

AZELLA



KINDERGARTEN SAMPLE TEST

(Revised 2022)

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Purpose and Use of the AZELLA Kindergarten Sample Test

This is the Teacher's Edition of the Revised 2022 *AZELLA Kindergarten Sample Test*. This Sample Test was created to provide educators with a tool to help Kindergarten students feel comfortable and confident when taking the AZELLA Kindergarten Reassessment Test. The samples included represent various common item types that a student will encounter on the AZELLA Kindergarten Reassessment Test.

This Sample Test does not contain a complete representation of all the item types on the actual AZELLA Kindergarten Reassessment Test and is not designed to encompass the full scope of the performance indicators included in the 2019 Kindergarten English Language Proficiency Standards. Every year the full range of assessable performance indicators is available for testing on the actual Kindergarten Reassessment Test.

Instruction must continue to include all the English Language Proficiency Standards and performance indicators. All assessable performance indicators are eligible for inclusion on the test.

Point values are provided for each of the Sample Test items only to offer educators a general sense of the relative value of each of the items. The highest point value for any item is four points. The lowest point value is one point. **There is no score interpretation provided for this Sample Test.**

Included in this document are a *Response Summary* and rubrics for Writing and Speaking. The *Response Summary* is a one-page form that provides a place for capturing student responses, an answer key for multiple-choice items, and scoring information for open-ended items scored using the identified rubrics. Short-answer items in Writing and Speaking need to be scored using a rubric, which can be found in this document. Speaking item response scores are not captured in the student test book. It is recommended that you use the *Response Summary* while administering the Speaking test in order to capture scoring information for each Speaking item.

Although educators can use this Sample Test as it best fits their needs, to provide the students with the format and feel of the actual test, you will want to print the test and have the students mark their answers on the pages. The test is designed in color but can also be printed in grayscale for Units 1–4. It is recommended to print Unit 5 in color to allow students to see the pictures in more detail. The test book may be printed in its entirety or one test unit at a time. The test is designed to be printed as a booklet, and space is allowed for staples along the left side of the document.


When administering this Sample Test, students may be inclined to share their work, collaborate with classmates, and shout out responses to the questions. To simulate the actual test environment, teachers should insist that students do their own work on this Sample Test. Students should be seated in a way so they cannot see each other's work. Although the Sample Test is much shorter than the actual AZELLA Kindergarten

Reassessment Test, creating an appropriate test environment for the Sample Test is another way to help students feel comfortable when taking the actual Kindergarten test.

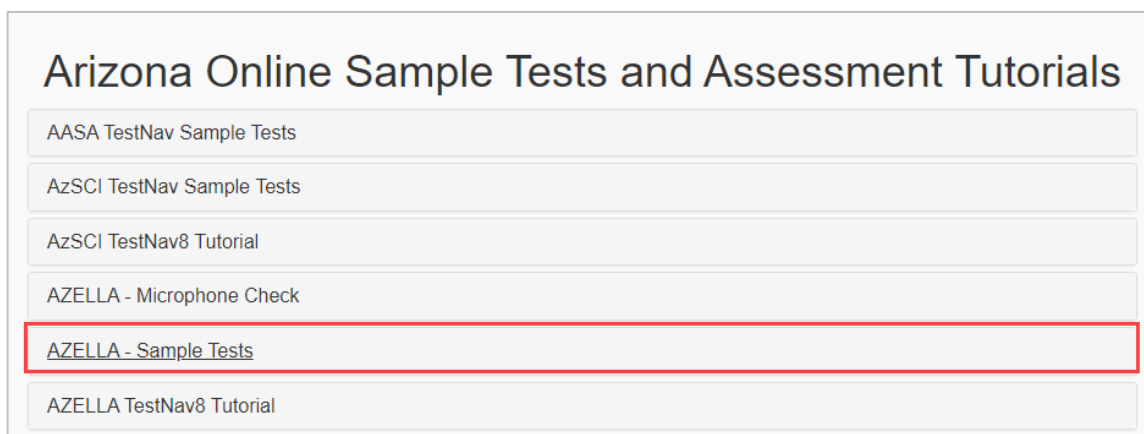
For the Sample Test, the Test Administrator will download prerecorded audio for Unit 1 from PearsonAccess^{next}. There is no Listening CD. Test Administrators must ensure that the computer or other device that will be used to play the audio file is in good working order prior to administering the Sample Test. The volume and sound quality must be sufficient so that all students can easily hear the audio recordings. External speakers may be necessary to ensure adequate sound quality and volume. Unit 5 of the Sample Test is administered using TestNav and the Student Test Book. The Kindergarten Speaking Sample Test (Unit 5) can be accessed through the web browser version of TestNav.

How to Log on to TestNav Kindergarten Sample Test for Unit 5

1. Go to <https://az.testnav.com/client/index.html> and click on “Mic Check & Sample Tests.”



2. Locate the “AZELLA - Sample Tests” menu in the “Arizona Online Sample Tests and Assessment Tutorials” landing page.



3. Click on the AZELLA Kindergarten Sample Test to expand the Sample Test menu.

AZELLA - Sample Tests

| |
|------------------------------------|
| AZELLA Kindergarten Sample Test |
| AZELLA Grade 1 Sample Test |
| AZELLA Grades 2-3 Sample Test |
| AZELLA Grades 4-5 Sample Test |
| AZELLA Grades 6-8 Sample Test |
| AZELLA Grades 9-12 Sample Test |
| AZELLA Grades 2-3 SPV Sample Test |
| AZELLA Grades 4-5 SPV Sample Test |
| AZELLA Grades 6-8 SPV Sample Test |
| AZELLA Grades 9-12 SPV Sample Test |

4. Click on the AZELLA Kindergarten Sample Test Unit 5 to launch the Sample Test.

| |
|--|
| AZELLA Kindergarten Sample Test |
| <div>AZELLA Kindergarten Sample Test</div> |

5. Click the Start button to begin.

| | |
|---|--------------------|
| Welcome, TestNav User! | |
| AZELLA Kindergarten Sample Test Unit 5 There is 1 section. There are 8 questions in section 1. | <div>Start »</div> |

Similar to the Test Administration Directions of the actual test, scripts are provided in this Teacher’s Edition for all five units of the test. Speak slowly and clearly but in a normal tone of voice.

The items in this Sample Test are similar in type to the operational test but are not actual test items. It is not advisable to alter the script or items.

Even before taking this Sample Test, Kindergarten students are likely to need practice following directions, finding page numbers, locating item numbers, and learning how to correctly bubble responses. In this document, you will find a *Student Practice Sheet* and teacher instructions that you may use to practice these test-taking skills prior to taking the Sample Test.

