AZELLA

Item Specifications

GRADE 1

Arizona Department of Education with Pearson/WestEd – 2023

Table of Contents

Introduction

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment designed to meet both state and federal requirements to measure students' English language proficiency in listening, reading, writing, and speaking. AZELLA is aligned to the Arizona English Language Proficiency Standards (ELPS) adopted by the Arizona State Board of Education in December 2019. AZELLA is used for both placement and reassessment purposes.

Students who have been identified as potential second language learners on the Home Language Survey take the AZELLA Placement Test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English Learner (EL) program -including parent-withdrawn ELs, will also take the AZELLA Spring Reassessment Test once per year until they achieve proficiency. Students who have obtained an Overall Proficiency Level of "Proficient" on the AZELLA are then monitored for two years to help ensure success after they move into mainstream classrooms.

The AZELLA assessments for Kindergarten and Grade 1 are paper based. For Grades 2-12, the assessments are primarily computer based. Computer-based testing provides an opportunity to use innovative, technology-enhanced item types thus allowing students to demonstrate their knowledge of English in a variety of ways.

During the item-development process, all AZELLA items are written in accordance with the Item Specifications and are reviewed and approved by committees of Arizona educators to confirm alignment and appropriateness for inclusion on the assessment. AZELLA content is generally representative of Arizona's geographic regions and culturally diverse populations. All items are further reviewed by educator and community members committees for gender, racial, ethnic, religious, geographic, and socioeconomic bias. Item reviews also include consideration of issues related to individuals with disabilities. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter is appropriate and acceptable to Arizona students, families, and other members of Arizona communities.

This AZELLA Item Specifications is a resource document that defines the content and format of the test and the test items and should be of particular interest to item writers and reviewers. The document indicates the alignment of items with the 2019 Arizona ELPS and serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators in understanding how assessment items are developed in alignment with the standards. Note that these item specifications are intended to provide information regarding standards, item formats, and response types typically used on the AZELLA, and are **not** intended to be used for the purposes of instruction or the basis for curricula. In addition, keep in mind that AZELLA has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AZELLA Tests are administered in five sections, or units, for all grades and grade bands, with the exception of the Kindergarten Placement Test. How each unit focuses on assessing the domains through the standards is summarized in the table below. As the specific contents of each unit are driven by the standards—which are specific to each grade or grade band—there is some variation in the skills assessed on each unit, across the grades or grade bands.

Table 1 – AZELLA Test Units and Domains Assessed

Unit	Domains
Unit 1	Listening
Unit 2	Reading and Writing
Unit 3	Reading (K) Reading and Writing (G1-12)
Unit 4	Writing (K–3) Reading and Writing (G4–12)
Unit 5	Speaking Oral Reading (K–5) Listening (G2–12)

Unit 1 assesses the domain of Listening at all grades and grade bands. Students listen to short passages and answer multiple-choice (MC) comprehension questions related to the passages.

Unit 2 assesses the domains of Reading and Writing at all grades and grade bands. Students read a variety of texts (at Kindergarten, texts are read aloud to students) and answer questions to assess their reading comprehension and knowledge of writing skills and conventions related to the texts. Unit 3 assesses just Reading at Kindergarten, but both Reading and Writing at Grades 1–12. Unit 4 assesses Writing at Grades K–3. At Grades 4–12, Unit 4 assesses both Reading and Writing.

Unit 5 assesses Speaking skills at all grades by asking students to complete a series of speaking tasks. At Grades K–5, students also are administered a reading item in the form of a text that they are asked to read aloud. At Grades 2–12, students listen to a passage, answer comprehension questions about the passage, and then complete one or more speaking tasks that are related to the passage.

Any item specifications that are absent for standards listed in this document may be under development or may have been deemed more suitable for instruction and not assessable with standardized assessment item formats. This document does not endorse the exclusion of the instruction of any grade-level ELP standards.

For more information on the AZELLA program, please visit
https://www.azed.gov/assessment/azella.

Item Development Process

AZELLA items go through a rigorous review before they are operational. When an item is "operational," it means it is used to determine a student's score on the assessment. This is a description of the process every item must go through before it is operational on AZELLA.

Passage Development
ADE and WestEd generate potential passages for review.

⬇

Educator Review
Committees of Arizona educators review passages for content and bias. All 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 Sample Tests are available online for Grades 2 - 12. The online AZELLA Sample Test can be accessed through the web browser version or the dedicated application of TestNav 8.0, the online testing platform. The Teacher's Edition manual (test administration directions), as well as the Grades 2 – 3 Extended Writing Student Test Book and audio file are available at the AZELLA web page under the "AZELLA Sample Test Information tab.

