



AZELLA

Item Specifications

KINDERGARTEN

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 Students who have been placed into an English Learner (EL) program -including parent-withdrawn ELs, will also take the AZELLA Spring Reassessment Test once per year until they achieve proficiency.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



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 Word 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
<p>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)</p>	<p>Listening and Reading</p>	<p>1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p>
		<p>2 Determine the meaning of words and phrases in oral presentations and literary and informational text</p>
<p>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)</p>	<p>Speaking and Writing</p>	<p>3 Speak and write about grade-appropriate complex literary and informational texts and topics</p>
		<p>4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence</p>
		<p>5 Adapt language choices to purpose, task, and audience when speaking and writing</p>
<p>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)</p>	<p>Listening, Speaking, Reading, and Writing</p>	<p>6 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions</p>
		<p>7 Conduct research and evaluate and communicate findings to answer questions or solve problems</p>
		<p>8 Analyze and critique the arguments of others orally and in writing</p>

Item Specifications

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

Grade Kindergarten Item Specifications

EL.K.RFS.1 Phonological Awareness

Arizona’s English Language Proficiency Standards: Reading Foundational Skills (Phonological Awareness)

Assessed in: Reading

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	a	PE/E	Produce all individual phonemes in words using accurate articulation.				
	b	PE/E	Produce initial and final sounds of words using accurate articulation.				
	c	B	Identify the initial and final sounds (not letters) of a spoken word.	Select same or different first sounds in words.	Discrete item with graphics: Set of pictures representing different words	MC (3 options, 1 point)	<p>Look at the pictures. Point to each picture as the teacher says each word. Which picture has a different first sound? Fill in the circle under the picture that has a different first sound.</p> <p>Look at the pictures. Point to each picture as the teacher says each word. Which picture has the same first sound as [this word]? Fill in the circle under the picture that has the same first sound as [this word].</p>

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	d	PE/E	Produce rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.				
	e	B	Identify rhyming words in response to an oral prompt.	Select rhyming words.	Discrete item with graphics: Set of pictures representing different words	MC (3 options, 1 point)	Look at the pictures. Point to each picture as the teacher says each word. Which picture rhymes with [word]? Fill in the circle under the picture of the word that rhymes with [word].
	f	PE/E	Segment one-syllable words into its phonemes.				
	g	PE/E	Blend two or three spoken syllables to produce words.				
	h	PE/E	Produce and blend the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.				
	i	PE/E	Blend spoken sounds to produce words.				
	j	PE/E	Discriminate between initial, medial, and final spoken sounds within a word.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	k	PE/E	Produce and blend the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.				
	l	PE/E	Produce new words when initial sound(s), including digraphs, are changed (i.e., word families).				
	m	PE/E	Orally form words by substituting simple onsets (/c/) with given rimes (/at/).				

EL.K.RFS.2 Print Concepts

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

Assessed in: Reading

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	a	PE/E	Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books.				
	b	PE/E	Recognize that words are represented by a sequence of letters.	Select a sequence of letters that represents a word.	Will vary*	Will vary*	Will vary*
	c	PE/E	Demonstrate the one-to-one correlation between a spoken word and a printed word.	Select the correct printed word or sentence represented by a spoken word or sentence.	Discrete item	MC (3 options, 1 point)	Look at the three words. Which word says [word]? Look at the three sentences. Which sentence says [sentence]?
	d	PE/E	Recognize that sentences are made up of separate words and symbols.				
	e	PE/E	Recognize the difference between a letter and a printed word.				
	f	PE/E	Understand that words are separated by spaces in print.				

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	g	PE/E	Name all uppercase and lowercase letters of the alphabet with different fonts out of sequence.				
	h	PE/E	Produce letter sounds represented by the single lettered consonants and vowels.				

