AZELLA Overall Proficiency Determination

Overall Proficiency Level and Total Proficiency Scale Score

Proficient

- A determination of Proficient for the Overall Proficiency Level on the AZELLA Placement and Reassessment Tests requires the Total Proficiency Scale Score to be greater than or equal to 1000 **AND** an Intermediate or Proficient domain proficiency level in **all 4 domains**: Listening, Reading, Writing, and Speaking.

Intermediate

- Total Proficiency Scale Score is greater than or equal to 920 and less than 1000 OR Total Proficiency Scale Score is greater than or equal to 1000 and at least one domain proficiency level in Listening, Reading, Writing, and Speaking is lower than Intermediate.

Basic

- Total Proficiency Scale Score is greater than or equal to the Basic cut score shown below and less than 920.
    - Cut score for Basic:
        - Kindergarten (Reassessment): 846
        - Grade 1: 812
        - Grade 2: 839
        - Grade 3: 831
        - Grade 4: 788
        - Grade 5: 808
        - Grade 6: 790
        - Grade 7: 789
        - Grade 8: 792
        - Grades 9-12: 823

Pre-Emergent/Emergent

- Total Proficiency Scale Score is less than the Basic cut score shown above.

AZELLA Kindergarten Placement Test
Total Proficiency Levels with Scale and Cut Scores

Grade	Pre-Emergent/ Emergent	Basic / Intermediate	Proficient
KG	100-205	206-256	**257**-300

AZELLA Domain Proficiency Levels
with Scale and Cut Scores

Listening, Reading, Writing, and Speaking Domains

Grade(s)	Pre-Emergent/ Emergent/ Basic	Intermediate	Proficient
KG (Reassessment)	100 – 229	230 – 249	**250** – 400
01	100 – 229	230 – 249	**250** – 400
02	100 – 229	230 – 249	**250** – 400
03	100 – 229	230 – 249	**250** – 400
04	100 – 229	230 – 249	**250** – 400
05	100 – 229	230 – 249	**250** – 400
06	100 – 229	230 – 249	**250** – 400
07	100 – 229	230 – 249	**250** – 400
08	100 – 229	230 – 249	**250** – 400
09-12	100 – 229	230 – 249	**250** – 400

AZELLA Informational Subscores Definitions

The "Additional Scores" as shown on the AZELLA Individual Student Report, reflect the approach and organization of the 2019 Arizona English Language Proficiency (ELP) Standards and provide information on how the student's knowledge and skills combine across domains and the student's Proficiency Level on each of these combined scores: Receptive Communication, Productive Communication, Interactive Communication, and Language.
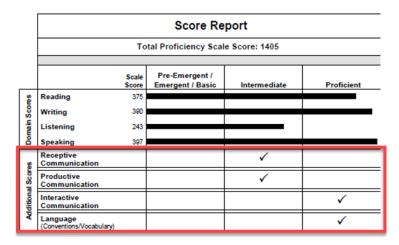

Figure 1 Partial image of the AZELLA Individual Student Report

Receptive Communication

Performance in Receptive Communication is determined based on items aligned to the *Listening* and *Reading* domains in the ELP Standards 1 and 2.

Productive Communication

Performance in Productive Communication is determined based on items aligned to the *Writing* and *Speaking* domains in the ELP Standards 3, 4, and 5.

Interactive Communication

Performance in Interactive Communication is determined based on items aligned to the *Listening, Reading, Writing, and Speaking* domains in the ELP Standards 6, 7, and 8.

Language (grammar & vocabulary)

Performance in Language is determined based on items aligned to the *Listening, Reading, Writing, and Speaking* domains in the ELP Standards 9 and 10.