Since the AZELLA Kindergarten Reassessment is a standardized test, the Sample Test must provide similar directions and item types to parallel the actual test. Therefore, the Sample Test scripted directions are formatted like the actual test to guide you through the test administration and to help ensure proper testing procedures. Please review the directions in advance to become familiar with the scripted text and testing procedures.

| | |
|------------|---|
| SAY | Read aloud to students only what is marked with “SAY” and printed in bold type. Note that only text printed in <i>bold italic</i> type can be repeated as necessary. |
|------------|---|

| | |
|--------------------------------|---|
| <i>Text Printed in Italics</i> | <i>Directions and information for Test Administrators are printed in italics. Text printed in italics should not be read aloud to students.</i> |
|--------------------------------|---|

Unit 1 – Listening

Unit 1 of this Sample Test includes one sample item and five multiple-choice items that are worth 1 point each.

This unit requires the use of an audio recording. The audio file is available in PearsonAccess^{next} on the support tab. The file name is *AZELLA Sample Test Audio Grade K Unit 1*.

Unit 2 – Interactive

Unit 2 of this Sample Test includes one Reading passage, three multiple-choice items, and one short-answer item that are worth 1 point each.

All four items are associated with the Reading passage on page 12 of the *AZELLA Kindergarten Sample Test Student Test Book*, “The Missing Hat.” You will likely need to assist students to understand that the passage is on one page and the questions are on the following pages.

Unit 3 – Reading

Unit 3 of this Sample Test includes one sample item and five multiple-choice items that are worth 1 point each.

There are two items (#4 and #5) associated with the Reading passage on page 22 of the *AZELLA Kindergarten Sample Test Student Test Book*, “Coins.”

You will likely need to assist students to understand that the passage is on one page and the questions are on the following page.

Unit 4 – Writing

Unit 4 of this Sample Test includes one sample item; one short-answer item worth 1 point; one short-answer item worth 2 points; and one extended-response item worth 3 points. The scoring rubrics for these Writing items are provided in this guide.

Unit 5 – Speaking

Unit 5 of this Sample Test has three practice questions used to verify that the student recordings have sufficient volume and clarity. There are seven short-answer Speaking questions and one Oral Reading question in this unit of the Sample Test. There are no images in the test book for the practice questions. The items vary in point values from 2 to 4 points per item.

Unit 5 requires the use of TestNav to play the audio recordings of the directions and questions, and capture the student responses, similar to the *AZELLA Reassessment Test*.

The Kindergarten Sample Test Student Test Book includes images for the first six items of Unit 5, and the last two prompts will be audio only. You will practice with the student to make sure they are on the correct item in the test book for items 1–6. The student will be prompted to close their test book for the remaining items.

The recording times are similar to the recording times on the actual Speaking test to provide students with the closest experience possible to the AZELLA Reassessment Test.

Estimated Sample Test Administration Times

| Unit | Estimated Time | Administration |
|----------------------|-----------------------|-----------------------|
| Unit 1 – Listening | 12 minutes | Large or small group |
| Unit 2 – Interactive | 10–15 minutes | Large or small group |
| Unit 3 – Reading | 15–20 minutes | Large or small group |
| Unit 4 – Writing | 20 minutes | Large or small group |
| Unit 5 – Speaking | 18 minutes | Individual |

Kindergarten

Unit 1

Listening

Unit 1 Test Administration Directions

SAY *Today we are going to do the Kindergarten Sample Test. You are not allowed to talk with your classmates or share answers with one another during the test. I am going to give each of you a sample test. Write your name on the first page of your test.*

Hold up the test and point to the place where the student should write his/her name. Ensure all students write their name, and if they cannot, write their name for them.

SAY *Now, we will begin Unit 1 of the test. Do not talk during the test. You will listen to a recording. The recording will give all the directions. If you need more time, raise your hand and I will stop the recording and give you more time to answer the questions.*

You will respond to each question by filling in the circle for the words or pictures to answer the question. For each question, fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Open your test book to page 3. We will begin Unit 1 of the Sample Test. I will start the recording. Remember, no talking, and the recording will give you all the directions.

Start playing the Unit 1 audio recording.

You will be asked to pause the audio recording to answer any questions about Sample A that the students may have. After the students have heard the sample story and question, they have about 5 seconds to mark their answers. Make sure students are marking their answers in the correct location. Ask the students if they have any questions before continuing.

Sample A

If necessary, the Test Administrator may repeat the directions and question for Sample A. The script for Sample A is provided below.

SAY *Look at Sample A.*

Look at the pictures.

I will read a story about Asad. Then I will ask you which picture shows what Asad draws last.

Now listen to the story.

“Asad draws a picture for his teacher. First, he draws a house in a field. Then he adds trees and flowers. Last, he adds a sun to his picture.”

Which picture shows what Asad draws last?

Fill in the circle under the picture that shows what Asad draws last.

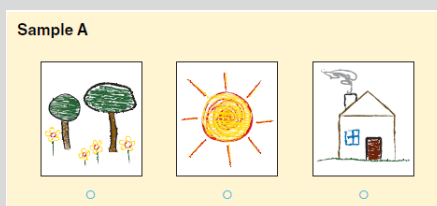
Remain silent for about 5 seconds while the students mark their answers.

You should have filled in the circle under the second picture, which shows a sun.

Do you have any questions about Sample A?

Pause the audio recording to answer students’ questions about Sample A.

Pause for about 5 seconds.



SAY *Do you have any questions?*

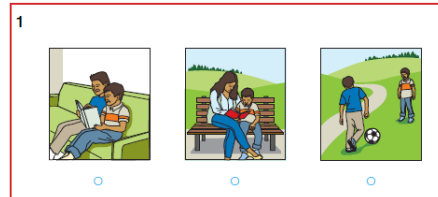
Answer any questions before continuing.

SAY *Let's do some more. I will start the recording again.*

Start the audio recording again. Items 1–5

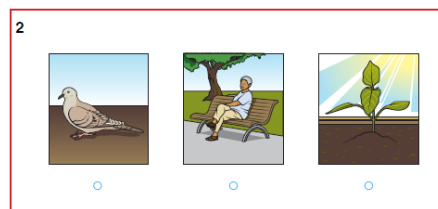
#1

This item is worth 1 point.



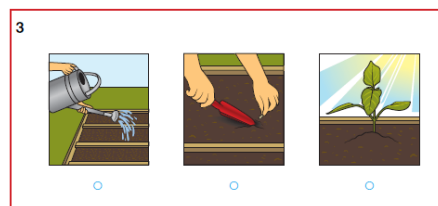
#2

This item is worth 1 point.



