AZELLA

Item Specifications

GRADES 9-12

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 Students who have been placed into an English Learner (EL) program -including parent-withdrawn ELs, will also take the AZELLA Spring Reassessment Test once per year until they achieve proficiency.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 9–12 Item Specifications

EL.9–12.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/central idea or supporting detail.	Listening passage between 40 and 300 words	MC (4 options, 1 point)	What is the central idea of the presentation? What is the discussion mostly about?
		B	determine the central idea or theme and explain how they are supported by using text evidence.				
		I	analyze central ideas or themes and justify how they are supported by using text evidence.				

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/central idea or supporting detail.	Discrete reading stimulus or reading passage between 275 and 550 words	MC (4 options, 1 point)	What is the main idea of the section [sub-title]? What is the main idea of the passage? What is the story mostly about?
		B	determine the central idea or theme and explain how they are supported by using text evidence.				Which evidence from the section [sub-title] best supports the central idea?
		I	analyze central ideas or themes and justify how they are supported by using text evidence.				
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)	According to the teacher, when did [idea]?
		B	recount a text including specific details and information.				Which sentence best explains how [idea]?
		I	summarize a text including specific details and information.	Select the correct summary or important detail.			Which sentence **best** summarizes the lesson?

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 a main detail.	Discrete reading stimulus or reading passage between 275 and 550 words.	MC (4 options, 1 point)	According to the passage, why is [idea]? According to [character], what happens [idea]? Which detail from paragraphs [number] and [number] best shows how [idea]? Which detail best supports the central idea of [title]?
		B	recount a text including specific details and information.	Select a main or specific detail.			
		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		Which sentence best summarizes the passage?
LISTENING	3	PE/E	identify key details and evidence.	Select key details and evidence.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	According to the teacher, what did people think of [idea]? According to the discussion, what is one way [idea]? According to [character], when does [idea]?
		B	cite specific details and evidence from the texts to support the analysis.	Select key details and supporting evidence.			
		I	cite specific details and evidence from the texts to support the analysis.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	3	PE/E	identify key details and evidence.	Select key details and evidence.	Reading passage between 275 and 550 words.	MC (4 options, 1 point)	According to the passage, why is [idea]?
		B	cite specific details and evidence from the texts to support the analysis.	Select key details and supporting evidence.			Which detail best supports the central idea of [title]?
		I	cite specific details and evidence from the texts to support the analysis.				How does paragraph [number] help the reader understand the central argument of the passage?
LISTENING	4	PE/E	identify text structures and text types.	Select the correct text structure used in a text or section of a text.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	Which sentence best describes how [character] organized [character pronoun] presentation?
		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.			How is the discussion mostly organized?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	4	PE/E	identify text structures and text types.	Select the correct text structure used in a text or section of a text.	Reading passage between 275 and 650 words	MC (4 options, 1 point)	How is the passage mostly organized? Which text structure does the author use in the section [sub-title]?
		B	determine which text structures and text types impact the central idea or theme.	Select the correct explanation as to how text structure or other element supports the central idea or theme.			How does the author organize paragraph [number]?
		I	explain how structure, text type, and other elements impacts the central idea or theme.				How does the text structure help develop the main idea of the passage?
LISTENING	5	PE/E	establish connections between visual supports and text.	Select how a graphic helps to understand the stimulus.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	How does the picture help the listener understand the conversation? How does the map help the listener understand the discussion?
		B	utilize visual information to understand the text.				Which part of the lesson does the picture best support?
		I	explain how the visual information supports the text.				How does the picture help the listener understand the discussion?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	5	PE/E	establish connections between visual supports and text.	Select how a graphic helps to understand the stimulus.	Reading passage between 275 and 650 words	MC (4 options, 1 point)	Which paragraph of [passage] does the picture support?
		B	utilize visual information to understand the text.				How do the headings help the reader understand the central idea of both sections?
		I	explain how the visual information supports the text.				How does the picture help the reader understand the story?

EL.9–12.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?
		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.			What does [word] mean as it is used in the discussion?
		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.			What does [phrase] mean as it is used in the lesson?
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)	Which word belongs in the blank?
		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.	Reading passage between 275 and 650 words		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 a less commonly-used vocabulary word or phrase.			What does the phrase [phrase] mean as it is used in the sentence?

