ASSESSMENTS
AZELLA

AZELLA Accommodations Manual

Arizona's English Language Learner Assessment (AZELLA)

Assessing English Language Proficiency

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that measures a student's level of English proficiency based on the Arizona 2019 English Language Proficiency Standards. The AZELLA is used as entry and exit criteria for English Learner (EL) program services, determines placement for appropriate instruction, and measures annual progress toward the attainment of English language proficiency. The AZELLA results are used for various state and federal reporting and accountability measures.

Parents must complete a Home Language Survey (HLS) form upon a child's first enrollment in an Arizona public school. If the response to any of the HLS questions is a language other than English or American Sign Language (ASL), the student must take an AZELLA Placement Test to determine their level of English language proficiency and correct placement in classes. **This includes the range of students with disabilities, from high incidence to those with the most significant cognitive disabilities.**

The AZELLA Spring Reassessment is administered to all students with a current EL need. This includes all continuing EL students and all students withdrawn from EL services by parent request. The Test Administration Directions (TAD) that accompany each form of the AZELLA provide guidance and scripted directions to ensure a standardized administration of the assessment.

Some students with significant disabilities identified as English Learners may be eligible to take the alternate English language proficiency (ELP) test, Alt ELPA. All

qualifying students must be initially tested with AZELLA, then reassessed with either AZELLA or Alt ELPA annually until they reach overall proficiency.

The three HLS questions are as follows:

1. **What language do people speak in the home *most* of the time?**

2. **What language does the student speak *most* of the time?**

3. **What language did the student first speak or understand?**

Students with an HLS with a language other than English or ASL are administered the AZELLA Placement Test for initial identification and appropriate instructional classroom placement. If the students receive an Overall Proficiency Level of Proficient in AZELLA, they are classified as Initial Fluent English Proficient (IFEP) students and *Not Eligible for EL Services*, and no further ELP assessment is required. Otherwise, they are classified as English Learners and Eligible for EL Services for the current fiscal year.

Students with both EL and SPED needs are required to make an earnest attempt at all five units of the test. When a student has a disability that precludes assessment in one or more of the AZELLA domains because there are no appropriate accommodations to address access issues, the AZELLA District Test Coordinator must contact the AZELLA team at ADE to discuss options **before** any AZELLA test administration begins. The conditions of AZELLA participation should be documented in the student's IEP. The IEP must include the impact of English Language Acquisition on the student's progress in the general curriculum. ADE will review all requests for additional accommodations and determine if a student should attempt all test units or if the student does not need to attempt certain units based on the information provided by the district.

The Alternate English Language Proficiency Assessment (Alt ELPA)

The Alternate English Language Proficiency Assessment (Alt ELPA) is a standards-based English language proficiency (ELP) assessment for eligible English learners with the most significant cognitive disabilities in Kindergarten through Grade 12. The purpose of this assessment is to measure students' progress toward the attainment of English language proficiency in the four recognized language domains of listening, speaking, reading, and writing. It includes the academic English language students need to access and achieve grade-appropriate content taught in English.

The IEP team, which must include an educator with English language acquisition experience, makes the decision on whether a student with a most significant cognitive disability who is also identified as an English learner is eligible for Alt ELPA, or if the student should be administered the AZELLA with additional accommodations. No single individual should make the decision to have a student participate in the Alt ELPA. IEP teams must complete the Alternate Assessment Eligibility Form for ELs with the most significant cognitive disabilities each school year.

Eligibility Determination and Student Selector Application

Alternate Assessment eligibility determinations are made annually at the student's IEP meeting. The current IEP must document all areas of student needs including evidence of a significant cognitive disability, plans for learning academic content aligned with grade level standards, extensive supports, and English language acquisition needs for English Learners. The eligibility determination form, which is part of the IEP, must synthesize the information as it pertains to assessment participation. Eligibility for these students should be made early in the school year, even if the annual IEP is due later in the year. Eligibility determination should be made and identified prior to the closing of the Student Selector Application. IEP teams must determine Alternate Assessment eligibility for English learners with the most significant cognitive disabilities for participation in Alt ELPA.

Please notify your teachers so that they are prepared to give the District Test Coordinator (DTC) their lists of eligible students before the Student Selector Application closes on November 30, 2023. Eligible students participate in MSAA ELA and Math (Grades 3 - 8 and Grade 11), MSAA Science (Grades 5, 8, and 11), and Alt ELPA (Grades K - 12). All students must be identified for participation in all Alternate Assessments (MSAA and Alt ELPA) using the Student Selector Application, which is open October 3 - November 30, 2023.

The Alternate Assessment Participation Guidelines and Eligibility Determination document was revised August 2023. Updates include specifications for Alt ELPA participation. For more information, please view the webinar on Alternate Assessment Eligibility Determination posted on the Alternate Assessment website.

Please note that the AZELLA DTC must work and coordinate with the Alternate Assessment DTC before contacting the Alternate Assessment Inbox. For more information about Alt ELPA, please visit the Alt ELPA website.

