AZELLA

Item Specifications

GRADES 6-8

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 Students who have been placed into an English Learner (EL) program -including parent-withdrawn ELs, will also take the AZELLA Spring Reassessment Test once per year until they achieve proficiency.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 6–8 Item Specifications

EL.6–8.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 main topic and a few key details.	Select the main topic, detail, or process in a sequence.	Listening passage between 40 and 300 words	MC (4 options, 1 point)	Which detail from [the main character]'s presentation **best** supports the main idea?
		B	determine the central idea or theme and explain how they are supported by using some text evidence.	Select the main/central idea or supporting detail.			
		I	analyze the central ideas and themes and justify how they are supported by using text evidence.	Select the detail that supports the main idea.	Listening passage between 125 and 300 words		

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	identify the main topic and a few key details.	Select the main topic, detail, or process in a sequence.	Reading passage between 275 and 550 words	MC (4 options, 1 point)	What is the main idea of the passage?

Which detail from the story **best** supports the main idea? |
| | | B | determine the central idea or theme and explain how they are supported by using some text evidence. | Select the main/central idea or supporting detail. | Discrete reading stimulus or reading passage between 275 and 550 words | | |
| | | I | analyze the central ideas and themes and justify how they are supported by using text evidence. | Select the detail that supports the main idea. | Reading passage between 275 and 550 words | | |
| **LISTENING** | 2 | PE/E | retell a familiar text including specific details and information. | Select a supporting or main detail. | Listening passage between 40 and 300 words | MC (4 options, 1 point) | Which sentence **best** summarizes [character]'s presentation?

Which sentence **best** summarizes the lesson? |
| | | B | recount specific details and information in a variety of texts. | | | | |
| | | I | summarize a text including specific details and information. | Select the correct summary or important detail. | | | |
| **READING** | 2 | PE/E | retell a familiar text including specific details and information. | Select a main detail. | Reading passage between 275 and 550 words | MC (4 options, 1 point) | Which detail from the passage **best** supports the idea that [idea]?

According to the passage, what is [idea]? |
| | | B | recount specific details and information in a variety of texts. | Select a main or specific detail. | Discrete reading stimulus or reading passage between 275 and 550 words | | |
| | | I | summarize a text including specific details and information. | Select the correct summary or specific or important details. | Reading passage between 275 and 550 words | | |

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 in one or two texts.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	According to the lesson, how are [x] different from [y]? What information is shown in the timeline that was **not** included in the presentation?
		B	identify and describe similarities and differences between multiple texts.				
		I	compare and contrast details from multiple texts.	Select the correct similarity or difference in two texts.			
READING	3	PE/E	identify similarities and differences within a text.	Select the correct similarity or difference in a text.	Reading passage between 275 and 550 words	MC (4 options, 1 point)	How are [x] and [y] alike? What is the difference between [x] and [y]?
		B	identify and describe similarities and differences between multiple texts.	Select the correct similarity or difference in two texts.			
		I	compare and contrast details from multiple texts.	Select the correct comparison or contrast in two texts.			
READING	4	PE/E	identify text structures and text types.	Select the correct text structure used in a text or section of a text.	Discrete reading stimulus or reading passage between 275 and 550 words	MC (4 options, 1 point)	Which sentence **best** describes how paragraph [number] is organized? What is the text structure of paragraph [number]?
		B	determine which text structures and text types impact the central idea or theme.				
		I	explain how structure, text type, and other elements impacts the central idea or theme.	Select the correct explanation as to how text structure or other element supports the central idea or theme.			

EL.6–8.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 familiar or unfamiliar vocabulary word.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	What does [word] mean? What does [phrase] mean as it is used in the discussion?
		B	determine the meaning of frequently occurring academic and content specific words and phrases.	Select the correct meaning of a common but unfamiliar vocabulary word or phrase.			
		I	determine the meaning of less-frequently occurring words and phrases and content specific words.	Select the correct meaning of a less commonly-used vocabulary word or phrase.			
READING	1	PE/E	recognize the meaning of frequently occurring words, phrases, and expressions.	Select the correct meaning of a familiar or unfamiliar vocabulary word.	Discrete reading stimulus or reading passage between 275 and 550 words	MC (4 options, 1 point)	What does [word] mean? What does the phrase [phrase] mean as it is used in the sentence?
		B	determine the meaning of frequently occurring academic and content specific words and phrases.	Select the correct meaning of a common academic vocabulary word or phrase.			
		I	determine the meaning of less-frequently occurring words and phrases and content specific words.	Select the correct meaning of a less commonly-used academic vocabulary word or 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 or phrasal verb.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	What does [idiomatic expression] mean as it is used in the conversation? Why does [character] say, [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 use of figurative language.			
		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.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	2	PE/E	recognize the meanings of common idiomatic expressions.	Select the correct meaning of an idiomatic expression or phrasal verb.	Discrete reading stimulus or reading passage between 275 and 550 words	MC (4 options, 1 point)	What does the phrase [phrase] mean? What does the phrase [phrase] mean as it is used in paragraph [number]?
		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.				
		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.	Select the correct meaning of an idiomatic expression or use of figurative language.	Discrete reading stimulus or reading passage between 275 and 550 words		What does the phrase [phrase] mean? What does the phrase [phrase] mean as it is used in paragraph [number]?