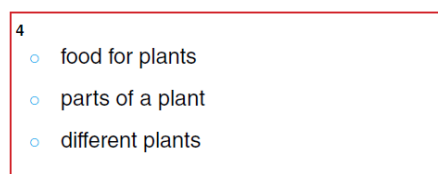
#3

This item is worth 1 point.



#4

This item is worth 1 point.



#5

This item is worth 1 point.

5

- ☐ the roots
- ☐ the stem
- ☐ the leaves

At the completion of Unit 1, if Sample Test administration continues on the same day, give students a 5–10-minute break before continuing on to Unit 2.

Kindergarten

Unit 2

Interactive

Unit 2 Test Administration Directions

SAY *Now, we will begin Unit 2 of the Sample Test. Remember, you are not allowed to talk with your classmates or share answers with one another during this test. Write all your answers in your test book.*

Turn to page 12.

Check that all students have their Student Test Books open to page 12.

SAY *Look at the picture and listen to a story. I will read the story to you. Then, I will ask you some questions about the story.*

Listen to the story:

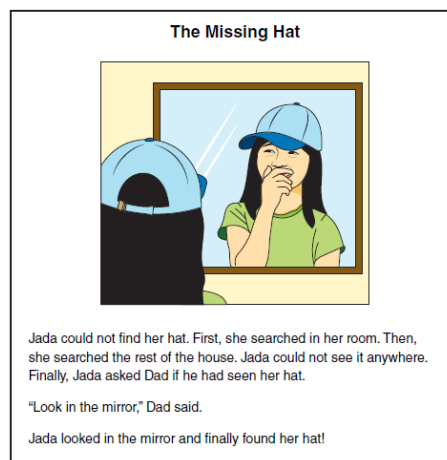
Read the story.

The Missing Hat

Jada could not find her hat. First, she searched in her room. Then, she searched the rest of the house. Jada could not see it anywhere. Finally, Jada asked Dad if he had seen her hat.

“Look in the mirror,” Dad said.

Jada looked in the mirror and finally found her hat!



#1

This item is worth 1 point.

SAY Look at the top of the next page. Look at number 1.

What is the story about?

getting dressed

cleaning the house

looking for something

Fill in the circle next to the words that tell what the story is about.

- 1
- ☐ getting dressed
 - ☐ cleaning the house
 - ☐ looking for something

Pause until students have had a chance to mark their answers.

#2

This item is worth 1 point.

SAY Look at number 2.

Where was Jada's hat?

on her head

in her room

by the mirror

Fill in the circle next to the words that tell where Jada's hat was.

- 2
- ☐ on her head
 - ☐ in her room
 - ☐ by the mirror

Pause until students have had a chance to mark their answers.

#3

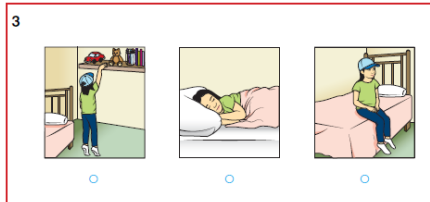
This item is worth 1 point.

SAY *Turn the page.*

Look at number 3.

Which picture best belongs with the story?

Fill in the circle under the picture that best belongs with the story.



Pause until students have had a chance to mark their answers.

#4

This item is worth 1 point.

Rubric ID: W.K.(2)

SAY *Look at the top of the next page.*

Look at number 4.

Look at the picture. Now look at the words in the boxes.

Pause

Which word belongs with the picture? Write the word that belongs with the picture on the line.

4

| | | |
|------|-----|------|
| book | car | bear |
|------|-----|------|

Pause until students have had a chance to write their words.

At the completion of Unit 2, if Sample Test administration continues on the same day, give students a 10–15-minute break before continuing on to Unit 3.

Kindergarten

Unit 3

Reading

Unit 3 Test Administration Directions

SAY *Now, we will begin Unit 3 of the Sample Test. Remember, you are not allowed to talk with your classmates or share answers with one another during this test. Write all your answers in your test book.*

Turn to page 19.

Look at Sample A.

Look at the pictures.

Point to each picture as I say each word.

bag, bus, cat

Which picture has a different first sound?

bag, bus, cat

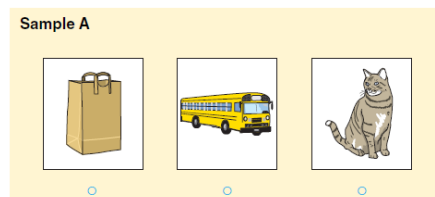
Fill in the circle under the picture of the word that has a different first sound.

Pause until students have had a chance to mark their answers.

SAY *The correct answer is cat. Cat has a different first sound. You should have filled in the circle under the picture of the cat. Do you have any questions?*

Make sure all students filled in the correct circle. Answer any questions the students may have.

Sample A



#1

This item is worth 1 point.

SAY Turn the page.

Look at number 1.

This is a picture of a rat.

Look at the three words below the picture of the rat.

Fill in the circle under the word rat.



Pause until students have had a chance to mark their answers.

#2

This item is worth 1 point.

SAY Look at number 2.

Look at the pictures.

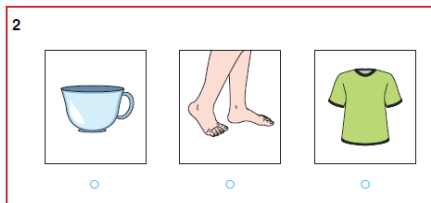
Point to each picture as I say each word.

cup, feet, shirt

Which picture rhymes with neat?

cup, feet, shirt

Fill in the circle under the picture of the word that rhymes with neat.



Pause until students have had a chance to mark their answers.

#3

This item is worth 1 point.

SAY *Look at the top of the next page.*

Look at number 3.

Look at the pictures.

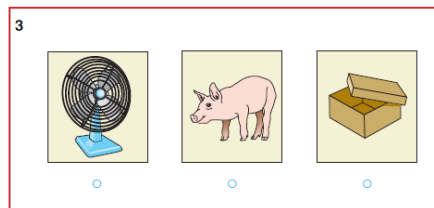
Point to each picture as I say each word.

fan, pig, box

Which picture has the same first sound as foot?

fan, pig, box

Fill in the circle under the picture that has the same first sound as foot.



Pause until students have had a chance to mark their answers.

SAY Turn the page.

Now, look at the picture and listen to a story. I will read the story to you. Then, I will ask you two questions about the story.