AZELLA Assessment Accommodations

The following AZELLA **Universal Test Administration Conditions,** separated by mode of administration, may be offered to **any student** to provide them with a comfortable, distraction-free environment during testing. Please **do not submit** an Accommodations Request for Universal Test Administration Conditions :

Universal Test Administration Conditions – Paper and Pencil Administrations

Universal Test Administration Conditions Include:

- Testing in a small group, one-on-one, or in a separate location (e.g., another room, or in a study carrel).
- Being seated in a specific location within the testing room or being seated at special furniture. (Flexible Seating)
- Having the test administered by a familiar qualified Test Administrator.
- Using a special pencil or grip.
- Using devices (e.g., glasses, contacts, magnification, special lighting, color overlays) that allow the student to see the test.
- Using devices (e.g., hearing aids, amplification, Hearing Assistive Technology (HAT)) that allow the student to hear the test administration.
- Wearing noise buffers after the scripted directions have been read (for the constructed response or extended writing sections).
- Repeating scripted directions from the *Test Administration Directions* as needed.
- Answering questions about the scripted directions from the *Test Administration Directions* and/or the directions that the students read on their own as needed.
- Reading the scripted directions for the constructed response or extended writing questions, as needed.

Students who are unable to respond due to an injury may receive additional considerations. Contact AZELLA@azed.gov for further information.

Universal Test Administration Conditions –Online Administrations

Universal Test Administration Conditions Include:

- Testing in a small group, one-on-one, or in a separate location (e.g., another room in the building, or in a study carrel).

- Being seated in a specific location within the testing room or being seated at special furniture. (Flexible Seating)

- Having the test administered by a familiar qualified Test Administrator.

- Using a special pencil or grip.

- Using devices or online tools (e.g., glasses, contacts, magnification, special lighting, color overlays or contrast, line reader) that allow the student to see the test.

- Using TestNav tools that are universally available to all students during testing, or those that can be set prior to the testing day (e.g., color contrast, line reader mask, answer masking, and the magnifier tool).

- Using devices or online tools (e.g., hearing aids, amplification, Hearing Assistive Technology (HAT)) that allow the student to hear the test administration.

- Wearing noise buffers after the scripted directions have been read (for the Reading and Extended Writing sections).

- Repeating scripted directions from the *Test Administration Directions* as needed

- Answering questions about the scripted directions from the Test Administration Directions and/or the directions that the students read on their own as needed.

Students who are unable to respond due to an injury may receive additional considerations. Contact AZELLA@azed.gov for further information.

Students with Disabilities

Students with disabilities are those with special needs who have an Individualized Education Program (IEP) as determined by the Individual with Disabilities Education Act (IDEA) or a 504 Plan as determined by the Americans with Disabilities Act (ADA). AZELLA's accommodations are changes in the presentation (e.g., read the extended writing prompts aloud) and/or the response options (e.g., scribe assisting with bubbling multiple-choice items) in the administration of the assessment that **do not alter the item and what is being measured**, but still allow students to demonstrate their proficiency in English. The "Universal Test Administration Conditions" detailed above are available to all students and may also be included in a student's IEP or 504 Plan. The AZELLA Test Accommodations for Students with Disabilities below are only available to those students who have a current IEP or 504 Plan. Please note many of the accommodations require contacting the AZELLA team prior to the provision of the accommodation. In some instances, the AZELLA District Test Coordinator (DTC) will need to submit an AZELLA Additional Accommodations Request. The request form is located on the AZELLA DTC webpage under the AZELLA EL/SPED Test Administration Information tab.

To maintain the validity and reliability of the AZELLA test, the use of a scribe for the constructed or extended writing responses is **not** permitted. The use of a scribe would require a student to "spell-out" everything that is to be written without the test administrator or scribe providing any input or additional directions. There is a natural tendency for adults to write the words correctly and use correct English grammar structure. For assessment purposes this may not be done without altering the construct(s) being assessed.

A dually enrolled (SPED and EL) student who has a current IEP that states the student may use assistive technologies may do so for the **extended Writing portion** of the Writing domain of the AZELLA. The student may use assistive technologies with **spell check, grammar check, proofing, automatic capitalization – paragraphing - and spacing, and predict-ahead functions turned off. Internet access must be**

turned off. Text-to-speech is not allowed as this alters the construct that the Writing test is intended to measure.

The qualified Test Administrator must copy the student's responses **EXACTLY** as written (i.e., capitalization, punctuation, spelling, symbols, paragraphing, words per line, spacing, etc.) to the test book, answer document, or into the testing platform of the pertinent test units of the Placement Test and Spring Reassessment.

The following AZELLA testing accommodations for Students with Disabilities are arranged by grade and listed by Unit: 1, 2, 3, 4, and 5 as they relate to the format of the AZELLA.

