AZELLA

Item Specifications

GRADES 4-5

Arizona Department of Education with Pearson/WestEd – 2023

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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 Students who have been placed into an English Learner (EL) program -including parent-withdrawn ELs, will also take the AZELLA Spring Reassessment Test once per year until they achieve proficiency.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.

Grades 4–5 Item Specifications

EL.4–5.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.				
	b	PE/E	Produce the 44 phonemes with verbal modeling and visual cues.				
	c	PE/E	Orally produce the initial and final sounds (not the letter) of a spoken word.				
	d	PE/E	Identify short vowel sounds in orally stated single-syllable words (e.g., hen, hat, mad, etc.).				
	e	PE/E	Identify long vowel sounds in orally stated single-syllable words (e.g., kite, made, cake, etc.).				
	f	PE/E	Segment sentences into words.				
	g	PE/E	Segment multi-syllabic words into syllables (/but/ter/fly/).	Select the answer that correctly divides a word into syllables.	Discrete item	MC (4 options, 1 point)	What is the correct way to divide [word] into syllables?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	h	PE/E	Blend spoken simple onsets and rimes to form real words (onset /c/ and rime /at/).				
	i	PE/E	Blend spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/).				
	j	PE/E	Recognize the new spoken word when a specified phoneme is added, changed or removed.				
	k	PE/E	Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun vs. run, man, etc.).				

EL.4–5.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 the command of left to right, top to bottom directionality, and return sweep when handling reading materials.				
	b	PE/E	Track the one to one correlation between spoken and printed word.				
	c	PE/E	Identify letters, words and sentences and their distinguishing features (e.g., capitalization, ending punctuation, etc.).				
	d	PE/E	Locate organizational features of a book (e.g., title, author, and table of contents) with instructional support.	Select the organizational features of a book, or use organizational features of a book to select information.	Discrete item with graphic	MC (4 options, 1 point)	On which page will the reader find information about [topic]?

EL.4–5.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	Recognize and naming uppercase and lowercase letters of the alphabet.				
	b	PE/E	Produce sounds represented by the single-lettered consonant and vowel graphemes.				
	c	PE/E	Read regularly spelled one and two-syllable words and compound words including consonant blends (bl, st, and tr).				
	d	PE/E	Read one and two-syllable words using letter-sound knowledge.				
	e	PE/E	Identify base words (walk, clean, dress) that have been modified by inflectional endings.	Select base words.	Discrete item	MC (4 options, 1 point)	What is the base word of [word]? Read the sentence from paragraph [number] of the passage. "[sentence]." What is the base word of [word]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	f	PE/E	Identify inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).	Select word with correct inflectional endings.	Discrete item	MC (4 options, 1 point)	Will vary*
	g	PE/E	Repeat and read given words with common prefixes, suffixes and roots including the endings -tion, -sion.	Select word with correct prefix, suffix, or root.	Discrete item	MC (4 options, 1 point)	Will vary*
	h	PE/E	Read contractions.	Select correct contraction.	Discrete item	MC (4 options, 1 point)	Will vary*
	i	PE/E	Use word order and context to confirm decoding of text.	Select the correct word order.	Discrete item	MC (4 options, 1 point)	Will vary*

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

EL.4–5.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 high frequency words, sight words, sentences and short passages from familiar patterned text (e.g., poems and chants, etc.) with fluency (e.g., accuracy, appropriate phrasing, and attention to punctuation).	Read high frequency words, sight words, sentences, and short passages.	Oral Reading Fluency passage between 175 and 235 words	SA (Oral Response, 3 points)	You are going to read this passage out loud for one minute. The passage is about [topic]. You might not finish reading the whole passage—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 after you click the "record" button.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	a cont.	B	Read high frequency words, sight words, sentences and short passages from familiar patterned text (e.g., poems and chants, etc.) with fluency (e.g., accuracy, appropriate phrasing, and attention to punctuation).	Read high frequency words, sight words, sentences, and short passages.	Oral Reading Fluency passage	SA (Oral Response, 3 points)	Will vary*
		I	Read high frequency words, sight words, sentences and short passages from familiar patterned text (e.g., poems and chants, etc.) with fluency (e.g., accuracy, appropriate phrasing, and attention to punctuation).				