Listen to the story:




Coins

Coins are money. They are used to buy things. How are coins alike and different? All coins are round in shape, but they are different sizes and different colors.

A penny can be orange or brown.

A nickel is larger in size than a penny. A nickel is silver in color.

A dime is almost the same size as a penny. A dime is silver in color.

| Coins | |
|---|--------|
|  | Penny |
|  | Nickel |
|  | Dime |

Coins are money. They are used to buy things. How are coins alike and different? All coins are round in shape, but they are different sizes and different colors.

A penny can be orange or brown.

A nickel is larger in size than a penny. A nickel is silver in color.

A dime is almost the same size as a penny. A dime is silver in color.

#4

This item is worth 1 point.

SAY *Look at the top of the next page.*

Look at number 4.

What is the story about?

colors

money

shapes

Fill in the circle next to the word that tells what the story is about.

4

☐ colors

☐ money

☐ shapes

Pause until students have had a chance to mark their answers.

#5

This item is worth 1 point.

SAY *Look at number 5.*

Which coin is orange or brown?

dime

nickel

penny

Fill in the circle next to the word that tells which coin is orange or brown.

5

☐ dime

☐ nickel

☐ penny

Pause until students have had a chance to mark their answers.

At the completion of Unit 3, if Sample Test administration continues on the same day, give students a 5–10-minute break before continuing on to Unit 4.

Kindergarten

Unit 4

Writing

Unit 4 Test Administration Directions

Sample A

The purpose of this sample is to instruct students on where to write for a writing item.

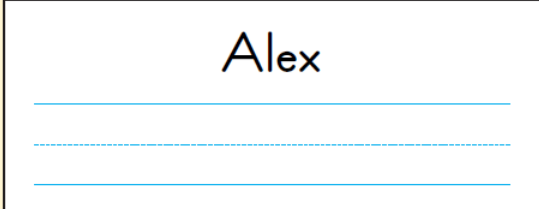
SAY *Now, we will begin Unit 4 of the Sample Test. Remember, you are not allowed to talk with your classmates or share answers with one another during this test. Write all your answers in your test book.*

Turn to page 27.

Look at Sample A. This is the name Alex.

Copy the name Alex. Make sure all your writing is inside the box.

Sample A



Pause until students have had a chance to write their words. If students are writing outside of the box, remind them that all their writing needs to be inside the box.

#1

This item is worth 1 point.

Rubric ID: W.K.(1)

SAY *Turn the page.*

Look at number 1.

Listen as I read the sentence.

“The zoo is open”

The sentence needs end punctuation.

Does it need a period or a question mark?

Write the correct punctuation at the end of the sentence.

¹
The zoo is open

Pause until students have had a chance to write their answer.

#2

This item is worth 2 points.

Rubric ID: W.K-1.(1)

SAY *Look at the top of the next page.*

Look at number 2.

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: I play ball in the yard.

Listen again: I play ball in the yard.

Write the missing word on the line.

²
I play ball ____ the yard.

Pause until students have had a chance to write their answer.

#3

This item is worth 3 points.

Rubric ID: W.K.(3)

SAY *Turn the page.*

Look at number 3.

Look at the picture.

Write a complete sentence that tells what the boy is doing in the picture.

Remember to use correct capitalization and punctuation.

3



Pause until students have had a chance to write their answer.

At the completion of Unit 4, if Sample Test administration continues on the same day, give students a 10–15-minute break before continuing on to Unit 5.

Kindergarten

Unit 5

Speaking

Unit 5 Test Administration Directions

SAY Now, we will begin Unit 5 of the Sample Test. For this Speaking activity, we will start with three practice questions. I will play the questions and you will answer using complete sentences. After you answer the first question, we will listen to your answer to make sure your voice is loud and clear.

I will play each question and I will give you a thumbs-up (*demonstrate a “thumbs-up” for the student*) so you can start speaking.

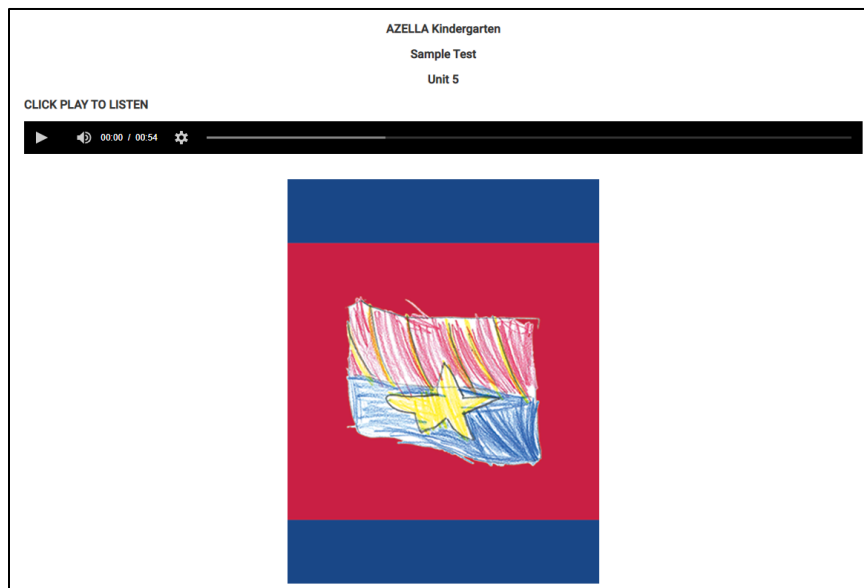
Do you have any questions?

Pause to answer any questions the student may have.

Prerecorded directions for Unit 5 are embedded throughout the test. Be sure to click “Play” on all audio players in Unit 5 and allow each one to play until the end of the recording (at this point, the black play bar will turn gray).

SAY Open your test book to page 33.

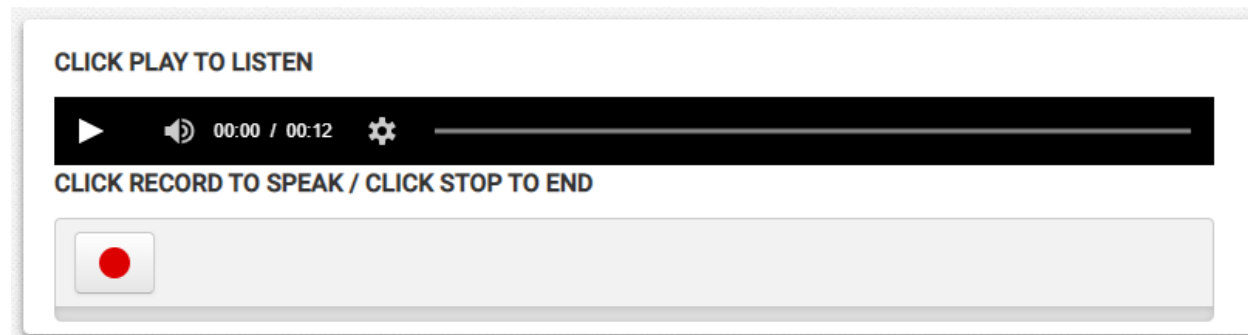
Listen to the directions.