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 the teacher mean when [pronoun] says [idiomatic 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.			What does the phrase [phrase] 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.				What does [character] mean when [character pronoun] says [idiomatic expression]?

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?
		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.		Reading passage between 275 and 550 words		What does the phrase [phrase] tell the reader?

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 meaning of a unfamiliar vocabulary word.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	What does [word] mean?
		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.				

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)	When you add the suffix [suffix] to [word root], what is the meaning of the new word?

Which context clue helps the reader understand the meaning of [word]?

What does the prefix [prefix] suggest about the meaning of [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. | Listening passage between 125 and 300 words

Discrete reading stimulus or reading passage between 275 and 550 words | | What does [word] mean?

The word [word] comes from the Latin root [Latin root], meaning "[Latin root meaning]." How does this information help the reader understand what [word] means in the passage? |

EL.9–12.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 a few details.	Write a narrative paragraph.	Response based on literary reading passage between 275 and 550 words	ER (Written Response, 5 points)	Read the last part of [passage] again. What do you think will happen next?

You have read a story about [topic]. Write a story about [topic]. |
| | | B | compose written narratives using appropriate conventions that include some 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 to develop a topic while using appropriate conventions.	Write an expository paragraph.	Response based on informational reading passage between 275 and 550 words	ER (Written Response, 5 points)	Write a paragraph that explains [idea]. Write a paragraph that compares and contrasts [x] and [y].
		B	compose informational texts that include some relevant details, concepts, and examples to develop a topic wile using appropriate conventions.				
		I	compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.				
	4	PE/E	identify ways in which graphics or multimedia supports the topic.				
		B	integrate graphics or multimedia when useful.				
		I	integrate graphics or multimedia when useful.				

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)	Read the sentence. "[sentence]." Which word belongs in the blank?
		I	use precise language and domain-specific vocabulary to inform about or explain the topic.				Read the sentence. "[sentence]." Look at the thesaurus entry for the word [word]. Which word best replaces [word] in the sentence?
WRITING	6	B	use transition and sequencing words to create cohesion.	Select the correct transition word.	Discrete item	MC (4 options, 1 point) TE (1 point)	Read the paragraph from a student essay. "[paragraph]." Which word or phrase belongs in the blank? Select the correct word or words from the drop-down list.
		I	use transition and sequencing words to create cohesion.				

EL.9–12.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
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.
		B	construct a claim about a topic or text.				What kinds of [something] do you like?
		I					Do you agree or disagree with the statement that [statement]?
WRITING	1	PE/E	express an opinion on a topic.	Write a persuasive paragraph.	Response based on 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					

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	2	PE/E	introduce the topic and provide a few reasons or facts to support the claim.				
		B	introduce the claim and provide logically ordered reasons or facts that effectively support the claim.				
		I	introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.				
	3	PE/E	identify language indicating a contrasting opinion or viewpoint.				
		B	distinguish the claim from a counterclaim.				
		I	distinguish the claim from a counterclaim and explain the relationship between them.				
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) TE (1 point)	Which sentence provides the best conclusion to the essay? Drag the sentence into the box to provide the best conclusion to the paragraph. Which sentence provides the best conclusion to the essay?
		B	provide a concluding statement to an argument.				
		I	provide a conclusion that summarizes the argument presented.				

EL.9–12.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
	1	PE/E	demonstrate a developing awareness of the need to adapt language choices to different social and academic context.				
		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.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	2	PE/E	use frequently occurring general academic and content-specific words and phrases to express ideas.	Select the most appropriate introductory sentence.	Discrete item	MC (4 options, 1 point)	Read the sentence. [sentence] Which word belongs in the blank?

Your classmate asks you to read his report on [topic] and suggest an introductory sentence for it. Which is the best introductory sentence for the report? |
		B	use general academic and domain-specific words and phrases-to express ideas.				
		I	use a wide variety of general academic and domain-specific words to precisely express ideas.	Select most appropriate sentence or word.			Your classmate asks you to read [classmate pronoun] report on [topic]. You read this sentence. [sentence] Which is a better sentence to use in a school report?
	3	PE/E	demonstrate developing control of style and tone in oral or written text.				
		B	ultilize formal style and tone in speech and writing, as appropriate.				
		I	ultilize and maintain formal style and tone effectively in speech and writing, as appropriate				

EL.9–12.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 [topic]. In one or more complete sentences, explain what [topic] is and why you like [topic].
		B	participate in discussions about familiar topics, texts, and issues.				
		I	participate in extended conversations and discussions about a variety of topics, texts, and issues.				
WRITING	2	PE/E	participate in written exchanges about familiar topics.	Select the correctly written or most appropriate sentence.	Discrete item	MC (4 options, 1 point)	Your classmate asks you to read [classmate pronoun] report on [topic]. You read this sentence. "[sentence]." Which is a better sentence to use in a school report?