EL.K.RFS.3 Phonics and Word Recognition

Arizona’s English Language Proficiency Standards: Reading Foundational Skills (Phonics and Word Recognition)

Assessed in: Reading

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	a	B	Decode common CVC words.	Select the correct CVC word.	Discrete item	MC (3 options, 1 point)	This is a picture of [word]. Look at the three words below the picture of [word]. Fill in the circle under the word that says [word].
	b	B	Decode a new word when a specific letter is changed, added, or removed.				

EL.K.RFS.4 Fluency

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

Assessed in: Reading

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	a	B	Read high frequency words with automaticity in context.	Read a sentence aloud.	Oral Reading Fluency sentence	SA (Oral Response, 3 points)	Look at the sentences. There is a sentence in each box. You are going to read the sentence to the teacher. If you cannot read a word, it is OK. Do the best you can. After you hear the beep, start reading the sentences.
	b	PE/E	Read emergent-reader texts with purpose and understanding.				

EL.K.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	answer questions about one or more details from a read-aloud, picture book, and oral presentation.	Select the correct response to a question about a detail.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	Which picture shows where the story takes place? What does [character] do?
		B	ask questions about key details from a read-aloud, picture book, and oral presentation.				
		I	ask and answer questions about key details from a read-aloud, picture book, and oral presentation.	Select the correct response to a question about key details.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	Which picture shows how [character] feels? Why does [character] do [action]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	answer questions about one or more details from a read-aloud, picture book, and oral presentation.	Select the correct response to wh- questions about key details.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	Which word describes [character]? What do [character 1] and [character 2] do together? What does [character] want to do?
		B	ask questions about key details from a read-aloud, picture book, and oral presentation.				
		I	ask and answer questions about key details from a read-aloud, picture book, and oral presentation.	Select the correct response to wh- questions about key details.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	What does [character] do? Why does [event] happen?
LISTENING	2	PE/E	identify key words and phrases in read-alouds and oral presentations.				
		B	identify key details from read-alouds, picture books, and/or oral presentations.	Select the correct key detail.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	Which picture shows what [character] does? Which animal does [action]?
		I	identify the main topic and details from read-alouds, picture books, and/or oral presentation.	Select the correct topic and/or key details.			What is the story mostly about? Which picture shows what the story is mostly about?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	2	PE/E	identify key words and phrases in read-alouds and oral presentations.				
		B	identify key details from read-alouds, picture books, and/or oral presentations.	Select the correct key detail.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	Why does [character] want to [action]?
		I	identify the main topic and details from read-alouds, picture books, and/or oral presentation.	Select the correct topic and/or key details.			Where does [event] happen? What is the story mostly about? Which picture shows what the story is mostly about?
LISTENING	3	PE/E	repeat familiar texts.				
		B	retell familiar texts.	Select the correct event in a sequence.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	Which picture shows what [character] does first/second/last?
		I	retell familiar texts with details.				
READING	3	PE/E	repeat familiar texts.				
		B	retell familiar texts.	Select the correct event in a sequence.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	What does [character] do first/second/last?
		I	retell familiar texts with details.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	4	PE/E	identify similarities within a familiar text.	Select the correct similarity or difference.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	How are [character 1] and [character 2] different?
		B	identify differences within a familiar text.				How are [place 1] and [place 2] the same?
		I	identify basic similarities and differences within a familiar text.				
READING	4	PE/E	identify similarities within a familiar text.	Identify similarities and/or differences.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	How are [character 1] and [character 2] different?
		B	identify differences within a familiar text.				How are [place 1] and [place 2] the same?
		I	identify basic similarities and differences within a familiar text.				

EL.K.S2

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

Assessed in: Listening and Reading

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	1	PE/E	answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	Select the correct meaning of a familiar or unfamiliar vocabulary word or phrase.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	What does [word] mean? Which picture shows what [word] means in the story?
		B	answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.				
		I	answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	Select the correct meaning of a familiar or unfamiliar vocabulary word or phrase.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	What does [word] mean? Which picture shows what [word] means in the story?
		B	answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.				
		I	answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.				

EL.K.S3

By the end of each language proficiency level, an English learner can: speak and write about grade appropriate complex literary and informational texts and topics.