All Kindergarten and Grade 1 AZELLA Sample Test materials are also available in the AZELLA web page. This includes the Student Test Books, audio files, and Teacher's Edition manual.

Test Construction Guidelines

The construction of the AZELLA assessments is guided by the depth and rigor of the 2019 Arizona English Language Proficiency Standards. Items are selected for inclusion on the assessments to address key components of the standards and assess a range of skills as described in the proficiency level descriptors for each standard.

Blueprint

The AZELLA blueprints provide an overview of the target percentage of points on the AZELLA by domain and the standards assessed for each domain. The blueprints guide test construction and detail specific information regarding the domains tested at each grade level. The blueprints provide an overview of the target percentage of points for each grade level on the AZELLA by domain and the standards assessed for each domain.

Table 2 – AZELLA Blueprint

DOMAIN	Standards	Kinder	Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
Writing	3, 4, 5, 6, 10	24%	30%	30%	32%	32%	32%
Reading	1, 2, 7, 8, 9	25%	30%	32%	33%	33%	33%
Listening	1, 2, 6, 7, 8	21%	19%	18%	16%	16%	16%
Speaking	3, 4, 6, 9	30%	21%	20%	19%	19%	19%

Item Formats

The AZELLA Kindergarten Reassessment and Grade 1 Placement and Reassessment tests are paper-and-pencil tests. They are comprised of multiple-choice items (MC), short response (SA), constructed-response items (CR), and open-ended questions and prompts to assess the Speaking domain. Student responses for the Speaking and Oral Reading Fluency items are captured via the TestNav Speaking test.

The online AZELLA assessments are comprised of item formats that include traditional multiple-choice items (MC), extended response (ER) items, technology-enhanced items (TEI), and open-ended questions and prompts to assess the Speaking domain. Student response for the Speaking and Oral Reading Fluency items are captured via TestNav.

TEIs are computer-delivered response items that require students to interact with test content to select or construct their responses.

Currently, there are three types of TEIs that have been developed for the AZELLA Grades 4–12 computer-based assessments:
- Inline choice (IC) (Grades 6–12 only)
- Gap Match (GM) (Grades 6–12 only)
- Extended Response (ER) (Grades 4–12 only)

For the Special Paper Version of the online AZELLA tests, (for students with an IEP or 504 plan that specifies a paper-based accommodation), TEIs (Grades 6–12 only) are presented in a multiple-choice format.

See the table below for a description of each item type. Examples of each response item format described may be found in the AZELLA Sample Tests.

Table 3 – AZELLA Item Types

Item Type	Description
Multiple Choice (MC)	The student is directed to select one correct answer from among 3 options (K–1) or 4 options (Grades 2–12).
Inline Choice (IC)	The student clicks a box which reveals a drop-down menu containing options. The student then selects the correct word or phrase from the drop-down menu. For the Special Paper Version of the test, the item is presented in a multiple-choice format. The student fills in a circle to indicate the correct word or phrase.
Gap Match / Gap Match Table (GM/GMT)	Certain words or phrases may be designated "draggable" in this item type. The student can then click on the option, hold down the mouse button, and drag it to a box. For the Special Paper Version of the test, the item is presented in a multiple-choice format. The student fills in a circle to indicate the correct word or phrase.
Short Answer (SA)	The student writes the missing word, capitalizes words, or adds end punctuation (Kindergarten and Grade 1). Student responses are scanned and hand scored.
Constructed Response (CR)	The student creates a written response to the prompt (one sentence for Kindergarten, two to three sentences for Grades 1 and Grades 2-3) in their test book. Student responses are scanned and hand scored.
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 and may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc. For the Special Paper Version of the test, students respond in an answer document and the responses are transcribed into the testing platform by the Test Administrator.

Stimulus Guidelines

Stimuli comprise a broad category of materials that can be used to measure student knowledge. A stimulus is typically a reading or listening passage or a paired set of reading passages but can also be accompanied by other sources, including technical graphics (e.g., tables, charts, and maps), or illustrations. Currently, there are four types of stimuli for AZELLA: stimuli for Reading tasks, stimuli for Writing tasks, stimuli for Speaking tasks, and stimuli for Listening tasks.

Every stimulus associated with AZELLA has been approved by a committee of Arizona educators.