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

EL.4–5.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	identify the central topic and key details.	Select central topic or supporting detail.	Discrete listening stimulus between 40 and 60 words or listening passage between 160 and 250 words	MC (4 options, 1 point)	What is the discussion mostly about? Where did [character] and [character] go after they [action]?
		B	determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.	Select main or central idea and supporting detail.			What is the main idea of the passage? What would be the **best** title for [character]'s presentation?
		I	determine central ideas (in informational texts) and themes (in literary texts) and explain how they are supported by key details.	Select central idea or theme and explain how they are supported.			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	1	PE/E	identify the central topic and key details.	Select central topic or supporting detail.	Discrete reading stimulus or reading passage between 235 and 450 words	MC (4 options, 1 point)	What is paragraph [number] mostly about? How did [character] solve [problem]?
		B	determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.		Reading passage between 235 and 450 words		What is the central idea of the passage? Which sentence **best** states a theme of the story?
		I	determine central ideas (in informational texts) and themes (in literary texts) and explain how they are supported by key details.	Select central idea or detail that supports main idea.			What is the central idea of the passage?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	2	PE/E	retell a familiar text including specific details and information.	Select supporting detail.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	Why was [object] added to [thing]? What is a simple fact about [topic]?
		B	recount a text including specific details and information.		Discrete listening stimulus between 90 and 170 words or listening passage between 160 and 250 words		Which information from the discussion supports the idea that [idea]? What does [character 1] want [character 2] to do?
		I	summarize a text including specific details and information.	Select best summary or important details to include in a summary.			Which sentence **best** summarizes the [lesson/conversation/discussion]? Which detail would be most important to include when writing a summary of the [lesson/conversation/discussion]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	2	PE/E	retell a familiar text including specific details and information.	Select supporting detail.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	According to the passage, what does a [person/animal] [action]? How does [character] learn [detail]?
		B	recount a text including specific details and information.				According to the section [section title], what do people [action] after [action]? According to the passage, which [character/animal] would [action]?
		I	summarize a text including specific details and information.	Select best summary or important details to include in a summary.			Which sentence **best** summarizes the passage? Which detail would be most important to include in a summary of the story?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	3	PE/E	identify similarities and differences within a text.	Select the correct similarity or difference within a text.	Discrete listening stimulus between 30 and 60 words or listening passage between 160 and 250 words	MC (4 options, 1 point)	According to the discussion, what is similar about [x] and [y]? How are [x] and [y] alike?
		B	identify and describe similarities and differences within a text.		Listening passage between 160 and 250 words		According to the lesson, how are [x] and [y] alike? According to the discussion, how are [x] and [y] different?
		I	compare and contrast details from multiple texts.	Select the correct similarity or difference in one or two texts.			What information shown in the picture is not discussed during the lesson?
READING	3	PE/E	identify similarities and differences within a text.	Select the correct similarity or difference within a text.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	How are [x] and [y] different? What is one way that [x] is different from [y]?
		B	identify and describe similarities and differences within a text.				What is one way that [x] and [y] are [alike/different]? How are the two sections of this passage similar?
		I	compare and contrast details from multiple texts.				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	4	PE/E	establish connections between visual supports and text.	Use text and visual information to select an answer to a question.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	Which question about the [topic] is answered in both the presentation and the table?
		B	utilize visual information to understand the text.				What does the map help you understand about [person/place/thing]?
		I	explain how the visual information supports the text.				Which part of the discussion does the picture help the listener understand? What information about [topic] is provided in both the discussion and the picture?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	4	PE/E	establish connections between visual supports and text.	Use text and visual information to select an answer to a question.	Discrete reading stimulus or reading passage between 235 and 450 words	MC (4 options, 1 point)	Based on the pictures and the passage, what feature do both a [person/place/thing] and a [person/place/thing] have? Which paragraph does the picture **most** help the reader understand?
		B	utilize visual information to understand the text.		Reading passage between 235 and 450 words		How does the picture help the reader understand the section "[section title]"?
		I	explain how the visual information supports the text.				How does the picture help the reader understand the passage? What does [additional section to passage] add to the passage?