Test Administrator View of Welcome Screen in TestNav

Click the blue “Next” button to go on to Practice Question 1.

SAY Now, listen to the first question.



Test Administrator View of Practice Question1 in TestNav

Press the “Play” button to play the question. After the Practice Question 1 audio has played, signal to the student to get ready to record their response. When the student is ready, press the “Record” button.

After the student has completed Practice Question 1, you will see the “Recording complete” message.

Verify the audio quality of the recording, then you may move on to Practice Question 2.

There are multipart questions in Unit 5 of the Sample Test. It is important to be sure the student has responded to all parts of the question.

After the three practice questions, there are 8 items in this unit of the test. Items #7 and #8 are open-ended questions and completed after the student is directed to close their book.

SAY Listen to the next question.

After the student has completed Practice Question 2, and you have verified the audio quality of the recording, move on to Practice Question 3.

SAY Listen to the next question.

After the student has completed Practice Question 3, and you have verified the audio quality of the recording, go on to item #1.

SAY The practice is over.

Now you will follow the instructions. You will need to begin speaking after I give you the thumbs-up (demonstrate a “thumbs-up” for the student). Remember to use a strong voice.

SAY I can answer your questions now. After the Speaking activity starts, I cannot answer any questions. Do you have any questions?

Answer any questions the student may have.

Press the blue "Next" button, and then, the "Play" button to play Instructions 2.

SAY Turn the page. Look at number 1.

Press the "Play" button to play the question. After the item #1 audio has played, signal to the student to get ready to record their response. When the student is ready, press the "Record" button.

SAY Turn the page. Look at number 2.

Press the "Play" button to play the question. After the item #2 audio has played, signal to the student to get ready to record their response. When the student is ready, press the "Record" button.

SAY Turn the page. Look at number 3.

Item #3 has two parts. Press the "Play" button on Audio player 1 of 2. After Audio player 1 of 2 has played, signal to the student to get ready to record their response. When the student is ready, press the "Record" button.

Once the student response has been recorded, press the "Play" button on Audio Player 2 of 2. After the Audio player 2 of 2 has been played, signal to the student to get ready to record their response and press the "Record" button.

SAY Turn the page. Look at number 4.

Press the "Play" button to play the question. After the item #4 audio has played, signal to the student to get ready to record their response. When the student is ready, press the "Record" button.

NOTE: *Item #5 asks the student to tell a story based on four pictures. When the recording indicates to "Look at all the pictures," you will point to each picture (1–4) on the student test book. When the recording indicates to "Now tell me the story starting with picture one," point to the first picture.*

SAY Turn the page. Look at number 5.

Press the "Play" button to play the question. After the item #5 audio has played, signal to the student to get ready to record their response. When the student is ready, press the "Record" button.

SAY Turn the page. Look at number 6.

Press the "Play" button to play the question. After the item #6 audio has played, signal to the student to get ready to record their response. When the student is ready, press the "Record" button.

After item #6, the student will be directed to close their test book. Press the blue "Next" button, and then, the "Play" button to play Instructions 3.

Item #7 has two parts. Press the "Play" button on Audio player 1 of 2. After Audio player 1 of 2 has played, signal to the student to get ready to record their response. When the student is ready, press the "Record" button.

Once the student response has been recorded, press the “Play” button on Audio Player 2 of 2. After the Audio player 2 of 2 has been played, signal to the student to get ready to record their response and press the “Record” button.


For item #8, press the “Play” button to play the question. After the item #8 audio has played, signal to the student to get ready to record their response. When the student is ready, press the “Record” button.

Press the blue "Next" button, and then, the "Play" button to play Instructions 4.

If you want to review and score the student responses to the Speaking Sample Test, you should not click the "Yes, Submit Final Answers" button when you reach the End of Unit 5 screen. Otherwise, you will not be able to replay the recorded student responses.

Congratulations, you have finished!

End of Unit 5



All Questions Answered

Use the **Review** button above, or the list below, to go back and review your answers. When you are done, use the **Submit Final Answers** button below to submit your answers.

Submit Final Answers

Question 1

Question 2

Question 3

Question 4

Question 5

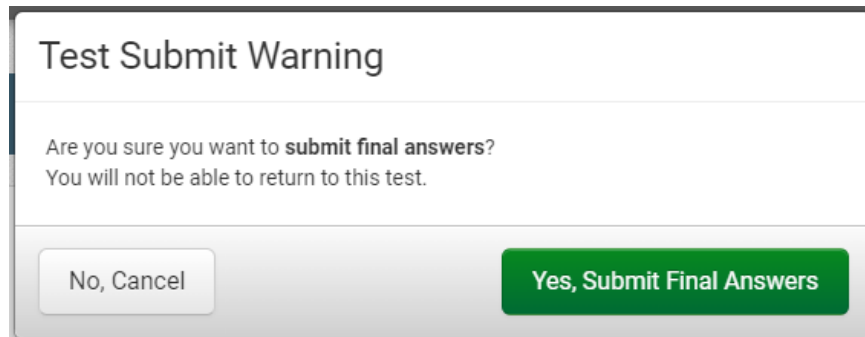
Question 6

Question 7

Question 8

Test Administrator View of the End of Unit 5 Screen in TestNav

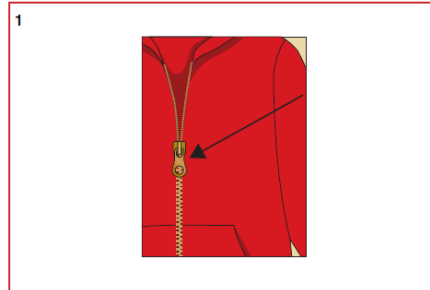
When you click “Submit Final Answers,” a warning will appear on the screen advising that you will not be able to return to the test. Click “Yes, Submit Final Answers” to complete the test.