Reading Passage stimuli will consist of either one text passage (Grades K–12) or a paired passage set (Grades 4–12), administered on units 2, 3, and 4 (Grades 4–12). The passages may be informational or literary and will cover a variety of topics. Passages may be accompanied by graphical elements. The word count listed below is a guideline for passage length and Lexile ranges. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

Table 4 – AZELLA Reading Passages Word Count and Lexile Ranges

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 Stimuli will consist of passages in the form of a conversation, classroom discussions, student presentations, or narratives. Stimulus topics range from everyday life to school-related topics, such as mathematics, science, technical subjects, or social studies.

Table 5 – AZELLA Listening Passages Word Count

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

Writing stimuli at Grades 4–12 include a prompt that is related to one or more reading passages. At Grades 1–3, the writing stimuli is not based on a reading text, but rather a Listening passage. The writing stimulus for Kindergarten is typically an image or illustration. Students will then create a written response to the prompt.

Speaking Stimuli will consist of illustrations and grade-appropriate graphics, such as maps, tables, slides, and charts. Stimulus topics range from everyday life to school-related topics, such as mathematics, science, technical subjects, or social studies.

AZELLA Standards

To access the AZELLA 2019 ELP standards, please visit the ADE website, at https://www.azed.gov/oelas/elps.

Design Features of the Standards

The 2019 Arizona English Language Proficiency Standards are designed for Specific grade/grade-bands. The ELP Standards for K, 1, 2-3, 4-5 are divided into Reading Foundational Skills and the 10 ELP Standards. The ELP Standards for Grades 6-12 have 10 ELP Standards and a Reading Foundational Skills Appendix.

Table 6 – Organization of the Reading Foundational Standards

Skill #	Skill
1	Phonological Awareness
2	Print Concepts
3	Phonics and Work Recognition (Decoding)
4	Fluency

Organization of the 10 ELP Standards

The Arizona ELP Standards are organized according to a schema that represents the following types of communication: Productive Communication, Receptive Communication, Interactive Communication, and Language.

Table 7 – ELP Standards in Relation to Communication Types

Standard #	Standard	
1	Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing	Standards 1 and 2 represent **Receptive Communication** (Listening and Reading)
2	Determine the meaning of words and phrases in oral presentations and literary and informational text	
3	Speak and write about grade-appropriate complex literary and informational texts and topics	Standards 3-5 represent **Productive Communication** (Speaking and Writing)
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	Adapt language choices to purpose, task, and audience when speaking and writing	
6	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions	Standards 6-8 represent **Interactive Communication** (Listening, Speaking, Reading, and Writing)
7	Conduct research and evaluate and communicate findings to answer questions or solve problems	
8	Analyze and critique the arguments of others orally and in writing	
9	Create clear and coherent grade-appropriate speech and text	Standards 9-10 focus on the **Language** (Vocabulary/Grammar) required to support Standards 1-8
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing	

Table 8 – Modalities and Domains of the Arizona ELP Standards

Modalities	Domains		Corresponding ELP Standards	
Receptive modalities: This mode refers to the learner as a reader or listener/viewer working with "text" whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)	Listening and Reading	1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	
		2	Determine the meaning of words and phrases in oral presentations and literary and informational text	
Productive modalities: The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and Writing	3	Speak and write about grade-appropriate complex literary and informational texts and topics	
		4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence	
		5	Adapt language choices to purpose, task, and audience when speaking and writing	
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener and reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the sociocultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	Listening, Speaking, Reading, and Writing	6	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions	
		7	Conduct research and evaluate and communicate findings to answer questions or solve problems	
		8	Analyze and critique the arguments of others orally and in writing	

Item Specifications

The following pages provide the item specifications that guided the development of the AZELLA items. The specifications are presented by standard and performance indicator and indicate the domain assessed for each standard. The item specifications provide a task summary which is an overview of the knowledge or skill to be assessed (e.g., main/central idea, supporting detail, or general comprehension for Listening and Reading and explaining personal experience or preference for Writing and Speaking). In addition, a description of the stimulus that accompanies each item is included to indicate whether items are discrete items or associated with a stimulus (e.g., reading or listening passage; table, graphic, etc.). Finally, the specifications provide the item format used for each performance indicator and sample item prompt(s) used to assess the content.

