



# AZELLA ADDITIONAL ACCOMMODATIONS

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OCTOBER 17, 2025

ARIZONA DEPARTMENT OF EDUCATION ASSESSMENTS TEAM

# AGENDA

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1. Compliance
2. No Formal Request Needed
3. Additional Accommodations
4. Not applicable & Non-Approvable Requests with Examples



# COMPLIANCE



# PLACEMENT TESTING TIMELINE

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Districts and charters must adhere to the AZELLA Placement Test compliance timelines. Therefore, students who do NOT have an IEP or 504 Plan must be administered the AZELLA Placement Test within the allotted time. Districts cannot wait for the IEP or 504 Plan to be in place before administering the Placement Test to a student.

# PLACEMENT TESTING TIMELINE

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Additional accommodations requests for the AZELLA Placement Test must be submitted early and **within the student's first week of the compliance testing timeline** so that ADE can review the request and respond.

ADE's response to the request will provide an updated compliance timeline for testing the student, getting the results, and notifying the parents of the results.

# REASSESSMENT TESTING TIMELINE

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The Spring AZELLA Reassessment test window is 7 weeks. Students must be tested within this test window. “Additional time” for testing does NOT extend the Reassessment test window.

Additional accommodations requests must be submitted by Friday, December 5, 2025.

Students who transfer after December 5<sup>th</sup> must have their requests submitted within 2 calendar weeks of next school enrollment.

# TRANSFERRED STUDENTS

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When a student transfers into your district after the school year has started, and you have been made aware that the student is enrolled in special education services, the student may require additional accommodations. In this case you can inquire with ADE's AZELLA team to verify if the student's previous district submitted a request for AZELLA additional accommodations if you don't have the IEP or 504 Plan yet.

[AZELLA@azed.gov](mailto:AZELLA@azed.gov)

# CONSTRUCT OF THE TEST

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**Accommodations cannot alter the construct that the AZELLA tests are intended to measure.**

AZELLA accommodations are changes in the presentation (e.g., read the extended Writing prompts aloud) and/or the response options (e.g., scribe assisting with bubbling multiple-choice items) in the administration of the assessment **that do not alter the item and what is being measured**, but still allow students to demonstrate their proficiency in English.

# CONSTRUCT OF THE TEST

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The use of artificial intelligence (AI) is prohibited for AZELLA and is not an allowed accommodation for students with disabilities.

The translation of the test into another language is not allowed.

The use of dictionaries, thesauruses, word lists, or glossaries is not allowed in the administration of AZELLA.

**Please note:** some students may be provided with accommodations during instruction that are either not appropriate for use during a standardized state assessment, or not allowable for an English language proficiency assessment.

**NO FORMAL  
REQUEST NEEDED**



# UNIVERSAL TEST ADMINISTRATION CONDITIONS

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These conditions may be offered to any student; therefore, they should **not** be included in the request for **additional** accommodations.

These conditions are separated by mode of administration.

- Paper and pencil
- Online

Students with an injury (e.g., broken arm) may receive additional consideration. The **additional accommodations** request is not appropriate. ADE will provide guidance for these situations on a student-by-student basis.

# UNIVERSAL TEST ADMINISTRATION CONDITIONS

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**Visual Assistance Tools** are included in these universal test administration conditions. These should be checked inside of PAN with the test assignment. These conditions **should not** be requested in the **additional** accommodations request.

\*For the online tests, 3 of these (when checked in PAN) will automatically launch in TestNav for the items they are applicable.

## **Paper-Based Testing**

Magnification

Line Reader

Color Overlay

## **Computer-Based Testing**

\*Color Contrast – *color must be selected in PAN prior to the student signing into TestNav*

\*PNP Answer Masking – *only available on screens with a multiple-choice or multiple select items*

\*PNP Line Reader

PNP Magnifying Tool – *must be activated from the User Menu in TestNav*

# UNIVERSAL TEST ADMINISTRATION CONDITIONS

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The use of **hearing assistive technology (HAT)** is included in these universal test administration conditions.

This **should not** be requested in the **additional** accommodations request.

## Paper-Based Testing

Hearing aids  
Amplification devices  
Assistive listening devices (ALDs)

## Computer-Based Testing\*

Hearing aids  
Amplification Devices  
Assistive listening devices (ALDs)

**\*Note:** the use of headphones for the online administration of AZELLA is **not** required in a one-on-one administration.