Accommodations for Students with Disabilities – Kindergarten and Grade 1 Spring Reassessment Test, and Grade 1 Placement Test	Acceptable	Not Acceptable or Not Applicable
Allow frequent breaks	1, 2, 3, 4, 5	
Allow a Scribe to assist in bubbling answers for **multiple-choice items**	1, 2, 3, 4	5
Allow the Test Administrator to read the constructed or extended writing prompts aloud more than one time, if needed.	4	1, 2, 3, 5
Allow the use of assistive technology* for the constructed response writing prompts response with spell check, grammar check, and word prediction functions turned off *Submit an Additional Accommodations Request* before providing this accommodation. *** Speech-to-Text is prohibited.**	4	1, 2, 3, 5
Allow the enlargement of test materials *Submit an Additional Accommodations Request* before providing this accommodation	1, 2, 3, 4, 5	
Allow the test to be administered over more than 5 days *Submit an Additional Accommodations Request* before providing this accommodation	1, 2, 3, 4, 5	

The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment.

Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. Email questions to AZELLA@azed.gov regarding AZELLA administration to students with disabilities.

Accommodations for Students with Disabilities – Grades 2 & 3 Placement Test and Spring Reassessment Test	Acceptable	Not Acceptable or Not Applicable
Allow frequent breaks	1, 2, 3, 4, 5	
Allow a scribe to assist in clicking on the student's selected answer choice for **multiple-choice items**	1, 2, 3	4, 5* *A scribe may be used for multiple-choice items only
Allow the Test Administrator to read the extended writing prompts aloud, as needed	4	1, 2, 3, 5
Allow the use of assistive technology* for the extended-writing prompt response with spell check, grammar check, and word prediction functions turned off *Submit an Additional Accommodations Request* before providing this accommodation. * **Speech-to-Text is prohibited.**	4	1, 2, 3, 5
Allow the use of Special Paper Version (SPV) tests or Large Print SPV tests. *Submit an Additional Accommodations Request* for approval and instructions for obtaining SPV materials.	1, 2, 3, 4, 5	
Allow the test to be administered over more than 5 days *Submit an Additional Accommodations Request* before providing this accommodation	1, 2, 3, 4, 5	

The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment.

Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. Email questions to AZELLA@azed.gov regarding the administration of the AZELLA to students with disabilities.

Accommodations for Students with Disabilities − Grades 4−12 Placement Test and Spring Reassessment Test	Acceptable	Not Acceptable or Not Applicable
Allow frequent breaks	1, 2, 3, 4, 5	
Allow a scribe to assist in clicking on the student's selected answer choice for **multiple-choice items**	1, 2, 3	4, 5* *A scribe may be used for multiple-choice items only
Allow the Test Administrator to read the extended writing prompts aloud, as needed	3, 4	1, 2, 5
Allow the use of assistive technology* for the extended-writing prompt response with spell check, grammar check, and word prediction functions turned off *Submit an Additional Accommodations Request* before providing this accommodation. * **Speech-to-Text is prohibited.**	3, 4	1, 2, 5
Allow the use of Special Paper Version (SPV) tests or Large Print SPV tests. *Submit an Additional Accommodations Request* for approval and instructions for obtaining SPV materials.	1, 2, 3, 4, 5	
Allow the test to be administered over more than 5 days *Submit an Additional Accommodations Request* before providing this accommodation	1, 2, 3, 4, 5	

The translation of the test by the Test Administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries is not allowed in the administration of AZELLA. Some students may be provided with accommodations during instruction that are not appropriate for use during a standardized state assessment.

Accommodations not listed above, routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan must be approved by ADE prior to their use during an AZELLA administration. Email questions to AZELLA@azed.gov regarding AZELLA administration to students with disabilities.

Process for Requesting Additional AZELLA Accommodations

1. The AZELLA District Test Coordinator (DTC) submits the AZELLA Additional Accommodations Request Form. All submissions are completed on a secure server.
2. One submission covers all AZELLA test administrations for the school year.
3. Please wait to test the student until ADE provides a decision. Testing the student prior to ADE's decision will result in a Test Irregularity.
4. ADE will review and provide a decision on the request. In some instances, ADE may require additional information. If requested, please submit additional information in a timely manner.

AZELLA Additional Accommodations Request Form Grades KG-12

AZELLA Braille

- Grades K – 12 Braille (with some accessible domains without braille knowledge for lower grades) -Reassessment only.

AZELLA Special Paper Version (SPV) for online test administrations
- Grades 2-12 -SPV for online test - Placement and Reassessment.

AZELLA Large Print (LP) for Paper AZELLA test administrations

- Kindergarten paper Large Print -Reassessment
- Grade 1 paper Large Print -Placement and Reassessment
- Grades 2-12 SPV Large Print - Placement and Reassessment
- Grades 2-3 Large Print for Unit 4 (Extended Writing) - Placement and Reassessment

AZELLA with ASL Videos for Directions, Samples, and other Accessibility Elements for online test administrations

- Grades 2-12 - Placement and Reassessment

Grade 1 Unit 4 (Extended Writing) ASL Video

- Placement and Reassessment

Reminders
- Protect student data.
- Fill out the request in its entirety.
- Attach all pertinent and current documentation (e.g., IEP sections, 504 Plan).
- Ensure request is being submitted for the correct student.
- Instructional accommodations must align with assessment accommodations. An assessment accommodation cannot be provided unless the student uses the accommodation regularly during instruction.

- The DTC submitting the request will receive an automated receipt email stating the request was submitted, but this does not constitute ADE's approval for the request.