Your classmate asks you to read [classmate pronoun] report on [topic]. You notice an error in this sentence. "[sentence]." Which sentence corrects the error? |
| | | B | participate in written exchanges about grade-appropriate topics and texts. | | | | |
| | | I | participate in extended written exchanges about a variety of topics and texts. | | | | |

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	3	PE/E	follow the basic rules for discussion.				
		B	follow the rules for discussion and express his or her own ideas clearly.				
		I	follow the rules for discussion and express his or her own ideas clearly and persuasively.				
LISTENING	4	PE/E	respond to simple yes-no and wh-questions.	Select the relevant question or the correct response to a question.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	Which response best answers the student's question?
		B	ask questions to gain information or clarify understanding.				Listen to this part of the presentation again. "[excerpt from passage]." Which logical question would a student ask next?
		I	pose and respond to questions that probe reasoning and claims.		Listening passage between 40 and 300 words		Which question about [idea] was answered during the discussion?

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 or actions.	Table or picture	MC (4 options, 1 point) SA (Oral Response, 2 points)	What is happening in the picture? Look at the [graphic]. They compare [x] and [y]. Tell me three things you learn from the information in the [graphic].
		B	ask questions to gain information or clarify understanding.	Ask questions or explain similarities/differences.			Look at the [graphic]. It has information about [topic]. Some of the information is missing. What are three questions you could ask to learn about the missing information?
		I	pose and respond to questions that probe reasoning and claims.	Ask questions, describe information, or explain similarities/differences.			Look at the [graphic]. It has information about [topic]. Tell me one thing you learn from the information in the bar graph. Look at the [graphics]. They have information about [x] and [y]. How are [x] and [y] different? Explain three ways how [x] and [y] are different.

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	review information expressed by others and add relevant information and evidence to collaborative oral and written discussions.				
		I	acknowledge information expressed by others by paraphrasing key ideas & expressed and responding with relevant information 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.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	7	PE/E	restate some of the key ideas expressed.				
		B	summarize the key points expressed.				
		I	summarize the key points and evidence discussed.				

EL.9–12.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
READING	1	PE/E	gather information from provided resources to answer questions.	Select the correct similarity or difference in two texts.	Reading passage between 275 and 650 words	MC (4 options, 1 point)	According to [passage 1] and [passage 2], how were [idea]?
		B	gather information from multiple provided resources to answer questions.				What is similar about [x] and [y]?
		I	gather information from print and digital provided resources to answer questions.				
LISTENING	2	B	summarize the main idea 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 discussion, what conclusion can be made about [idea]
							Based on the passage, which statement is most likely true?
		I	make inferences and draw conclusions using evidence from text or presentations.				Based on the conversation, what is most likely true about [x] and [y]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	2	B	summarize the main idea using evidence from text or presentations.	Select the correct inference or conclusion drawn from a text.	Reading passage between 275 and 650 words	MC (4 options, 1 point)	Based on this information, what conclusion can be made? Based on information in the sentence, what inference can the reader make about [idea]? Based on information in the section [sub-title], which statement is probably true?
		I	make inferences and draw conclusions using evidence from text or presentations.				
	3	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.				
	4	PE/E	cite sources used in research appropriately.				
		B					
		I					