For Bluetooth devices, please send the AZELLA Team an email. [AZELLA@azed.gov](mailto:AZELLA@azed.gov)

# STUDENTS WITH DISABILITIES

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Students with disabilities are those who have an Individualized Education Program (IEP) as determined by the Individual with Disabilities Education Act (IDEA) or a 504 Plan as determined by the Americans with Disabilities Act (ADA).

AZELLA accommodations for students with disabilities are only available to those students who have a current IEP or 504 Plan. The accommodations must be included in the accommodations for instruction, district assessment, and state assessments section of the student's IEP or 504 Plan.

Take note of the accommodations listed that indicate that an AZELLA Additional Accommodations Request must be submitted.

# PRE-APPROVED AZELLA ACCOMMODATIONS

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The following AZELLA accommodations have been pre-approved by ADE for students with disabilities. When these accommodations are **included in the student's IEP or 504 Plan**, they do **not** require a submission for **additional** accommodations.

- Frequent breaks
- Allow a Scribe to assist in bubbling answers or clicking on the student's selected answer choice for **multiple-choice items** (only)
- Allow the Test Administrator to read the **extended writing prompts** aloud

# SUBMITTING AN AZELLA REQUEST FOR ADDITIONAL ACCOMMODATIONS



# ADDITIONAL ACCOMMODATIONS

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Requests for **additional** accommodations for the AZELLA are intended for accommodations that have not been addressed through the Universal Test Administration Conditions or the pre-approved accommodations.

The **additional** accommodations requested must be included in the accommodations for instruction, district assessment, and State Assessments section of the student's IEP or 504 Plan.

Submitting a request for **additional** accommodations does not constitute an approval for the **additional** accommodations being requested. **Additional** accommodations requests must be approved by ADE prior to administering the AZELLA to the student.

# REQUEST FORM

The AZELLA Additional Accommodations Request form for the 2025-2026 school year has been available since July 1, 2025.

The URL link for this request form is included on the AZELLA District Test Coordinator web page.

The AZELLA DTC, SPED Director, SPED Teachers can submit this application; however, ADE's response will only be sent to the AZELLA DTC.

**SECURE SUBMISSION**

## ▼ AZELLA English Language (EL)/Special Education (SPED) Test Administration Information

### AZELLA EL/SPED Test Administration Information

[AZELLA Accommodations Manual](#) November 2024

[EL and Special Education FAQ](#) September 2021

[Special Update - ELs with Disabilities](#) May 2019

AZELLA Guidance for Students Who are Completely Deaf and/or Blind - please contact the AZELLA Team at [AZELLA@azed.gov](mailto:AZELLA@azed.gov)

[Identifying and Supporting English Learners with Disabilities 2019](#) Revised August 2019

### AZELLA EL/SPED Accommodation Request Form

This secure request form is for one student. One (1) submission per student will cover one or both AZELLA Test administrations for the current school year for the student. Additional accommodations for AZELLA must be requested annually. Submissions from prior school years are not valid for the current school year. Students must have a current IEP or 504 Plan with accommodations for state testing and daily instruction. All requests must be submitted and approved by ADE's Assessment unit prior to administering the AZELLA test to the student. It may take up to 4 calendar weeks to complete the review process for one student submission; therefore, please submit your requests early in the school year.

As students transfer to new schools, the new district must submit the request as soon as practicable to ensure timely identification of English learners with the Placement Test and to ensure that Special Version test materials are in districts well before the closing of the Spring Reassessment test window.

[AZELLA Additional Accommodations Request Form 2025-2026](#)

[AZELLA Additional Accommodation to Administer the Test in More than 5 Instructional Days](#) - this request is used for students with a current IEP or 504 Plan and the **ONLY** additional accommodation that is needed is for additional time to administer the AZELLA.

# REQUEST FORM

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Included in the **secure** request submission...

The page(s) of the ACTUAL sections (not the entire IEP/504 Plan) of the student's official IEP or 504 Plan that indicate the needed accommodations are used routinely during instruction and assessments throughout the year. "AZELLA" State Test (Grades K-12) must be identified in the State Assessment section of the IEP/504 Plan. These pages must have the student's demographics or SSID and the date of the document on each page submitted. Do not submit the entire IEP or 504 Plan.