Assessed in: Speaking and Writing

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	1	PE/E	communicate simple information or feelings about familiar topics, experiences, or events.	Compare and contrast two pictures, describe a picture, or describe a procedure.	Two pictures showing similarities and/or differences	SA (Oral Response, 2 points) SA (Oral Response, 3 points)	Look at the two pictures. You are going to compare the pictures with each other. Tell me two ways that the pictures are [the same/different]. Remember to use complete sentences. Look at the picture. Please answer in a complete sentence. What is happening in the picture? Please answer using complete sentences. Tell me how you [complete a task].
		B	tell or dictate simple messages about a variety of topics, experiences, or events.	Describe a familiar procedure.	Discrete item	SA (Oral Response, 3 points)	Using complete sentences, tell me, in two steps, what you do to [complete a task].
		I	make simple oral presentations about a variety of topics, experiences, or events.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	2	PE/E	add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.	Select the drawing that best matches a story.	Reading passage of approximately 45 words	MC (3 options, 1 point)	Which picture best belongs with the story?
		B	add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.				
		I	add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events.				
WRITING	3	PE/E	add illustrations and labels to familiar topics, experiences, or events.	Select the correct label for a picture.	Picture related to a reading passage	SA (Written Response, 1 point)	Look at the picture. Now look at the words in the boxes. Which word belongs with the picture? Write the word that belongs with the picture on the line.
		B	compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events.				
		I	compose short written texts using appropriate conventions about a variety of topics, experiences, or events.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	4	PE/E	produce writing about familiar topics using graphic organizers and sentence frames about a variety of topics, experiences, or events.	Use a sentence frame to write a word.	Short (read-aloud) sentence with write-in blank (sentence frame)	SA (Written Response, 2 points)	Look at the sentence. It is missing a word. I will read the complete sentence to you. Then, you will write the missing word on the line. Now listen to the sentence: [sentence]. Listen again: [sentence]. Write the missing word on the line.
		B	produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events.				
		I	produce writing with appropriate organization about a variety of topics, experiences, or events.	Write a sentence about a picture.	Discrete item with graphic	ER (Written Response, 3 points)	Look at the picture. Write a complete sentence that tells what is happening in the picture. Remember to use correct capitalization and punctuation.

EL.K.S4

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

Assessed in: Speaking

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	1	PE/E	express an opinion or preference using words and/or illustrations about a familiar topic.	Express an opinion.	Discrete item	SA (Oral Response, 3 points)	Next, use a complete sentence to answer the question. Tell me about your favorite [event/object/topic]. Explain why it is your favorite [event/object/topic].
		B	express an opinion or preference and limited justification about a familiar topic or story.				
		I	express an opinion or preference using appropriate structure and justification about a variety of topics or stories.				

EL.K.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	respond to questions and suggestions from peers and add details to writing.				
		B	respond to questions and suggestions from peers and add details to strengthen writing as needed.				
		I					

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	2	PE/E	demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.				
		B	demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.				
		I	demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom.				

EL.K.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: Speaking and Listening

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	participate in short conversations about familiar topics.				
		B	participate in conversations and discussions about familiar topics.				
		I	participate in conversations and discussions about a variety of topics with diverse partners.				
	2	PE/E	follow some rules for discussion about familiar topics.				
		B	follow increasing number of rules for discussion about familiar topics.				
		I	follow rules for discussion about a variety of topics.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	3	PE/E	respond to simple yes-no and wh-questions about familiar topics.	Select the correct response to simple wh-questions.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	Which picture shows who does [action] in the story?
		B					Why does [event] happen?
		I	ask and answer questions about a variety of grade-appropriate topics.				
SPEAKING	3	PE/E	respond to simple yes-no and wh-questions about familiar topics.	Describe the function of an object.	Graphic—picture of event, action, or object	SA (Oral Response, 2 points)	Look at the picture. This is a picture of [(a/an) object]. What is [(a/an) object] used for?
		B					
		I	ask and answer questions about a variety of grade-appropriate topics.				