Grade 1 Item Specifications

EL.1.RFS.1 Phonological Awareness

Arizona's English Language Proficiency Standards: Reading Foundational Skills (Phonological Awareness)
Assessed in: 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
READING	a	PE/E	Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.				
	b	PE/E	Articulate the 44 phonemes accurately.				
	c	PE/E	Independently recite familiar rhymes, songs, chants and text with accurate pronunciation.				
	d	PE/E	Distinguish between initial, medial, and final spoken sounds to produce words.				
	e	PE/E	Orally produce groups of words that begin with the same initial sounds (alliteration).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	f	PE/E	Distinguish between long and short vowel sounds in orally stated single-syllable words.	Select the correct word with a long or short vowel sound.	Read-aloud item with or without graphics	MC (3 options, 1 point)	Look at the words in the boxes. [word, word, word] Which word has the same vowel sound as [word]?
	g	PE/E	Identify and generate a series of single-syllable rhyming words with a variety of phonograms.	Select single-syllable rhyming words.	Read-aloud item with graphics	MC (3 options, 1 point)	Look at the pictures. Which word rhymes with [word]? [word, word, word]
	h	PE/E	Segment multi-syllable words into syllables.	Select the correct way to separate a multi-syllable word into individual syllables.	Read-aloud item with graphics	MC (3 options, 1 point)	Look at the word [word]. What is the correct way to separate the word into syllables?
	i	PE/E	Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.				
	j	PE/E	Form words by blending spoken simple onsets (/c/) and rimes (/at/).				
	k	PE/E	Recognize and produce a new word when a phoneme is changed, added, or removed.				

EL.1.RFS.2 Print Concepts

Arizona's English Language Proficiency Standards: Reading Foundational Skills (Print Concepts)

Assessed in: 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
READING	a	PE/E	Demonstrate understanding of the organization and basic features of print.				
	b	PE/E	Track text left to right and top to bottom with return sweep.				
	c	PE/E	Track written words with one to one correlation.				
	d	PE/E	Distinguish between uppercase and lowercase letters.				
	e	PE/E	Distinguish between letters, words, sentences, and paragraphs.	Distinguish between letters, words, sentences, and paragraphs.	Discrete item	MC (3 options, 1 point)	Which is a [letter/word/sentence/paragraph]?
	f	PE/E	Distinguish letters from numbers and symbols.				
	g	PE/E	Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts.				
	h	B	Recognize the distinguishing features of a sentence.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	i	PE/E	Identify capitalization and ending punctuation.				
	j	B	Locate and identify the title, author, illustrator, title page, and table of contents of a book.	Recognize the features of a book.	Read-aloud item with graphic	MC (3 options, 1 point)	Look at the book. What is the name of the author of the book? Look at the table of contents from a science book. Which page has information about [subject or topic]? Look at the table of contents from a book about [topic]. Where can you find information about [specific detail]?

EL.1.RFS.3 Phonics and Word Recognition [Decoding]

Arizona's English Language Proficiency Standards: Reading Foundational Skills (Phonics and Word Recognition [Decoding])
Assessed in: 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
READING	a	PE/E	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.	Select the correct base word (word analysis) or decode one- or two-syllable words.	Discrete item	MC (3 options, 1 point) SA (Oral Response, 1 point)	MC: What is the base word of [word]? SA: Look at the list of words. Read each word to me.
	b	B	Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs.				
	c	B	Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including • single letters • consonant blends • consonant/vowel digraphs (th, sh, ck) • diphthongs (ea, ie, ee) • r-controlled vowels				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	d	PE/E	Decode and blend a new word when a specific grapheme is changed, added, or removed.				
	e	PE/E	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Select the correct number of syllables in a word.	Read-aloud item with graphic	MC (3 options, 1 point)	Look at the picture. How many syllables are in the word [word]?
	f	PE/E	Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).				
	g	PE/E	Decode and blend common inflectional endings in words (-s, -ed, -ing).	Decode words with inflectional endings (-s, -ed, -ing).	Discrete item	MC (3 options, 1 point)	What is the base word of [word with inflectional ending]?
	h	PE/E	Use word order and context to confirm decoding of text.				

EL.1.RFS.4 Fluency

Arizona's English Language Proficiency Standards: Reading Foundational Skills (Fluency)

Assessed in: 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
READING	a	PE/E	Read with sufficient accuracy and fluency to support comprehension.	Read a paragraph aloud.	Oral Reading Fluency passage between 130 and 160 words	SA (Oral Response, 3 points)	You are going to read a story out loud for one minute. The story is about [topic]. You might not finish reading the whole story—that is OK. If you get stuck on a word, please try it and move on. Or, just skip it. Begin reading from the first word when you hear the beep.
		B					
		I					
	b	PE/E	Use punctuation to guide reading fluency, including the use of: • periods • question marks • exclamation points • commas • apostrophes • quotation marks				
		B					
		I					
	c	PE/E	Read grade-appropriate high frequency words and irregular sight words fluently.				
		B					
		I					