EL.9–12.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 the main argument an author or a speaker makes.	Select the correct point or argument.	Listening passage between 125 and 300 words	MC (4 options, 1 point)	What point is the teacher making? What is [character]'s main point about [idea]?
		B	explain the reasons an author or a speaker gives to support a claim.				
		I	analyze the reasoning and use of rhetoric in texts.				
READING	1	PE/E	identify the main argument an author or a speaker makes.	Select the correct point or argument.	Reading passage between 275 and 550 words	MC (4 options, 1 point)	What is the main argument the author makes about [idea]? What is the main argument the author makes in the passage?
		B	explain the reasons an author or a speaker gives to support a claim.				
		I	analyze the reasoning and use of rhetoric in texts.				
LISTENING	2	PE/E	identify reasons an author or a speaker gives to support the argument.	Select the evidence used to support a claim.	Listening passage between 40 and 300 words	MC (4 options, 1 point)	How does [character] support the claim that [claim]? According to the discussion, which statement supports [claim]?
		B	identify textual evidence that supports the claim.				
		I	determine whether the evidence is sufficient to support the claim.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	2	PE/E	identify reasons an author or a speaker gives to support the argument.	Select the evidence used to support a claim.	Reading passage between 275 and 550 words	MC (4 options, 1 point)	What evidence best supports the author's claim that [claim]? In the section [sub-title], how does the author support the benefits of [idea]? Which evidence from paragraph [number] supports the author's claim that [claim]?
		B	identify textual evidence that supports the claim.				
		I	determine whether the evidence is sufficient to support the claim.				
	3	PE/E	cite textual evidence to support the analysis.				
		B					
		I					
	4	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.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	5	B	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
		I	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

EL.9–12.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, Speaking, Writing

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	1	PE/E	present information on a topic using frequently occurring linking words (e.g., and, then) when speaking and writing.				
		B	introduce and develop an informational topic, using an increasing range of transition and other linking words (e.g., before, because, also) when speaking and writing.				
		I	introduce and develop an informational topic using a variety of transition and linking words and phrases to connect ideas, information, or events when speaking and writing.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	2	PE/E	present a simple sequence of events in order using frequently occurring linking words (e.g., and, then) when speaking and writing.	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 present facts, using an increasing range of transition and other linking words to connect, compare, and contrast information (e.g., before, because, also) when speaking and writing.				
		I	introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.	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.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	3	PE/E	identify signal words that indicate cause and effect. (e.g., so that, because of, since)				
		B	locate and identify signal words that indicate cause and effect. (e.g., as a result of, so that, because of, since)				
		I	identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)				

EL.9–12.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?
		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 word 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) TE (1 point)	Which word belongs in the blank? Select the correct word from the drop-down list. Which sentence is grammatically correct?
		B	using possessive with some familiar nouns (e.g., That is Mary's backpack.).			MC (4 options, 1 point)	Which phrase belongs in the blank?
		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 word belongs in the blank?
		B	using personal subject and object pronouns.				Which word belongs in the blank?
		I	using personal (subject and object), possessive, and indefinite pronouns.				Which sentence is grammatically correct?
WRITING	5	PE/E	using familiar verbs in the present progressive.	Select the correct present or past progressive form.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank?
		B	using verbs distinguishing present progressive and simple present.				Which word belongs in the blank?
		I	using verbs in the past progressive.				Which sentence is grammatically correct?

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 present or past tense form.	Discrete item	MC (4 options, 1 point)	Which sentence is grammatically correct? 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.			Which phrase belongs in the blank?
		I	using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).				Which word belongs in the blank?
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 sentence is grammatically correct?
		B	using an increasing range of verbs in the future with "going to" and "will".			MC (4 options, 1 point) TE (1 point)	Which phrase belongs in the blank? Drag the words into the box to make a correct sentence.
		I	using grade-appropriate verbs in the future with "going to" and "will".			MC (4 options, 1 point)	Which phrase belongs in the blank?

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 sentence is grammatically correct?
		B	Applying subject-verb agreement using and increasing range of nouns and verbs.				Which words belong in the blank? Which sentence is grammatically correct?
		I	Applying subject-verb agreement using grade-appropriate nouns and verbs.				Which word belongs in the blank? Which sentence is grammatically correct?
WRITING	9	PE/E	recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).	Select correct adjectival phrase.	Discrete item	MC (4 options, 1 point)	Which sentence is grammatically correct?
		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 phrase 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.				
		I	using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).				
WRITING	11	PE/E	using some simple, frequently occurring conjunctions (e.g., and, but).	Select the correct conjunction.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank?

Which is the best way to combine the two sentences? |
| | | 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
	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.).				
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 word belongs in the blank?
		B	using a wider range of frequently occurring modals (e.g., shall, should, will, would).				Which sentence is grammatically correct?
		I	using irregularly occurring modals (e.g., ought, had, better).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
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)	Which sentence is grammatically correct?
		B	increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.				Drag the words into the box to make a correct sentence. Which phrase belongs in the blank?
		I	using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.				Which sentence is grammatically correct?