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.	Select the correct context clue to, or definition of, an unknown word .	Discrete reading stimulus or reading passage between 275 and 550 words	MC (4 options, 1 point)	Which word in paragraph [number] gives the **best** clue for the meaning of the word [word]? What does [word] mean as it is used in the sentence? When you add the suffix –[suffix] to [word], what is the meaning of the new word?
		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.	Select the correct context clue to an unknown word, or select the meaning of an word after an affix is added.			

EL.6–8.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: 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
SPEAKING	1	PE/E	deliver short oral presentations that include a few details.	Give a short presentation.	Tables with information	SA (Oral Response, 3 points)	Use information from the table to give/record a presentation to/for your class in 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 paragraph.	Literary reading passage between 275 and 550 words	ER (Written Response, 5 points)	Read the last part of the story, then write what you think is going to happen next.

Read a story excerpt and write a story about something that happens similarly to what happened in the story excerpt. |
| | | B | compose written narratives using appropriate conventions that include details and examples to develop a topic. | | | | |
| | | I | compose written narratives, using appropriate conventions, that include details, examples, narrative techniques, and precise language 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 275 and 550 words	ER (Written Response, 5 points)	Write a paragraph that explains why you think [something or someone] [is important/ happens]. Write a paragraph that compares and contrasts [x] to [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 identify relationships among ideas and concepts using transition words (e.g. another, for example, also, because).	Select the correct linking word or phrase.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is written correctly?
		B	produce sentences to clarify relationships among ideas and concepts using appropriate transitions.			MC (4 options, 1 point) TE (1 point)	
		I	produce sentences to clarify relationships among ideas and concepts using appropriate transitions.			MC (4 options, 1 point)	

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 the appropriate word or sentence.	Discrete item	MC (4 options, 1 point)	Which sentence is written correctly? Which is a better word to use than the one in the sentence?
		I	use precise language and domain-specific vocabulary to inform about or explain the topic.				

EL.6–8.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.	Write a persuasive paragraph.	Informational reading passage between 275 and 550 words	ER (Written Response, 5 points)	Write a persuasive paragraph stating your opinion about [this topic or statement].
		B	construct a claim about a topic or text.				
		I					
SPEAKING	1	PE/E	express an opinion on a topic.	Explain a personal experience or preference.	Oral prompt	SA (Oral Response, 3 points)	Think about [topic]. Tell me why you like [that] in one or more complete sentences. Which do you think is the **most** important and why do you think it is the most important of all?
		B	construct a claim about a topic or text.				
		I					
	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
	3	PE/E	use grade-appropriate words.				
		B	use grade-appropriate words and phrases.				
		I	use grade-appropriate general academic and domain-specific words and phrases.				
WRITING	4	PE/E	provide a sense of closure to an argument.	Select the best conclusion or supporting sentence.	Discrete item	MC (4 options, 1 point)	Which sentence is the **best** conclusion for the paragraph? Which is the **best** sentence to add to the report?
		B	provide a concluding statement to an argument.				
		I	provide a conclusion that summarizes the argument presented.	Select the best conclusion.			

EL.6–8.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 the most appropriate word.	Discrete item	MC (4 options, 1 point)	Which is a better word to use than the one underlined in the sentence?
		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.				
WRITING	2	PE/E	use frequently occurring general academic and content-specific words and phrases to express ideas.	Select the most appropriate word.	Discrete item	MC (4 options, 1 point)	Which is a better word or phrase than [underlined word or phrase] in the sentence?
		B	use general academic and content-specific words and phrases to express ideas.				
		I	use a wide variety of general academic and content-specific words to precisely express ideas.				