EL.4–5.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	recognize the meaning of frequently occurring words, phrases, and expressions.	Select the correct meaning of a frequently or less-frequently occurring word or phrase.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	What does [word/phrase] mean? What does [character] mean when [he/she] says [quote from passage]?
		B	determine the meaning of frequently occurring academic and content-specific words and phrases.				What does [word/phrase] mean as it is used in the lesson? What does [word/ phrase] mean?
		I	determine the meaning of less-frequently occurring words and phrases and content specific words.				What does [word/phrase] mean? What does [word/phrase] mean as it is used in the [presentation/report /discussion]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	recognize the meaning of frequently occurring words, phrases, and expressions.	Select the correct meaning of a frequently or less-frequently occurring word or phrase.	Discrete reading stimulus or reading passage between 235 and 450 words	MC (4 options, 1 point)	Read the sentences. "[two sentences]" What does [word] mean? What does [word] mean as it is used in paragraph [number]?
		B	determine the meaning of frequently occurring academic and content-specific words and phrases.				What does [word] mean as it is used in paragraph [number]? Read the sentence from paragraph [number]. "[sentence]" What does [word] mean as it is used in the sentence?
		I	determine the meaning of less-frequently occurring words and phrases and content specific words.	Select the correct meaning of less-frequently occurring words.	Reading passage between 235 and 450 words		Read the sentence from paragraph [number]. "[sentence]" What does [word/phrase] mean as it is used in the sentence? According to paragraph [number], what is a [word/phrase]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	2	PE/E	recognize the meanings of common idiomatic expressions.	Select the correct meaning of an idiomatic expression.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	What does the teacher mean when [he/she] says [expression]?
		B	determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	Select the correct meaning of an idiomatic expression or figurative language.			What does [idiomatic expression] mean as it is used in the conversation?

What does [idiomatic expression] mean? |
| | | I | determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. | | | | Will vary* |
| **READING** | 2 | PE/E | recognize the meanings of common idiomatic expressions. | Select the correct meaning of an idiomatic expression or figurative language. | Reading passage between 235 and 450 words | MC (4 options, 1 point) | Read the sentence from paragraph [number]. "[sentence]" What does [idiomatic expression] mean as it is used in the sentence?

In paragraph [number], what does [character] mean when [he/she] says [idiomatic expression]? |

* 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 cont.	2 cont.	B	determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	Select the correct meaning of an idiomatic expression or figurative language.	Discrete reading stimulus or reading passage between 235 and 450 words	MC (4 options, 1 point)	Look at the dictionary entry for the word [word]. Read the sentence. "[sentence]" Which definition of [word] is used in the sentence? Read the sentence from paragraph [number]. "[sentence]" What does [word] mean as it is used in the sentence?
		I	determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.		Reading passage between 235 and 450 words		In paragraph [number], what does [character] mean when [he/she] says [idiomatic expression]? What does [idiomatic expression] in paragraph [number] suggest about [person/place/thing]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	3	PE/E	apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	Select the correct context clue to, or definition of, an unknown word.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	Will vary*
		B	apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.				
		I	apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.				What does the word [word] mean as it is used in the discussion?

* 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	apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.		Reading passage between 235 and 450 words	MC (4 options, 1 point)	Will vary*
		B	apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	Select the correct context clue to, or definition of, an unknown word.			Read the sentence from paragraph [number]. "[sentence]" What does [word] mean as it is used in the sentence? Which word from paragraph [number] **most** helps the reader understand the meaning of [word]?
		I	apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	Select the correct context clue to, or definition of, an unknown word or use morphology to determine the meaning of a word.			Read the sentence from paragraph [number]. "[sentence]" According to this definition, which example would **best** be expressed as [word]?

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

EL.4–5.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	deliver short oral presentations that include a few details.	Give a presentation.	Tables with information	SA (Oral Response, 3 points)	Imagine that your class is giving presentations about [topic]. Look at this table about [topic]. Imagine you will give a presentation about [topic]. When you are ready, use the information from the table to present it to your class. Please use complete sentences.
		B	deliver short oral presentations that include some details to develop a topic.				
		I	deliver oral presentations that include details and examples to develop a topic.				
WRITING	2	PE/E	compose written narratives using appropriate conventions about familiar topics and experiences that include details.	Write a narrative story.	Literary reading passage between 235 and 450 words	ER (Written Response, 5 points)	Read the last part of the excerpt from [passage title] again. What do you think will happen next? In the space below, write what you think is going to happen next in the story. Include as many details as possible in your writing.