EL.1.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 the correct response to simple questions about explicit details.	Listening prompt of approximately 40 words or passage of approximately 100 words	MC (3 options, 1 point)	How does [character] feel at the [beginning/end] of the story? Which picture shows [event]?
		B	ask and answer questions such as who, what, where, why, when, and how about key details in a text.	Select the correct response to wh- questions about key details.			
		I	ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.	Select the correct response to wh- questions about key details that support the main idea.			
READING	1	PE/E	respond to simple literal questions.	Select the correct response to simple questions about explicit details.	Discrete stimulus or reading passage of approximately 80 words	MC (3 options, 1 point)	Which picture shows [event]? Why does [character] do [action]? Who does [action]? Which picture shows [event]?
		B	ask and answer questions such as who, what, where, why, when, and how about key details in a text.	Select the correct response to wh- questions about key details.			
		I	ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.	Select the correct response to wh- questions about key details that support the main idea.			

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	2	PE/E	identify key words and phrases in a variety of literary texts and presentations.	Select the correct key word, phrase, or detail.	Listening prompt of approximately 40 words or passage of approximately 100 words	MC (3 options, 1 point)	Which word tells about character/place/object]?
		B	identify key details in a variety of literary texts and presentations.				
		I	retell stories to include key details in a variety of literary texts and presentations.	Will vary*			Will vary*
READING	2	PE/E	identify key words and phrases in a variety of literary texts and presentations.	Select the correct key word, phrase, or detail.	Discrete stimulus or reading passage of approximately 80 words	MC (3 options, 1 point)	Which word tells how [character] feels in the story?
		B	identify key details in a variety of literary texts and presentations.				Which word tells about [object]?
		I	retell stories to include key details in a variety of literary texts and presentations.	Will vary*			Will vary*

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	3	PE/E	restate a sequence of events using key words.	Select the correct sequence of events.	Listening prompt of approximately 40 words or passage of approximately 100 words	MC (3 options, 1 point)	Which picture shows the [first/second/last] step to [process/action]? What is the [first/second/last] step in [process/action]? Which picture shows what happens [first/second/last]? What happens [first/second/last]? What does [character] do [first/second/last]?
		B	sequence a series of events using key words and phrases.				
		I	sequence a series of events using transitions.	Will vary*			Will vary*

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	3	PE/E	restate a sequence of events using key words.	Select the correct sequence of events.	Discrete stimulus or reading passage of approximately 80 words	MC (3 options, 1 point)	Which picture shows the [first/second/last] step to [process/action]? What is the [first/second/last] step in [process/action]? Which picture shows what happens [first/second/last]? What happens [first/second/last]? What does [character] do [first/second/last]?
		B	sequence a series of events using key words and phrases.				
		I	sequence a series of events using transitions.	Will vary*			Will vary*
LISTENING	4	PE/E	identify the topic of literary texts and presentations.	Select the topic.	Listening prompt of approximately 40 words or passage of approximately 100 words	MC (3 options, 1 point)	What is the story mainly about? Which picture shows what the story is mainly about?
		B	identify the central idea of literary texts and presentations.	Select the central idea.			
		I					
READING	4	PE/E	identify the topic of literary texts and presentations.	Select the topic.	Discrete stimulus or reading passage of approximately 80 words	MC (3 options, 1 point)	What is the main idea of the story? What is the story mainly about? What is the story about?
		B	identify the central idea of literary texts and presentations.	Select the central idea.			
		I					

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	5	PE/E	identify basic similarities and differences within a familiar text.	Select the correct similarity or difference.	Listening prompt of approximately 40 words or passage of approximately 100 words	MC (3 options, 1 point)	How are [character 1 and character 2] the same?
		B	identify and describe similarities and differences within a text.				What is the same about [object 1 and object 2]?
		I					What is the difference between [character 1 and character 2]?
READING	5	PE/E	identify basic similarities and differences within a familiar text.	Select the correct similarity or difference.	Discrete stimulus or reading passage of approximately 80 words	MC (3 options, 1 point)	How are [character 1 and character 2] the same?
		B	identify and describe similarities and differences within a text.				What is the same about [object 1 and object 2]?
		I					What is the difference between [character 1 and character 2]?

EL.1.S2

By the end of each language proficiency level, an English learner can: determine the meaning of words and phrases in oral presentations and literary and informational text.