The following 2 sections must be included with this submission:

- PLAAFP (Present Levels of Academic Achievement and Functional Performance)
- Instructional and Assessment Accommodations

# REQUEST TO ADMINISTER AZELLA OVER MORE THAN 5 DAYS

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When the **ONLY additional** accommodation is a request to administer the AZELLA in over more than 5 days, this request should be submitted using the AZELLA Additional Accommodation to Administer the Test in More than 5 Instructional Days form. This is for students who are eligible for the administration of the AZELLA whose current IEPs and/or 504 Plans state that the students require additional time for state testing.

This request must be submitted by school and for up to 15 students per submission. The submission covers both AZELLA test administrations (Placement and Spring Reassessment) during the current school year. The request requires the submitter to **attest** that this accommodation is included in the student's or students' current IEP or 504 Plan for State (AZELLA) Assessments.

- **Placement Test** – must complete testing and parental notification within the Placement testing compliance timeline
- **Spring Reassessment** – must complete testing prior to the close of the Reassessment test window

# ALT ELPA

The AZELLA Additional Accommodations Request is **not intended** for a student whose IEP team has determined the student is eligible for Alternate Assessments.

The AZELLA DTC and the Alternate Assessment DTC must communicate with each other.

The AZELLA DTC needs to know that a student will be administered the Alt ELPA, so the AZELLA is not administered.

The AZELLA DTC needs to be made aware of the results of the Alt ELPA because the parents must be notified when the student is eligible for EL services and when the student has reclassified as Proficient.

- The Alt ELPA  **Screener** replaces the AZELLA Placement Test.
- The Alt ELPA  **Summative** replaces the AZELLA Reassessment test.
- A less than Proficient Alt ELPA  **Screener** administered prior to January 1 of the school year, will require the student to be administered the Alt ELPA Summative.



# AZELLA ACCOMMODATED TEST FORMS

## Large Print (LP)

- Kindergarten – Reassessment Placement and Reassessment
- Grade 1
- Grades 2-3 Unit 4
- Grades 2-12 SPV LP

## Braille (ELPA21)

Reassessment only

- Grades K-12
- Some accessible domains without braille knowledge for lower grades

## Special Paper Version (SPV)

Placement and Reassessment

- Grades 2-12

## American Sign Language (ASL)

Placement and Reassessment

- Grade 1 – ASL video for Unit 4 constructed response items
- Grades 2-3 – ASL version for TestNav (Units 1, 2, 3, and 5) with an ASL video for Unit 4
- Grades 4-12 – ASL version for TestNav

# ADDITIONAL ACCOMMODATIONS

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## Domain Exceptions

- Listening
- Speaking

For Visually Impaired students only

- Reading (Placement only)
- Writing – multiple-choice (Placement only)

## Assistive Technologies

Placement and Reassessment

- Grades K-12

# EXAMPLES OF NOT APPLICABLE OR NON-APPROVABLE ACCOMMODATIONS



# APPROVAL/DENIAL LETTER (EMAIL)

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Always read the entire approval/denial email that ADE sends to the AZELLA DTC.

- Provides the approval or denial of specific **additional** accommodations that have been requested, or it may state that additional information is needed before ADE can provide the response.
- The Comments and/or Reason for Denial section is extremely important as this section provides specific directions for the DTC and the Test Administrator. Some of the information may require a subsequent email response to ADE so that ADE can make modifications to PAN for the student and order materials when needed.

Additional Accommodation(s) Requested	Approved, Denied, or Requesting Additional Information	Comments and/or Reason for Denial
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# EXAMPLES OF NOT-APPLICABLE OR INCOMPLETE ACCOMMODATION REQUESTS

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## Common

- The student has a current and eligible ELP test record and does not require the administration of the AZELLA Placement Test.
  - A thorough review of the student's EL70 Report should be completed prior to requesting additional accommodations for the Placement Test
- Student's SSID was not included on the uploaded documentation.
  - The student's name and DOB can be redacted, but the SSID (not the school's ID number) must be on all pages.
  - This is a very secure submission so redacting student identifiable information is not required.
- IEP documentation is incomplete.
  - It does not include the section on accommodations for instruction or assessment.
  - It does not include the PLAAFP.