Test Administrator View of the Test Submit Warning Screen in TestNav

#1

This item is worth 2 points.
Rubric ID: S.K-3.(1)



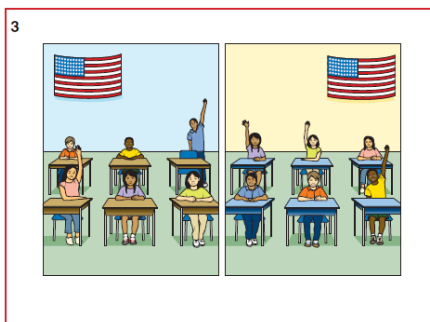
#2

This item is worth 2 points.
Rubric ID: S.K-12.(1)



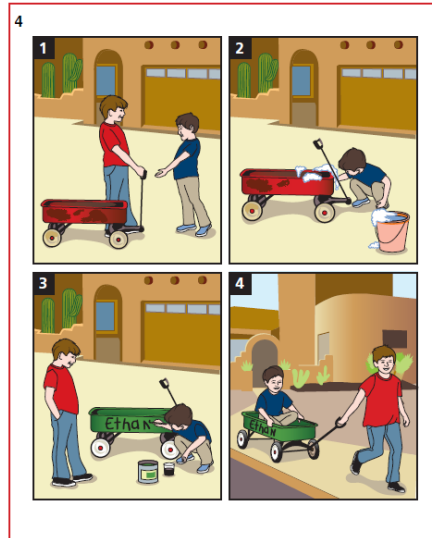
#3

This item is worth 3 points.
Rubric ID: S.K-3.(2)



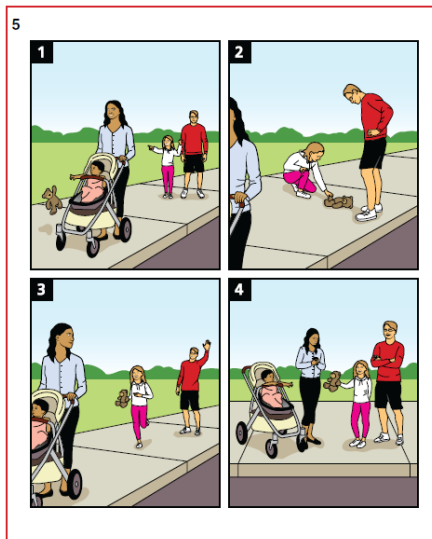
#4

This item is worth 4 points.
Rubric ID: S.K-12.(3)



#5

This item is worth 4 points.
Rubric ID: S.K-12.(4)



#6

This item is worth 3 points.

Rubric ID: R.K.(1)

⁶

It is hot.

Do we have a fan?

#7

This item is worth 3 points.

Rubric ID: S.K-12.(2)

Open-ended question.

#8

This item is worth 3 points.

Rubric ID: S.K-3.(3)

Open-ended question.

Writing Rubrics

AZELLA Holistic Writing Rubric | Kindergarten: 0–1 points

Rubric ID: W.K.(2)

Use for item #4 of Unit 2

Rubric interpretation: This holistic rubric is measuring student skill in English writing, including various prompts directed at letter and word formation. In holistic scoring, the best fit score is awarded.

| Score | Descriptors |
|-------|---|
| 1 | <p>Student response demonstrates a clear attempt to write letters and words with proper spacing* in English.</p> <ul style="list-style-type: none"> • Spelling errors or phonetic spellings that do not impede comprehension are acceptable. • Letters are recognizable but may be backwards (e.g., Я for R, ɔ for c, z for s). • Inconsistent spacing between letters may be obvious (e.g., “t he” for the, “p la te” for plate). • Words may contain transposition of letters (e.g., “word” for word, “Marai” for Maria). • Words may contain a capitalization error (e.g., “maria” for Maria, “america” for America, “fiGht” for fight, “sOme” for some). • Lower- and upper-case letters are interchangeable at the beginning of single word prompts. |
| 0 | <p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> • Inaccurate or fully incorrect response (most often a different word) OR • Blank page OR • Language other than English OR • Off-topic response OR • Illegible or unintelligible response OR • Evidence of teacher interference or student cheating |

*Spacing is judged by whether the student attempts to be consistent with letters within words. If the spacing between letters is reasonably consistent from one letter to the next, it is correct.

AZELLA Capitalization and Punctuation Rubric | Kindergarten: 0–1 points
Rubric ID: W.K.(1)
Use for item #1 of Unit 4

Rubric interpretation: This holistic rubric is measuring student skill in editing for correct English capitalization and punctuation. At Kindergarten, the focus is beginning capitalization, capitalization of proper nouns, and ending punctuation. If a student responds with an incorrect letter or word and corrects the error, then full credit is awarded. In holistic scoring, the best fit score is awarded.

| Score | Descriptors |
|-------|--|
| 1 | <p>Student responds correctly.</p> <ul style="list-style-type: none"> • Student marks the correct word in response to the prompt. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Student writes the correct end mark. <ul style="list-style-type: none"> ○ Reverse question marks are acceptable for questions, but upside-down question marks are not acceptable. ○ An exclamation point may be used interchangeably with a period for statements. |
| 0 | <p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> • No response <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Response includes more than one punctuation mark (even if one of them is correct) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Illegible or unintelligible response <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Evidence of teacher interference or student cheating |

AZELLA Holistic Conventions Rubric | Kindergarten and Grade 1: 0–2 points

Rubric ID: W.K-1.(1)
Use for item #2 of Unit 4

Rubric interpretation: This holistic rubric is measuring student skill in English writing, including various prompts directed at letter and word formation. In holistic scoring, the best fit score is awarded.

| Score | Descriptors |
|-------|--|
| 2 | <p>Student response demonstrates the ability to correctly write English words with proper spacing.*</p> <ul style="list-style-type: none"> Spelling errors or phonetic spellings that do not impede comprehension are acceptable. |
| 1 | <p>Student response demonstrates an attempt to write words with proper spacing in English.</p> <ul style="list-style-type: none"> Letters are recognizable but may be backwards or placed incorrectly (e.g., Я for R, ɔ for c, z for s). Spacing between letters and/or words is inconsistent. Words may contain transposition of letters (e.g., “word” for word, “Marai” for Maria). Words may contain a capitalization error (e.g., “maria” for Maria, “america” for America; “fiGht” for fight, “sOme” for some). Lower- and upper-case letters are interchangeable at the beginning of single word prompts. |
| 0 | <p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> Inaccurate or fully incorrect response (most often a different word) OR Blank page OR Language other than English OR Off-topic response OR Illegible or unintelligible response OR Evidence of teacher interference or student cheating |

*Spacing is judged by whether the student attempts to be consistent with letters within words. If the spacing between letters is reasonably consistent from one letter to the next, it is correct.

