spring 2024 Reassessment -Kindergarten and Grade 1 Speaking Test (Unit 5)

- TestNav will replace the phone administration.

- Student experience will be virtually the same when compared to the phone administration. **In a one-on-one administration**:

  - Students will use their Student Test Book.

  - Only the Test Administrator will interact with the testing device.

  - Test Administrator will sign into TestNav with the Testing Ticket, play the question or prompt for the student, and record their answer.

  - The KG and Grade 1 Unit 5 Sample Test will be available in TestNav for Test Administrators and students to practice before the administration of the Reassessment test.

  - A new Speaking Demonstration Video will be available in PAN and embedded in the Reassessment K – 1 training module.

  - Scripted directions in TAD will include, "Turn the page. Look at number X."

  - There should not be a considerable pause between the question/prompt and recording the student response. ADE will be monitoring.

QUESTIONS?

THANK YOU!

For questions, please contact us at:

AZELLA@azed.gov