# EXAMPLES OF NOT-APPLICABLE OR NON-APPROVABLE ACCOMMODATION REQUESTS

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## Common

- Based on the information from the student's submitted IEP, the student is eligible for Alternate Assessments and must be administered the Alt ELPA Screener or Summative.
- The student will make an earnest attempt at all sections of the Braille version of the test. The student does not have access to Reading, Writing multiple-choice, or Writing extended responses for the main form of the AZELLA, but must attempt the Braille test, which is appropriate for the student. (Reassessment)

# EXAMPLES OF NON-APPROVABLE REQUESTS: KINDERGARTEN PLACEMENT TEST (KPT)

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<b>Accommodation requested:</b>	<b>Not approvable because:</b>
Domain Exceptions	<ul style="list-style-type: none"><li>• The KPT does not have distinct tests for each of the language domains.</li><li>• Per the student's IEP, the "[Student] will participate in all areas (listening, speaking, reading, and writing) of the AZELLA when in Kindergarten."</li></ul>
The student is blind and is unable to visually engage with pictures. Student will not be able to access picture-based questions.	ADE will provide explicit instructions for the specific items that the student should attempt and indicate which items do not need to be attempted. For example, ADE and Pearson may provide approval for the use of puffy paint on a piece of paper instead of the laminated activity card and erasable marker.

# EXAMPLES OF COMMON NON-APPROVABLE ACCOMMODATION REQUESTS

<b>Accommodation requested:</b>	<b>Not approvable because:</b>
Listening and/or Speaking Exception	<ul style="list-style-type: none"><li>• The request submitted indicates the student has access to all four domains.</li><li>• The IEP states that the student will be assessed in all four domains of the AZELLA.</li><li>• Per the IEP, the student passed the hearing screening, listens to music and videos.</li><li>• Per the IEP, the student communicates in English and/or a language other than English .</li></ul>
Speaking Exception	<ul style="list-style-type: none"><li>• Per the IEP, the student produces oral speech to communicate.</li><li>• The student's AZELLA Speaking test history shows that the student received Speaking scores higher than 100 in prior test administrations.</li></ul>

# EXAMPLES OF ACCOMMODATION REQUESTS THAT WERE NOT APPROVED

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Accommodation requested:	Not approvable because:
Listening and Speaking Exception	Per the IEP, the student has access to Listening when in quieter environments and small groups and can productively communicate in English. Additionally, the student received a domain score of Intermediate in the Speaking domain.
Listening Exception	In the comments included in the additional accommodations' submission, it was stated that the reason of the Listening exception request was that the student cannot hear with headphones. However, <b>the use of headphones is not required in a one-on-one administration.</b> In the IEP, it is stated that the student would benefit from the use of a special microphone and receivers that are provided and maintained by the district.

# EXAMPLES OF ACCOMMODATION REQUESTS THAT WERE NOT APPROVED

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Accommodation requested:	Not approvable because:
Listening and Speaking Exception	<ul style="list-style-type: none"><li>• Per the IEP, the student is able to understand speech in a quiet environment and can also communicate, intelligibly, verbally in English using single words and short phrases. Previous AZELLA results indicate that <b>Speaking is a strength for the student</b> and that the student <b>has access</b> to the Listening domain.</li><li>• In the submission, it was stated that the Listening and Speaking scores prevented the student from receiving an Overall Proficiency Level of Proficient. However, the student received domain proficiency levels of Pre-Emergent/Emergent/Basic across all four domains.</li></ul>

# EXAMPLES OF ACCOMMODATION REQUESTS THAT WERE NOT APPROVED

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Accommodation requested:	Not approvable because:
Reading and Writing Exceptions	<ul style="list-style-type: none"><li>• Per the IEP, the student is able to write words at grade level in their home language. Therefore, the student has access to the writing domain but is an emerging English learner.</li><li>• IEP does not mention that the student is blind or visually impaired. A Reading exception can only be approved for a student whose sensory disability (visual impairment) precludes them from <b>accessing</b> the domain.</li></ul>

# EXAMPLES OF ACCOMMODATION REQUESTS THAT WERE NOT APPROVED

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<b>Accommodation requested:</b>	<b>Not approvable because:</b>
Human scoring for the Speaking Responses	During the previous Spring Reassessment, the student received a domain score of 223, which is consistent with the rest of the domain scores.
Speaking Exception	Note that the student has consistently made progress in Speaking over the last three Spring Reassessments. The student is only seven points away from receiving a Proficiency Level of Intermediate in this domain and cannot be denied participation in the Speaking Test.