In [passage title], [character] [action]. In the space below, write a story about a person who [action]. Include as many details as possible in your writing. |
| | | B | compose written narratives using appropriate conventions that include details to develop a topic. | | | | |
| | | I | compose written narratives using appropriate conventions that include details and examples to develop a topic. | | | | |

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	3	PE/E	compose informational texts that include details while using appropriate conventions.	Write an expository paragraph.	Informational reading passage between 235 and 450 words	ER (Written Response, 5 points)	Write a paragraph that explains how [x] are different from [y].

Write a paragraph that compares and contrasts [x] and [y]. |
		B	compose informational texts that include details to develop a topic while using appropriate conventions.				
		I	compose informational texts that include details and examples to develop a topic while using appropriate conventions.				
WRITING	4	PE/E	produce phrases that link ideas and information using transition words (e.g., also, because).	Select correct linking word or phrase.	Discrete item	MC (4 options, 1 point)	Read the sentences. "[two sentences]" Which sentence **best** combines the two sentences?
		B	produce sentences that link ideas and information using transition words and phrases (e.g., another, for example, also, because).				
		I	produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	5	B	use examples of precise language and domain-specific vocabulary within informative texts.	Select appropriate word (better word to use).	Discrete item	MC (4 options, 1 point)	Read the sentence. "[sentence]" Which is a better word to use than [word]?
		I	use precise language and domain-specific vocabulary to inform about or explain the topic.				Read the sentence. "[sentence]" Which is a better word to use than [word]? Read the sentence. "[sentence with a blank in it]" Which word belongs in the blank?

EL.4–5.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: Writing 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
WRITING	1	PE/E	express an opinion on a topic or text.	Write an opinion paragraph.	Informational reading passage between 235 and 450 words	ER (Written Response, 5 points)	The passage describes [person/persons]. Write a paragraph that tells about someone you [descriptive word] and why you [descriptive word of that person].
		B					
		I					
SPEAKING	1	PE/E	express an opinion on a topic or text.	Explain a personal experience or preference.	Oral prompt	SA (Oral Response, 3 points)	Follow along as I read the statement. "[statement of opinion]" Do you agree or disagree with the statement that [statement of opinion]? Explain in one or more complete sentences why you agree or disagree.

Which would you rather do—[action] or [action]? Explain why you would rather [action] or [action]. Please answer in one or more complete sentences. |
| | | B | | | | | |
| | | I | | | | | |

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	2	PE/E	supply a reason that supports the opinion.				
		B	supply a reason that supports the opinion and is based on some textual evidence.				
		I	supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	3	PE/E	use simple words that signal actions and emotions.	Select appropriate word (better word to use) that signals an action or emotion.	Discrete item	MC (4 options, 1 point)	Read the sentence. "[sentence]" Which is a better word to use than [word]?
		B	use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Select appropriate word (better word to use) that signals an action, emotion, or state of being.			Will vary*
		I	use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				

* 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
WRITING	4	PE/E	provide a sense of closure to an opinion.	Select best closure.	Discrete item	MC (4 options, 1 point)	Will vary*
		B	provide a concluding statement to an opinion.	Select best conclusion.			Read the student's report about [topic]. "[sentence]" Which sentence **best** concludes the student's report?
		I	provide a conclusion that summarizes the opinion presented.	Select best conclusion that summarizes the opinion presented.			Will vary*

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

EL.4–5.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: 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	demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts.	Select appropriate word according to social and academic context.	Discrete item	MC (4 options, 1 point)	Your friend asks you to read [his/her] report on [topic]. You read this sentence: "[sentence]" Which is a better word or phrase to use in a school report than [word/phrase]?
		B	demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.				
		I	adapt language choices and style (includes register) according to purpose, task, and audience.	Select appropriate word according to purpose, task, and audience.	Discrete item	MC (4 options, 1 point)	Read the sentence. "[sentence]" Which is a better word to use than [word]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	2	PE/E	use general academic words and phrases learned through conversations, reading, and being read to.	Select appropriate general academic word.	Discrete item	MC (4 options, 1 point)	Will vary*
		B	use grade-appropriate general academic and content specific words, phrases, and expressions with developing control.				
		I	use a variety of general academic and content-specific words and phrases.				