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	answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	Select the correct meaning of frequently occurring words.	Listening prompt of approximately 40 words or passage of approximately 100 words	MC (3 options, 1 point)	Which word from the passage means the same as [word]? What does [word] mean in the story? Which picture shows what [word] means in the story?
		B	determine the meaning of general academic, and content-specific words and phrases, and some common expressions.	Select the correct meaning of unknown words and phrases.			
		I	determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.	Select the correct meaning of less-frequently used words and phrases.			

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	Select the correct meaning of frequently occurring words.	Discrete stimulus or reading passage of approximately 80 words	MC (3 options, 1 point)	Which word from the passage means the same as [word]? What does [word] mean in the story? Which picture shows what [word] means in the story?
		B	determine the meaning of general academic, and content-specific words and phrases, and some common expressions.	Select the correct meaning of unknown words and phrases.			
		I	determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.	Select the correct meaning of less-frequently used words and phrases.			

EL.1.S3

By the end of each language proficiency level, an English learner can: speak and write about grade appropriate complex literary and informational texts and topics.
Assessed in: 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	communicate simple information or feelings about familiar topics, experiences, or events.	Describe a three-step familiar procedure.	Discrete item	SA (Oral Response, 3 points)	Next, please answer using complete sentences. Tell me how you [complete a process]. Include at least three steps.
		B	communicate simple messages about a variety of topics, experiences, or events.	Present information.	Simple table or chart		Look at the chart. The chart has information about [topic]. Imagine that you will give a presentation, or talk about the chart, to your class. Start speaking when you hear the beep. Use the information from the chart to talk about it to your class. Be sure to say as much as you can and speak using complete sentences.
		I	communicate oral presentations about a variety of topics, experiences, or events.				
	2	PE/E	add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.				
		B	add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	2 cont.	I	add appropriate drawings or other visual displays to clarify thoughts, feelings, and ideas about a variety of topics, experiences, or events.				
WRITING	3	PE/E	compose written statements about familiar text and topics using appropriate conventions.	Write 2–3 sentences using appropriate conventions.	Read-aloud passage	ER (Written Response, 5 points)	In the story, [characters do …]. Think of a time when you […]. [Question related to story but applicable to student's experience]? [Question related to story but applicable to student's experience]? Write 2 or 3 complete sentences to answer the questions: [repeat questions]?
		B	compose short written texts using appropriate conventions (narrative and informational).				
		I	compose written narratives and informational texts using appropriate conventions.				
WRITING	4	PE/E	produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.	Use a sentence frame.	Short (read-aloud) sentence with write-in blank (sentence frame)	SA (Written Response, 2 points)	Look at the sentence. It is missing a word. I will read the complete sentence to you. Then, you will write the missing word on the line. Now listen to the sentence: [sentence]. Listen again: [sentence]. Write the missing word on the line.
		B	produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.				
		I	produce writing with appropriate organization on a variety of topics, experiences, or events.				

EL.1.S4

By the end of each language proficiency level, an English learner can: construct grade appropriate oral and written claims and support them with reasoning and evidence.

Assessed in: Speaking

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	express an opinion using words and/or illustrations about a familiar topic.	Express an opinion.	Discrete item	SA (Oral Response, 3 points)	Next, use a complete sentence to answer the question. Tell me about your favorite [object/event]. Next, use complete sentences to answer the question. Why is that your favorite [object/event]?
		B	express an opinion or preference using phrases about a familiar topic or story				
		I	express an opinion about a given topic or story and use justification.				
	2	PE/E	identify and use words that signal closure.				
		B	identify and use phrases that signal closure.				
		I	provide a sense of closure to an opinion.				

EL.1.S5

By the end of each language proficiency level, an English learner can: adapt language choices to purpose, task, and audience when speaking and writing.

Assessed in: N/A

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
	1	PE/E	respond to questions and suggestions from peers and add details to writing.				
		B	respond to questions and suggestions from peers and add details to strengthen writing as needed.				
		I					
	2	PE/E	demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.				
		B	demonstrate awareness of differences between informal playground speech and language appropriate to the classroom.				
		I	shift appropriately between informal "playground speech" and language appropriate to the classroom.				