EL.6–8.S6

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

Assessed in: Listening, Speaking, and Writing

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	1	PE/E	participate in conversations and discussions about familiar topics.	Explain a personal experience or preference.	Oral prompt	SA (Oral Response, 3 points)	Think about [a topic]. In one or more complete sentences, explain what [the topic] is and why you like [this topic]. Think about a time you [action]. Explain what you did and why/how you did it.
		B	participate in discussions about familiar topics and texts.				
		I	participate in extended conversations and discussions about a variety of topics and texts.	Explain a personal experience.			
WRITING	2	PE/E	participate in written exchanges about familiar topics.	Select the correctly written sentence.	Discrete item	MC (4 options, 1 point)	Which sentence corrects the error? Which is the **best** introductory sentence for the paragraph?
		B	participate in written exchanges about familiar topics and texts.				
		I	participate in extended written exchanges about a variety of topics and texts.	Select the most appropriate introductory sentence.			
	3	PE/E	follow the basic rules for discussion.				
		B	follow the rules for discussion.				
		I	express own ideas using the rules for discussion.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	4	PE/E	respond to simple yes-no and wh-questions.	Select the correct response to a question.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	Which response **best** answers [character]'s question? Which question should the teacher ask to get additional information about [topic]?
		B	ask questions to gain information or clarify understanding.	Select an appropriate question to ask.			
		I	pose and respond to questions about a variety of topics and texts.				
	4	PE/E	respond to simple yes-no and wh-questions.				
		B	ask questions to gain information or clarify understanding.				
		I	pose and respond to relevant questions about a variety of topics and texts.				
SPEAKING	4	PE/E	respond to simple yes-no and wh-questions.	Describe information or actions.	Table, graph, or picture	SA (Oral Response, 2 points)	Look at the table and in a complete sentence, tell me one thing you learn from the information in the table. What is happening in the picture?
		B	ask questions to gain information or clarify understanding.	Ask questions or explain similarities/differences.		SA (Oral Response, 3 points)	Look at the table with the information about [two topics]. In one or more complete sentences, explain three ways [the topics] are similar or different.
		I	pose and respond to questions about a variety of topics and texts.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	5	PE/E	contribute own comments to collaborative oral and written discussions about familiar topics.				
		B	contribute relevant information and evidence to collaborative oral and written discussions.				
		I	paraphrase key ideas expressed in collaborative oral and written discussions.				
	6	PE/E	refer to previously read information on familiar topic during collaborative oral and written discussions.				
		B	refer to previously read or researched information during collaborative oral and written discussions.				
		I	refer to previously read or researched information during collaborative oral and written discussions.				

EL.6–8.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: 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	gather information from provided resources to answer a question.	Select how a graphic helps to understand the stimulus.	Multi-modal comprehension Listening passage between 125 and 300 words	MC (4 options, 1 point)	How does the map help students understand the lesson?
		B	gather information from multiple provided resources to answer a question.				
		I	gather information from print and digital provided resources to answer a question.				
READING	1	PE/E	gather information from provided resources to answer a question.	Select how a graphic helps to understand the stimulus.	Discrete reading stimulus or reading passage between 275 and 550 words	MC (4 options, 1 point)	How does the map help students understand the lesson? What information is provided in the section [sub-title] that is **not** provided in the section [sub-title]? (paired text) Which sentence **best** summarizes the two sections of the passage? (paired text)
		B	gather information from multiple provided resources to answer a question.	Select the correct comparison or summary of two texts.	Reading passage between 275 and 550 words		
		I	gather information from print and digital provided resources to answer a question.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	2	PE/E	record some information/ observations in simple notes.				
		B	paraphrase observations/ information notes with labeled illustrations, diagrams, or other graphics, as appropriate.				
		I	summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.				
	3	PE/E	identify sources used in research.				
		B	cite sources used in research.				
		I	identify credible sources used in research and use a standard format for citations.				
	4	B	restate the main idea using evidence from text or presentations.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	4	I	make inferences and draw conclusions using evidence from text or presentations.	Select the correct inference or conclusion drawn from a text .	Listening passage between 40 and 300 words	MC (4 options, 1 point)	Based on the passage, which statement is **most likely** true? Based on the passage, what can you infer about [topic]?
READING	4	I	make inferences and draw conclusions using evidence from text or presentations.	Select the correct inference or conclusion drawn from a text.	Reading passage between 275 and 550 words	MC (4 options, 1 point)	Which statement would [person] **most likely** support? What is the **most likely** reason that [event]?

EL.6–8.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 evidence that supports a main point.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	Which detail from the passage supports [character]'s claim? Which detail does [character] use to describe [idea]?
		B	tell how one or two reasons support the claim an author or a speaker makes.	Select evidence that supports a claim.			
		I	explain how an author or speaker uses reasons and evidence to support or fail to support a claim.				
READING	1	PE/E	identify a reason an author or speaker gives to support a main point.	Select evidence that supports a main point.	Reading passage between 275 and 550 words	MC (4 options, 1 point)	Which claim made in the passage is **not** supported with evidence? Which claim from the passage is supported by reasons and evidence?
		B	tell how one or two reasons support the claim an author or a speaker makes.	Select evidence that supports a claim.			
		I	explain how an author or speaker uses reasons and evidence to support or fail to support a claim.	Select the explanation of how an author supports a claim.			