AZELLA Holistic Rubric | Kindergarten: 0–3 points**Rubric ID: W.K.(3)****Use for item #3 of Unit 4**

Rubric interpretation: This holistic rubric measures student skill in creating English sentences about a topic that is depicted in pictures. In holistic scoring, the best fit score is awarded. Evidence of correct subject-verb is considered, as well as capitalization, punctuation, and spelling. Evidence of consistent spacing between letters and words is also considered. Response relates to the picture. Determining the descriptors “minimal” and “minor” should be judged based on number and/or severity of errors per number of words (e.g., 10 words with 3 errors is equivalent to minimal or minor; 1 sentence with 2 errors is minimal). If spelling of more complex words is phonetic and words are recognizable, it can be accepted (e.g., pretty/pritty; throing/throwing; playing/playng; goes/gos).

| Score | Descriptors |
|--------------|---|
| 3 | <p>Student response is at least one English sentence which includes ideas, actions, or details.</p> <ul style="list-style-type: none"> Ideas and details are present. Errors in subject-verb agreement are not evident. Beginning capitalization and/or end punctuation have only minor errors or omissions. Minor spelling errors do not impede the meaning of words. Phonetic spelling is acceptable. |
| 2 | <p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"> Ideas and details may be vague but are present. Minimal errors in subject-verb agreement are noted. Beginning capitalization and/or end punctuation have only minor errors or omissions. Word order impedes clarity. Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable. |
| 1 | <p>Student response includes an attempt to write an English sentence.</p> <ul style="list-style-type: none"> Ideas and details are vague and/or non-existent. Errors in subject-verb agreement confuse the reader. No evidence of capitalization and/or punctuation is noted. Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable. |
| 0 | <p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> Blank page OR Language other than English OR Off-topic response OR Illegible or unintelligible response OR Evidence of teacher interference or student cheating |

Speaking Rubrics

AZELLA Describe a Function Rubric | Kindergarten–Grade 3: 0–2 points

Rubric ID: S.K-3.(1)

Use for item #1 of Unit 5

Content & Language/Expression

| Score | Descriptors |
|-------|--|
| 2 | <ul style="list-style-type: none">• Response shows comprehension of the prompt and a clear and appropriate description of the object's function• Appropriate vocabulary with a verb and object is used in a sentence or a fragment |
| 1 | <ul style="list-style-type: none">• Somewhat incomplete response that does not reflect a complete picture of the object's function because of lack of appropriate information or sentence structure |
| 0 | <ul style="list-style-type: none">• No appropriate information, or• Mostly unintelligible response, or• Very little or no meaning was clearly made, or• Response is mostly or entirely in a language other than English |

AZELLA Describe a Picture Rubric | Kindergarten–Grade 12: 0–2 points
Rubric ID: S.K-12.(1)
Use for item #2 of Unit 5

Content & Language/Expression

| Score | Descriptors |
|--------------|---|
| 2 | <ul style="list-style-type: none"> • Mostly accurate response with an appropriate main idea presented in a complete sentence • The intended meaning was clear based on the sentence structure used and the student's use of clear and correct pronunciation |
| 1 | <ul style="list-style-type: none"> • Response was attempted but lacking in sentence structure, partially incomplete, or only partially understood due to a lack of clear and correct pronunciation |
| 0 | <ul style="list-style-type: none"> • Little or no accurate information, or • Mostly unintelligible response, or • Very little or no meaning was clearly made, or • Response is mostly or entirely in a language other than English |

AZELLA Compare and Contrast Rubric | Kindergarten–Grade 3: 0–3 points

Rubric ID: S.K-3.(2)
Use for item #3 of Unit 5

Content

| Score | Descriptors |
|--------------|--|
| 1 | <ul style="list-style-type: none"> Mostly complete response with appropriate similarities and/or differences |
| 0 | <ul style="list-style-type: none"> Response is not a complete description of the similarities and/or differences, or the description is mostly inappropriate, or Response is mostly or entirely in a language other than English |

Language/Expression

| Score | Descriptors |
|--------------|---|
| 2 | <ul style="list-style-type: none"> The sentence structures used and the student's use of clear and correct pronunciation gave a clear intended meaning |
| 1 | <ul style="list-style-type: none"> The intended meaning was only partially clear based on the sentence structures used or only partially understood due to a lack of clear and correct pronunciation |
| 0 | <ul style="list-style-type: none"> Mostly unintelligible response, or Very little or no meaning was clearly made, or Response is mostly or entirely in a language other than English |

NOTE: The total score for the student's response is the sum of the Content score plus the Language/Expression score.

AZELLA Listen and Retell Rubric | Kindergarten–Grade 12: 0–4 points**Rubric ID: S.K-12.(3)****Use for item #4 of Unit 5****Content**

| Score | Descriptors |
|--------------|---|
| 2 | <ul style="list-style-type: none"> Mostly complete retelling with main points and details provided |
| 1 | <ul style="list-style-type: none"> Partially complete response |
| 0 | <ul style="list-style-type: none"> Little or no appropriate information, or Response is mostly or entirely in a language other than English |

Language/Expression

| Score | Descriptors |
|--------------|---|
| 2 | <ul style="list-style-type: none"> The sentence structures used and the student's use of clear and correct pronunciation gave a clear intended meaning |
| 1 | <ul style="list-style-type: none"> The intended meaning was only partially clear based on the sentence structures used or only partially understood due to a lack of clear and correct pronunciation |
| 0 | <ul style="list-style-type: none"> Mostly unintelligible response, or Very little or no meaning was clearly made, or Response is mostly or entirely in a language other than English |

NOTE: The total score for the student's response is the sum of the Content score plus the Language/Expression score.

AZELLA 4-Picture Narrative Rubric | Kindergarten–Grade 12: 0–4 points
Rubric ID: S.K-12.(4)
Use for item #5 of Unit 5

Content

| Score | Descriptors |
|-------|---|
| 2 | <ul style="list-style-type: none"> Mostly complete storytelling with characters, actions, and other details provided Response feels like a story. Connections between the parts of the story are clear. |
| 1 | <ul style="list-style-type: none"> Partially complete response/story Connections between the parts of the story are not clear |
| 0 | <ul style="list-style-type: none"> Little or no connection to the prompt, or Response is mostly or entirely in a language other than English |

Language/Expression

| Score | Descriptors |
|-------|---|
| 2 | <ul style="list-style-type: none"> The sentence structures used and the student's use of clear and correct pronunciation gave a clear intended meaning |
| 1 | <ul style="list-style-type: none"> The intended meaning was only partially clear based on the sentence structures used or only partially understood due to a lack of clear and correct pronunciation |
| 0 | <ul style="list-style-type: none"> Mostly unintelligible response, or Very little or no meaning was clearly made, or Response is mostly or entirely in a language other than English |

NOTE: The total the score for student's response is the sum of the Content score plus the Language/Expression score.