EL.1.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
	1	PE/E	listen to short conversations about familiar topics and respond using gestures, words, and simple phrases.				
		B	participate in short discussions and/or written exchanges.				
		I	participate in discussions and/or written exchanges about a variety of topics.				
WRITING	1	PE/E	listen to short conversations about familiar topics and respond using gestures, words, and simple phrases.				
		B	participate in short discussions and/or written exchanges.	Select the appropriate opening or closing of a note or letter.	Discrete item	MC (3 options, 1 point)	[Character] writes a [letter/note] to [character]. Which is the correct way to [begin/end] the [note/letter]?
		I	participate in discussions and/or written exchanges about a variety of topics.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	2	PE/E	respond to simple yes-no and some wh- questions about familiar topics.	Respond to simple wh- questions.	Listening prompt of approximately 40 words or passage of approximately 100 words	MC (3 options, 1 point)	What does [character] do? Who does [character] help?
		B	ask simple yes-no and wh- questions about familiar topics.				
		I	ask and answer questions about a variety of grade-appropriate topics.	Answer wh- questions that assess identification of literal, explicit details in a passage.	Listening prompt of approximately 40 words or passage of approximately 100 words	MC (3 options, 1 point)	What helps [character] do [action]? Which picture shows [event]? What is [topic] called?
WRITING	2	PE/E	respond to simple yes-no and some wh- questions about familiar topics.				
		B	ask simple yes-no and wh- questions about familiar topics.	Turn statement into a question.	Discrete item	MC (3 options, 1 point)	Which is the correct way to turn the sentence into a question?
		I	ask and answer questions about a variety of grade-appropriate topics.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	2	PE/E	respond to simple yes-no and some wh- questions about familiar topics.	Describe a picture or the function of an object.	Graphic–picture of event, action, or object	SA (Oral Response, 2 points)	Look at the picture. Please answer in a complete sentence. What is happening in the picture? Look at the picture. This is a picture of [object]. What is [object] used for?
		B	ask simple yes-no and wh- questions about familiar topics.				
		I	ask and answer questions about a variety of grade-appropriate topics.	Compare and contrast two pictures.	Graphic–two pictures with clear similarities and differences	SA (Oral Response, 3 points)	Look at the two pictures. You are going to compare the pictures with each other. Tell me one way the pictures are the [same/different]. Remember to use complete sentences, and tell me one way the pictures are the [same/different]. Tell me another way the pictures are the [same/different].
	3	PE/E	follow basic rules of discussion about familiar topics.				
		B	follow the rules for discussion.				
		I	follow the rules for discussion.				

EL.1.S7

By the end of each language proficiency level, an English learner can: conduct research and evaluate and communicate findings to answer questions or solve problems.

Assessed in: 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
	1	PE/E	label information and observations in simple notes.				
		B	record information and observations in guided notes.				
		I	record information and observations in organized notes.				
READING	2	PE/E	respond to a question or problem based on provided information from resources.	Answer a question based on a simple chart or table.	Discrete stimulus or reading passage of approximately 80 words containing a simple chart or table	MC (3 options, 1 point)	Look at the chart. What does the chart show about [object/event]? Which paragraph from the story do the pictures best help you understand?
		B	respond to a question or problem based on gathered information from provided source.				
		I	respond to a question or problem based on relevant personal experience or gathered information.				

EL.1.S8

By the end of each language proficiency level, an English learner can: analyze and critique the arguments of others orally and in writing.

Assessed in: 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
READING	1	PE/E	orally identify one reason an author or a speaker gives to support a point.	Identify a reason to support a point in a passage.	Discrete stimulus or reading passage of approximately 80 words	MC (3 options, 1 point)	What is one reason that [event] happens? Why does [author] say [point]?
		B	orally and/or in writing identify one or two reasons an author or speaker gives to support the points.				
		I	orally and/or in writing identify relevant reasons an author or speaker gives to support the points.				
	2	PE/E	respond to yes-no, either-or, and wh- questions about what an author or speaker says.				
		B	ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.				
		I	ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.				

EL.1.S9

By the end of each language proficiency level, an English learner can: create clear and coherent grade-appropriate speech and text.

Assessed in: Reading and Speaking

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
	1	PE/E	apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).				
		B	apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	1 cont.	I	apply understanding of how text types are organized in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).				
READING	2	PE/E	apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	Identify frequently occurring linking words.	Discrete stimulus or reading passage of approximately 80 words	MC (3 options, 1 point)	Which word shows what happens [first/last] in the story?
		B	apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	Answer questions about organization of ideas in a story.			What happens before [event] in the story?

What happens after [event] in the story? |
| | | I | apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking. | | | | |

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	2	PE/E	apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	Tell a story based on pictures or listen to and retell a read-aloud story.	Four pictures that tell a story or a read-aloud story with pictures for support	SA (Oral Response, 4 points)	Now, I am going to show you four pictures that tell a story. Look at ALL the pictures. I will tell the beginning of the story, and then you will tell me the rest of the story YOU see in the pictures. Listen to the beginning of the story: [story] Now tell me the story, starting with picture 1. Use a lot of details in your story. Begin telling the story when you hear the beep.