# EXAMPLES OF PARTIALLY APPROVED REQUESTS

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When requesting a non-approvable domain exception, ADE will provide explicit test administration directions.

- **Unit 1\*:** In a one-on-one administration, the student will make an earnest attempt at the Listening Test. If the volume on the testing device is not loud enough for the student, external speakers may be required for this test unit administration. The Test Administrator will sign in to TestNav using the student's credentials as they appear on the Student Testing Ticket, navigate, play the Listening passages and questions, and serve as a scribe for this **multiple-choice** test unit. **The student will attempt all the Unit 1 questions.** A no-response is a valid response.
- **Unit 2\*:** The student does not need to attempt Unit 2 of the test. **No action is required on the part of the district other than informing ADE that the student has completed Units 1, 3, 4, and 5. ADE will mark Unit 2 as completed.**

# EXAMPLES OF PARTIALLY APPROVED REQUESTS

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When requesting a non-approvable domain exception, ADE will provide explicit test administration directions.

- **Unit 5\***: In a one-on-one administration, the student will make an earnest attempt at the Speaking Test. If the volume on the testing device is not loud enough for the student, external speakers may be required for this test unit administration. The Test Administrator will sign in to TestNav using the student's credentials as they appear on the Student Testing Ticket. The TA will play the directions and practice items allowing the student to complete the practice items to ensure the external microphone is capturing the recorded responses. The TA will navigate through all the Speaking items and prompts by clicking on the Play button, and then press the Record button to capture the student's responses using an external microphone. The TA will also serve as the scribe for the two multiple-choice questions in this test unit. **The student must attempt the following questions of Unit 5:** [question #s listed].

\*Placement Test for a visually impaired student.

# AZELLA SAMPLE TESTS

All EL students benefit from the AZELLA Sample Tests and the Student Readiness Tool. Students with disabilities should be provided as much exposure and practice with the available Sample Tests and the Readiness Tool as possible so that they are more comfortable with the test design, item types, and the TestNav functions.

The online AZELLA Sample Tests (Grades 2-12) are accessed through TestNav (app or web version). No username and password is required.

ADE also provides a paper form of the Sample Test for the Kindergarten Reassessment Sample Test, the Grade 1 AZELLA Sample Test, and the Grades 2-3 Unit 4 via <https://www.azed.gov/assessment/azella>. Unit 5 of the test (Speaking) for Kindergarten and Grade 1 is also available in TestNav.

There is no Sample Test for the KPT.

Not Signed

## Arizona Online Sample Tests and Assessment Tutorials

- AASA TestNav Sample Tests
- AzSCI TestNav Sample Tests
- AzSCI TestNav8 Tutorial
- AZELLA - Microphone Check
- AZELLA - Sample Tests**
- AZELLA TestNav8 Tutorial

# TestNav Arizona

Username

Password

Sign In

Test Audio

Mic Check & Sample Tests

# AZELLA STUDENT READINESS TOOL (SRT)

Includes student-friendly videos and an opportunity to practice using the tools and features available in TestNav



**Student Readiness Tool**

Welcome to the Arizona AZELLA SRT!  
Play the video to the right to learn more about the SRT.  
Then select your grade below to learn more.

2nd & 3rd    4th & 5th    6th - 8th  
9th - 12th

SRT  
Student Readiness Tool

0:00 / 1:39

The AZELLA Student Readiness Tool (SRT) includes a series of mini lessons that teach students how to navigate their online tests and use the various **embedded tools** within TestNav.

**The SRT is only accessed through the web version of the TestNav.** Simply click the [link](#), locate the AZELLA Student Readiness Tool from the Sample Tests and Assessment Tutorials, and click the gray bar.

The SRT is available to students, teachers, Test Administrators, DTCs, and families from any computer device with Internet access. No username and password is required.

Additional information about the AZELLA Sample Tests and the Student Readiness Tool is available in the AZELLA Annual Fundamentals training course.

<https://az.testnav.com/client/index.html>

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Questions?



# THANK YOU!

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Contact ADE's **Assessments AZELLA** Team for **all** inquiries about AZELLA, the administration of the AZELLA, ELP Reports, and student ELP records.

[AZELLA@azed.gov](mailto:AZELLA@azed.gov)