AZELLA Oral Reading Rubric | Kindergarten: 0–3 points
Rubric ID: R.K.(1)
Use for item #6 of Unit 5

| Score | Descriptors |
|--------------|---|
| 3 | Student reads the 2 sentences without significant hesitation. Minor substitutions are acceptable. |
| 2 | Student attempts to read both sentences. Hesitation, missing words, or substitutions do not impede understanding. OR Student reads one sentence correctly. |
| 1 | Student attempts to respond, primarily reads word-by-word, and is not able to complete a sentence. Significant hesitation and/or missing or inaccurate words are present. |
| 0 | Student response meets one or more of the following conditions: <ul style="list-style-type: none"> • Unintelligible speech or response is in a language other than English • Response is silent • Response is off topic (Student is speaking in English, but not reading the sentences.) |

AZELLA Express Opinion Rubric | Kindergarten–Grade 12: 0–3 points

Rubric ID: S.K-12.(2)

Use for item #7 of Unit 5

Content

| Score | Descriptors |
|-------|---|
| 1 | <ul style="list-style-type: none"> A complete response with a main idea and some supporting reasoning was given |
| 0 | <ul style="list-style-type: none"> Response is not complete, lacking main ideas or supporting reasoning, or Response is mostly or entirely in a language other than English |

Language/Expression

| Score | Descriptors |
|-------|---|
| 2 | <ul style="list-style-type: none"> The sentence structures used and the student's use of clear and correct pronunciation gave a clear intended meaning |
| 1 | <ul style="list-style-type: none"> The intended meaning was only partially clear based on the sentence structures used or only partially understood due to a lack of clear and correct pronunciation |
| 0 | <ul style="list-style-type: none"> Mostly unintelligible response, or Little or no meaning was clearly made, or Response is mostly or entirely in a language other than English |

NOTE: The total score for the student's response is the sum of the Content score plus the Language/Expression score.

AZELLA Describe a Process Rubric | Kindergarten–Grade 3: 0–3 points
Rubric ID: S.K-3.(3)
Use for item #8 of Unit 5

Content

| Score | Descriptors |
|-------|---|
| 1 | <ul style="list-style-type: none"> Mostly complete response with orientation for listener of what the task is and what the steps are to perform it |
| 0 | <ul style="list-style-type: none"> Response is partially complete, lacking orientation for listener of what the task is or what the steps are to perform it, or Response is mostly or entirely in a language other than English |

Language/Expression

| Score | Descriptors |
|-------|---|
| 2 | <ul style="list-style-type: none"> The sentence structures used and the student's use of clear and correct pronunciation gave a clear intended meaning |
| 1 | <ul style="list-style-type: none"> The intended meaning was only partially clear based on the sentence structures used or only partially understood due to a lack of clear and correct pronunciation |
| 0 | <ul style="list-style-type: none"> Mostly unintelligible response, or Very little or no meaning was clearly made, or Response is mostly or entirely in a language other than English |

NOTE: The total score for the student's response is the sum of the Content score plus the Language/Expression score.

Student Practice Sheet

Teacher Instructions

SAY *This is page 1. Point to the page number.*

Now, point to question number 1.

Listen carefully to the directions.

Fill in the circle under the number eight.

Only fill in the circle under the number eight.

Pause until students have had a chance to mark their answers.

Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.

SAY *Now, point to question number 2.*

Listen carefully to the directions.

Fill in the circle under the picture of the triangle.

Only fill in the circle under the picture of the triangle.

Pause until students have had a chance to mark their answers.

Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.

SAY *Now, point to question number 3.*

Listen carefully to the directions.

Fill in the circle under the letter “O.”

Only fill in the circle under the letter “O.”

Pause until students have had a chance to mark their answers.

Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.

Student Practice Sheet

1

2



5



8



2



3



E



X



1

Student Name _____ Test Date _____

Response Summary

| Unit 1 – Listening | | |
|----------------------|---------------|---|
| ITEM # | KEY | |
| 1 | C | correct <input type="radio"/> not correct <input type="radio"/> |
| 2 | C | correct <input type="radio"/> not correct <input type="radio"/> |
| 3 | B | correct <input type="radio"/> not correct <input type="radio"/> |
| 4 | B | correct <input type="radio"/> not correct <input type="radio"/> |
| 5 | A | correct <input type="radio"/> not correct <input type="radio"/> |
| Unit 2 – Interactive | | |
| ITEM # | KEY/Rubric ID | |
| 1 | C | correct <input type="radio"/> not correct <input type="radio"/> |
| 2 | A | correct <input type="radio"/> not correct <input type="radio"/> |
| 3 | A | correct <input type="radio"/> not correct <input type="radio"/> |
| 4 | W.K.(2) | correct <input type="radio"/> not correct <input type="radio"/> |
| Unit 3 – Reading | | |
| ITEM # | KEY | |
| 1 | C | correct <input type="radio"/> not correct <input type="radio"/> |
| 2 | B | correct <input type="radio"/> not correct <input type="radio"/> |
| 3 | A | correct <input type="radio"/> not correct <input type="radio"/> |
| 4 | B | correct <input type="radio"/> not correct <input type="radio"/> |
| 5 | C | correct <input type="radio"/> not correct <input type="radio"/> |
| Unit 4 – Writing | | |
| ITEM # | Rubric ID | |
| 1 | W.K.(1) | correct <input type="radio"/> not correct <input type="radio"/> |
| 2 | W.K-1.(1) | 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| 3 | W.K.(3) | 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| Unit 5 – Speaking | | |
| ITEM # | Rubric ID | |
| 1 | S.K-3.(1) | 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| 2 | S.K-12.(1) | 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| 3 | S.K-3.(2) | 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| 4 | S.K-12.(3) | 4 pts. <input type="radio"/> 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| 5 | S.K-12.(4) | 4 pts. <input type="radio"/> 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| 6 | R.K.(1) | 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| 7 | S.K-12.(2) | 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |
| 8 | S.K-3.(3) | 3 pts. <input type="radio"/> 2 pts. <input type="radio"/> 1 pt. <input type="radio"/> 0 pts. <input type="radio"/> |