Look at each of the four pictures as you listen to a story about [topic]. You will listen to the story two times. Then, you will tell me as much of the story as you can. Please use complete sentences to tell the story. [Story read aloud twice]. Now, tell me the story in your own words. Remember to use complete sentences. |
| | | B | apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking. | | | | |
| | | I | apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking. | | | | |

EL.1.S10

By the end of each language proficiency level, an English learner can: make accurate use of standard English to communicate in grade appropriate speech and writing.

Assessed in: 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
WRITING	1	PE/E	using some familiar singular and plural nouns.	Select or identify singular and plural nouns.	Discrete item	MC (3 options, 1 point) SA (Written Response, 1 point)	Which word belongs in the blank?
		B	using an increasing range of singular and plural nouns.				
		I	using grade-appropriate singular and plural pronouns.				
WRITING	2	PE/E	using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	Use common and proper nouns.	Discrete item	MC (3 options, 1 point) SA (Written Response, 1 point)	MC: Which word from the sentence needs a capital letter? SA: Look at the sentence: "[sentence]." One of the words in the sentence needs a capital letter. What is the correct way to write the word? Write the word on the line.
		B	using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).				
		I	using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	3	PE/E	recognizing possessive nouns (e.g., That is Mary's backpack.).				
		B	using possessive with some familiar nouns (e.g., That is Mary's backpack.).				
		I	using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack).				
WRITING	4	PE/E	beginning to use personal subject and object pronouns.	Select the correct pronoun.	Discrete item	MC (3 options, 1 point)	Which word can replace [noun] in the sentence?
		B	using personal subject and object pronouns.				
		I	using personal (subject and object), possessive, and indefinite pronouns.				
WRITING	5	PE/E	using familiar verbs in the present progressive.	Select the sentence with the correct verb in the present progressive or past progressive.	Discrete item	MC (3 options, 1 point)	Which sentence is correct?
		B	using verbs distinguishing present progressive and simple present.				
		I	using verbs in the past progressive.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	6	PE/E	using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., *had*, *was*, *went*).	Select the correct verb in the simple present and simple past, including irregular past forms.	Discrete item	MC (3 options, 1 point)	Which word belongs in the blank?
		B	using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., *ate*, *ran*, *sang*).				
		I	using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., *drank*, *sat*, *wrote*).				
WRITING	7	PE/E	using some familiar verbs in the future with "going to".	Select the correct verb in the future with "going to" and "will."	Discrete item	MC (3 options, 1 point)	Which [word/words] belong in the blank?
		B	using an increasing range of verbs in the future with "going to" and "will".				
		I	using grade-appropriate verbs in the future with "going to" and "will".				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	8	PE/E	applying subject-verb agreement using familiar nouns and verbs.	Select the correct subject-verb agreement using various nouns and verbs.	Discrete item	MC (3 options, 1 point)	Which word belongs in the blank?
		B	applying subject-verb agreement using an increasing range of nouns and verbs.				
		I	applying subject-verb agreement using grade-appropriate nouns and verbs.				
WRITING	9	PE/E	recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).	Select the correct adjective.	Discrete item	MC (3 options, 1 point)	Which word belongs in the blank? Which word from the sentence describes [object/place]?
		B	using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).				
		I	using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	10	PE/E	beginning to use some frequently occurring prepositional phrases (e.g., *on the table*) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.	Select the sentence with the correct preposition or prepositional phrase.	Discrete item	MC (3 options, 1 point)	Which sentence is correct?
		B	using a wider range of prepositional phrases (e.g., *after lunch*) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.				
		I	using a variety of prepositional phrases (e.g., *toward the playground*) to provide detail (e.g., time, manner, place, cause).				
WRITING	11	PE/E	using some simple, frequently occurring conjunctions (e.g., *and*, *but*).	Select the sentence with the correct conjunction.	Discrete item	MC (3 options, 1 point)	Which sentence is correct?
		B	using a wider range of frequently occurring conjunctions (e.g., *and*, *but*, *because*).				
		I	using frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	12	PE/E	beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.	Select the correct word order in basic declarative and imperative sentences.	Discrete item	MC (3 options, 1 point)	Which sentence is correct?
		B	increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.	Select the correct word order in different types of sentences.			
		I	using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.				