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	2	PE/E	identify claims supported by reasons and evidence and those that are not.	Select the claim used.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	Which point does [character] make about [person] to show [person's activity]?
		B	distinguish between claims that are supported by reasons and evidence from those that are not.				
		I	determine and evaluate whether the evidence is sufficient to support the claims.	Select the evidence used to support a claim.	Listening passage between 125 and 300 words		Which point does [character] make about [person] to show [person's activity]?
READING	2	PE/E	identify claims supported by reasons and evidence and those that are not.	Select the evidence used to support a claim.	Reading passage between 275 and 550 words	MC (4 options, 1 point)	Which claim from the passage is supported by reasons and evidence?

Which claim made in the passage is **not** supported with evidence? |
		B	distinguish between claims that are supported by reasons and evidence from those that are not.				
		I	determine and evaluate whether the evidence is sufficient to support the claims.	Select the evidence used to support a claim or the claim not supported by evidence.			
	3	PE/E	use words and phrases to express ideas and opinions.				
		B	use academic words and phrases to make a claim.				
		I	use academic and domain-specific words and phrases to make a claim.				

EL.6–8.S9

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

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
	1	PE/E	communicate simple informational about a topic when writing and speaking.				
		B	introduce and present facts about an informational topic and provide a conclusion when writing and speaking.				
		I	introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	2	PE/E	present a sequence of events in order using frequently occurring linking words (e.g., and, then) when writing and speaking.	Listen and retell a story, event, or informational text.	Audio recording and 4-picture sequence	SA (Oral Response, 4 points)	Look at the pictures and listen to the story/information two times. In complete sentences, tell as much of the story/information as you can.
		B	introduce and develop a sequence of events, using an increasing range of temporal and other linking words to connect, compare, and contrast ideas and information (e.g., before, because, also) when writing and speaking.				
		I	introduce and develop a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and contrast ideas, information, or events when writing and speaking.	Tell a story or describe events based on a series of pictures.	4-picture sequence		Look at the four pictures that tell a story. The teacher will start the story, then tell the story that you see in the pictures.

EL.6–8.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 the correct singular or plural noun.	Discrete item	MC (4 options, 1 point)	Which phrase belongs in the blank?\n\nWhich word belongs in the blank?
		B	using an increasing range of singular and plural nouns.				
		I	using grade-appropriate singular and plural nouns.				
WRITING	2	PE/E	using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	Select the correct proper noun.	Discrete item	MC (4 options, 1 point)	Which phrase belongs in the blank?
		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 the correct possessive adjective.	Discrete item	MC (4 options, 1 point)	Which sentence is written correctly? Which word belongs in the blank?
		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 personal subject pronoun.	Discrete item	MC (4 options, 1 point)	Which sentence is written correctly? Which word belongs in the blank?
		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 correct present or past progressive form.	Discrete items	MC (4 options, 1 point) TE (1 point) MC (4 options, 1 point)	Which sentence is written correctly? Which word belongs in the blank?
		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 past tense form.	Discrete item	MC (4 options, 1 point)	Which sentence is written correctly? 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).	Select the correct past tense form.		TE (1 point)	
		I	using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).			MC (4 options, 1 point)	
WRITING	7	PE/E	using some familiar verbs in the future with "going to".	Select the correct future form.	Discrete item	MC (4 options, 1 point)	Which phrase belongs in the blank? Which sentence is written correctly?
		B	using an increasing range of verbs in the future with "going to" and "will".			MC (4 options, 1 point) TE (1 point)	
		I	using grade-appropriate verbs in the future with "going to" and "will".			MC (4 options, 1 point)	

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 form.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank?
		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 the correct adjectival form.	Discrete item	MC (4 options, 1 point) TE (1 point)	Which sentence is written correctly? Which phrase belongs in the blank?
		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 correct prepositional phrase.	Discrete item	MC (4 options, 1 point)	Which sentence is written correctly? Which word belongs in the blank?
		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.			MC (4 options, 1 point)	
		I	using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).			TE (1 point)	

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	11	PE/E	using some simple, frequently occurring conjunctions (e.g., and, but).	Select the correct conjunction.	Discrete item	MC (4 options, 1 point) TE (1 point) MC (4 options, 1 point)	Which word belongs in the blank?
		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).				
	12	PE/E	using some simple, frequently occurring imperative sentences (e.g., Come in., Sit down.).				
		B	using a wider range of frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.).				
		I	using frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	13	PE/E	using some simple, frequently occurring modals (e.g., can, could, may, might).	Select the correct modal.	Discrete item	MC (4 options, 1 point)	Which phrase belongs in the blank? Which sentence is written correctly?
		B	using a wider range of frequently occurring modals (e.g., shall, should, will, would).				
		I	using irregularly occurring modals (e.g., ought, had, better).				
WRITING	14	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) TE (1 point)	Which phrase belongs in the blank? 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.				