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

EL.4–5.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 personal experience.	Oral prompt	SA (Oral Response, 3 points)	Think about a time when you [action]. Tell me what you [action] and how you [action]. Please answer in one or more complete sentences. Think about a time you [action]. Tell me who you [action] and how you [action]. Please answer in one or more complete sentences.
		B	participate in discussions about familiar topics and texts.				
		I	participate in extended conversations and discussions about a variety of topics and texts.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	2	PE/E	participate in written exchanges about familiar topics.	Will vary*	Discrete item	MC (4 options, 1 point)	Will vary*
		B	participate in written exchanges about familiar topics and texts.	Select sentence that corrects an error in writing.			Your friend asks you to read [his/her] report on [topic]. You notice an error in this sentence: "[sentence]" Which sentence corrects the error?
		I	participate in extended written exchanges about a variety of topics and texts.	Will vary*			Will vary*
	3	PE/E	follow basic rules for discussion.				
		B	follow rules for discussion.				
		I	express own ideas using the rules for discussion.				
LISTENING	4	PE/E	respond to simple yes-no and wh- questions.	Select response that answers a question.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	Which response **best** answers the student's question?
		B	ask questions to gain information or clarify understanding.	Select response that asks a question.			Based on [information from the passage], which question should a student ask the teacher next?
		I	pose and respond to questions about a variety of topics and texts.	Select response that asks or answers a question.			What will [character] **most likely** talk about next?

* 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
SPEAKING	4	PE/E	respond to simple yes-no and wh- questions.	Describe information.	Table, graph, or picture	SA (Oral Response, 2 points)	What is happening in the picture?
		B	ask questions to gain information or clarify understanding.	Ask questions or explain similarities or differences.		SA (Oral Response, 3 points)	Look at the table. It has information about [topic]. Some of the information is missing. Please answer in one or more complete sentences. What are three questions you could ask to learn about the missing information?
		I	pose and respond to questions about a variety of topics and texts.			SA (Oral Response, 3 points)	Look at the tables. They have information about two [persons/places/things], [x] and [y]. How are [x] and [y] similar or different? Please answer in one or more complete sentences. Explain three ways [x] and [y] are similar or different.
	5	PE/E	contribute own comments to collaborative oral and written discussions about familiar topics.				
		B	contribute information and evidence to collaborative oral and written discussions.				
		I	paraphrase the key ideas expressed in collaborative oral and written discussions.				

EL.4–5.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
READING	1	PE/E	gather information from provided resources to answer questions.	Select choice that answers question about provided resources.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	According to the passage, what happens when [action]? According to the information in the section "[section title]," what makes [person/place/thing] [action]?
		B	gather information from multiple provided resources to answer questions.				Which sentence **best** describes both sections of the passage?
		I	gather information from print and digital provided resources to answer questions.				
READING	2	PE/E	record some information/observations in simple notes.				
		B	sort evidence into categories.	Select answer that best sorts evidence into categories.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	Will vary*
		I	summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.				