EL.K.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	recall or use information from a provided source to answer a question about familiar topics.	Select the correct response to a question based on a prompt, passage, picture, or chart.	Listening prompt of approximately 30 words	MC (3 options, 1 point)	What does [object] look like? When does [event] happen?
		B	recall and record information from experience or use information from provided sources to answer a question with developing control.				
		I	recall and record information from experience or use information from provided sources to answer a question with increasing control.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	recall or use information from a provided source to answer a question about familiar topics.	Select the correct response to a question based on a prompt, passage, picture, or chart.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	Which of these is [object]? Where does [event] happen?
		B	recall and record information from experience or use information from provided sources to answer a question with developing control.				
		I	recall and record information from experience or use information from provided sources to answer a question with increasing control.				
	2	PE/E	participate in shared research and writing projects about familiar topics.				
		B	participate in shared research and writing projects by communicating findings.				
		I	participate in shared research and writing projects by evaluating and communicating findings.				

EL.K.S8

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

Assessed in: Reading

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	orally identify one reason an author or a speaker gives in a familiar text.				
		B					
		I	orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text.	Select the correct reason that supports a point.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	How does [event/action] help to [cause another event/action]? Why does [event] happen?
READING	2	PE/E	respond to yes-no, either-or, and wh- questions about what an author or speaker says.	Select the correct response to a question about what a speaker says (read-aloud text).			Why does [character] do [action]?
		B	ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	Select the most appropriate question to learn more about or clarify a topic.	Discrete stimulus or reading passage of approximately 45 words	MC (3 options, 1 point)	Which question could you ask to learn more about [topic]?
		I	ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.				

EL.K.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 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	express feelings about an event or a familiar story using a limited number of words.	Express feelings about an event or familiar story.	Will vary*	Will vary*	Will vary*
		B	describe/express thoughts and feelings about several events from a familiar story with developing control of some frequently occurring linking words (e.g., and, then).	Tell a story based on pictures.	Four pictures that tell a story	SA (Oral Response, 4 points)	Now, I am going to show you four pictures that tell a story. Look at ALL the pictures. I will tell the beginning of the story, and then you will tell me the rest of the story YOU see in the pictures. Listen to the beginning of the story. Now tell me the story, starting with picture 1. Use a lot of details in your story. Begin telling the story when you hear the beep.
		I	describe/express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.	Listen to and retell a read-aloud story.	Read-aloud story with pictures for support		Look at each of the four pictures as you listen to a story about [topic]. You will listen to the story two times. Then, you will tell me as much of the story as you can. Please use complete sentences to tell the story. [Story read aloud twice]. Now, tell me the story in your own words. Remember to use complete sentences.

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	2	PE/E	use a combination of drawing and-teacher dictation to produce a text for a given purpose.				
		B	use a combination of drawing, teacher dictation and writing to produce a grade-appropriate text for a given purpose.				
		I	use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.				

EL.K.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 and Speaking

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

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	1	PE/E	recognize and use frequently occurring nouns, verbs, and short phrases in shared language activities.				
		B	recognize and use frequently occurring regular plural nouns, verbs, and prepositions in shared language activities.				
		I	use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.				
	2	PE/E	respond to yes-no and wh-questions in shared language activities				
		B	use and respond to question words in shared language activities.				
		I	ask and answer interrogatives (wh- questions) in shared language activities.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	3	PE/E	produce simple sentences.	Produce basic features of simple sentences.	Sentence with missing punctuation or capitalization error	SA (Written Response, 1 point)	<p>Listen as the teacher reads the sentence. The sentence needs end punctuation. Does it need a period or a question mark? Write the correct punctuation at the end of the sentence.</p> <p>Listen as the teacher reads the sentence. A capital letter is missing. Which word should begin with a capital letter? Circle the word that should begin with a capital letter.</p>
		B					
		I	produce and expand simple sentences in shared language activities.				
	3	PE/E	produce simple sentences.				
		B					
		I	produce and expand simple sentences in shared language activities.				