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

EL.4–5.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: 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	identify a reason an author or speaker gives to support a main point.	Select supporting evidence.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	What reason does [character/author] give to explain that [action or description]?
		B	tell how one or two reasons support the specific points an author or a speaker makes.	Select supporting evidence (claims).			What is one reason [character/author] gives to support the idea that [idea]?
		I	explain how an author or speaker uses reasons and evidence to support or fail to support specific points.	Select reason or evidence that explains how the author supports or fails to support specific points.			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	1	PE/E	identify a reason an author or speaker gives to support a main point.	Select supporting evidence.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	According to the section "[section title]," what is [specific point]? Read the sentence from paragraph [number]. "[sentence]" Which sentence from the passage **best** supports this statement?
		B	tell how one or two reasons support the specific points an author or a speaker makes.	Select supporting evidence (claims).			Why does the author discuss [claim]? Which statement from paragraphs [number–number] supports the idea that [claim]?
		I	explain how an author or speaker uses reasons and evidence to support or fail to support specific points.	Select reason or evidence that explains how the author supports or fails to support specific points.			In the section "[section title]," how does the author support the claim that [specific point]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	2	PE/E	determine and explain the author's purpose.	Select author or speaker purpose.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	Why does the teacher [action]?
		B	identify the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).				What is the main purpose of the discussion?
		I	determine and explain the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).	Select and explain author or speaker purpose.			What is the purpose of the discussion?
READING	2	PE/E	determine and explain the author's purpose.	Select author purpose.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	Why did the author **most likely** choose to compare [x] and [y]?
		B	identify the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).				Why did the author **most likely** write the section "[section title]"? Why did the author **most likely** write the passage?
		I	determine and explain the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).	Select and explain author purpose.			Why did the author **most likely** write the passage?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	3	PE/E	identify vocabulary used to influence a reader's perspective (e.g., emotional words, etc.).	Select vocabulary used to influence a listener's perspective.	Listening passage between 160 and 250 words	MC (4 options, 1 point)	Will vary*
		B	distinguish between facts an opinion in a text.	Select statement that is a fact or an opinion.			Which statement from the discussion is an opinion?
		I	distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications, etc.).				Which statement from the presentation is an opinion?
READING	3	PE/E	identify vocabulary used to influence a reader's perspective (e.g., emotional words, etc.).	Select vocabulary used to influence a reader's perspective.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	What phrase does the author use to appeal to the reader's emotions?
		B	distinguish between facts an opinion in a text.	Select statement that is a fact or an opinion.			Which sentence from the passage states an opinion?
		I	distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications, etc.).				Which statement from the section "[section title]" is a fact?
	4	PE/E	express an opinion.				
		B	write about an opinion and use provided resources to include one or more supporting reasons.				
		I	write about an opinion and use provided resources to include supporting reasons.				

* 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
	5	PE/E	use words and phrases to express ideas and opinions.				
		B	use academic words and phrases to express ideas and phrases.				
		I	use academic and domain-specific words and phrases to express ideas and phrases.				

EL.4–5.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
READING	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).	Select the correct text structure used in a text or section of a text.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	How does the author organize paragraphs [number–number]? How is the passage organized?
		B	apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).				How does the author organize the passage?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	1 cont.	I	apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	Select the correct text structure used in a text or section of a text.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	How is the section "[section title]" organized?
	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.				
READING	2	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.	Select linking words.	Reading passage between 235 and 450 words	MC (4 options, 1 point)	Which phrase from paragraph [number] links to ideas in earlier paragraphs?
		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.				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
SPEAKING	2	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.	Listen and retell a story, event, or informational text. Tell a story or describe events based on a series of pictures.	4-picture sequence	SA (Oral Response, 4 points)	LISTEN AND RETELL: Look at the pictures. You will listen to a teacher talk about [topic]. You will listen to the teacher two times. Then, in your own words, you will tell me as much of what the teacher said as you can. Please use complete sentences. 4-PICTURE NARRATIVE: I am going to show you four pictures that tell a story. Look at ALL the pictures. I will start the story, and then you will tell me the story that you see in the pictures.
		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.4–5.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: 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
WRITING	1	PE/E	using some familiar singular and plural nouns.	Select correct familiar singular or plural noun.	Discrete item	MC (4 options, 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 nouns.	Select correct singular or plural noun.			
WRITING	2	PE/E	using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	Select correct noun and determiner.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		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
WRITING	3	PE/E	recognizing possessive nouns (e.g., That is Mary's backpack.).	Select correct possessive noun.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		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 correct subject and object pronoun.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		B	using personal subject and object pronouns.				
		I	using personal (subject and object), possessive, and indefinite pronouns.	Select correct possessive, indefinite, subject, and object pronoun.			
WRITING	5	PE/E	using familiar verbs in the present progressive.	Select correct present progressive verb.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		B	using verbs distinguishing present progressive and simple present.	Select correct present progressive verb and simple past verb form.			
		I	using verbs in the past progressive.	Select correct past progressive verb.			

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 correct simple present or simple past verb form.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank?

Which sentence is written correctly? |
| | | 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 correct future verb form. | Discrete item | MC (4 options, 1 point) | Which word belongs in the blank?

Which sentence is written correctly? |
| | | 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 correct subject-verb agreement.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		B	applying subject-verb agreement using and 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 correct adjectival form.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		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 correct prepositional phrase.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		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 correct conjunction.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		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.	Discrete item	MC (4 options, 1 point)	Which sentence is written correctly?
		B	increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.				
		I	using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.				