



# ASSESSMENTS

## AZELLA



English Language Proficiency Assessment  
for the 21st Century



# INTRODUCTION TO ELPA21

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JULY 14, 2026

# WELCOME

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- Thank you for joining!
- We anticipate you will ask some great questions. Please type them into the chat.
- There will be a brief opportunity for questions after some sections, followed by a formal Q&A session at the conclusion of the presentation.
- Any questions that are not addressed during the live session will be answered in an FAQ distributed after the presentation.
- This meeting will be recorded and made available on the AZELLA website.

# INTRODUCTIONS

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- ADE Assessment Team
- OELAS Leadership
- Cambium Team
- ELPA21 Team

# AGENDA

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- Arizona Transition Update
- ELPA21 at a Glance
- Dynamic Screener Overview
- Understanding Scores & Instructional Decisions
- Training Opportunities
- Professional Learning & Instructional Resources
- Q&A

# ARIZONA ELP ASSESSMENT TRANSITION

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Understanding  
Arizona's  
transition to  
ELPA21

Know what is  
changing – and  
what is not

Understand  
ELPA21 scores  
and instructional  
decisions

Learn about the  
Dynamic  
Screener

Know where to  
access training  
and resources

# ELPA21 AT A GLANCE



English Language Proficiency Assessment  
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# WHAT'S STAYING THE SAME?

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## Students still ...

- Are assessed on the performance indicators of the Arizona English Language Proficiency Standards (ELPS)
- Take annual English language proficiency assessment
- Receive language support services
- Learn English across four language domains

## Districts still ...

- Use the performance indicators of the Arizona ELPS for instruction
- Identify English learners
- Monitor progress
- Use assessment data for instructional planning

# WHAT'S DIFFERENT?

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## Changing ...

- ELPA21 online assessment system
- Semi-adaptive Dynamic Screener
- New reporting terminology
- Updated score reports
- New training modules
- New professional learning opportunities
- New instructional resources

# WHAT IS ELPA21?

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- ELPA21 is a comprehensive English language proficiency instructional and assessment framework that is committed to:



**GROWTH**

**ACCESSIBILITY**

**COLLABORATION**

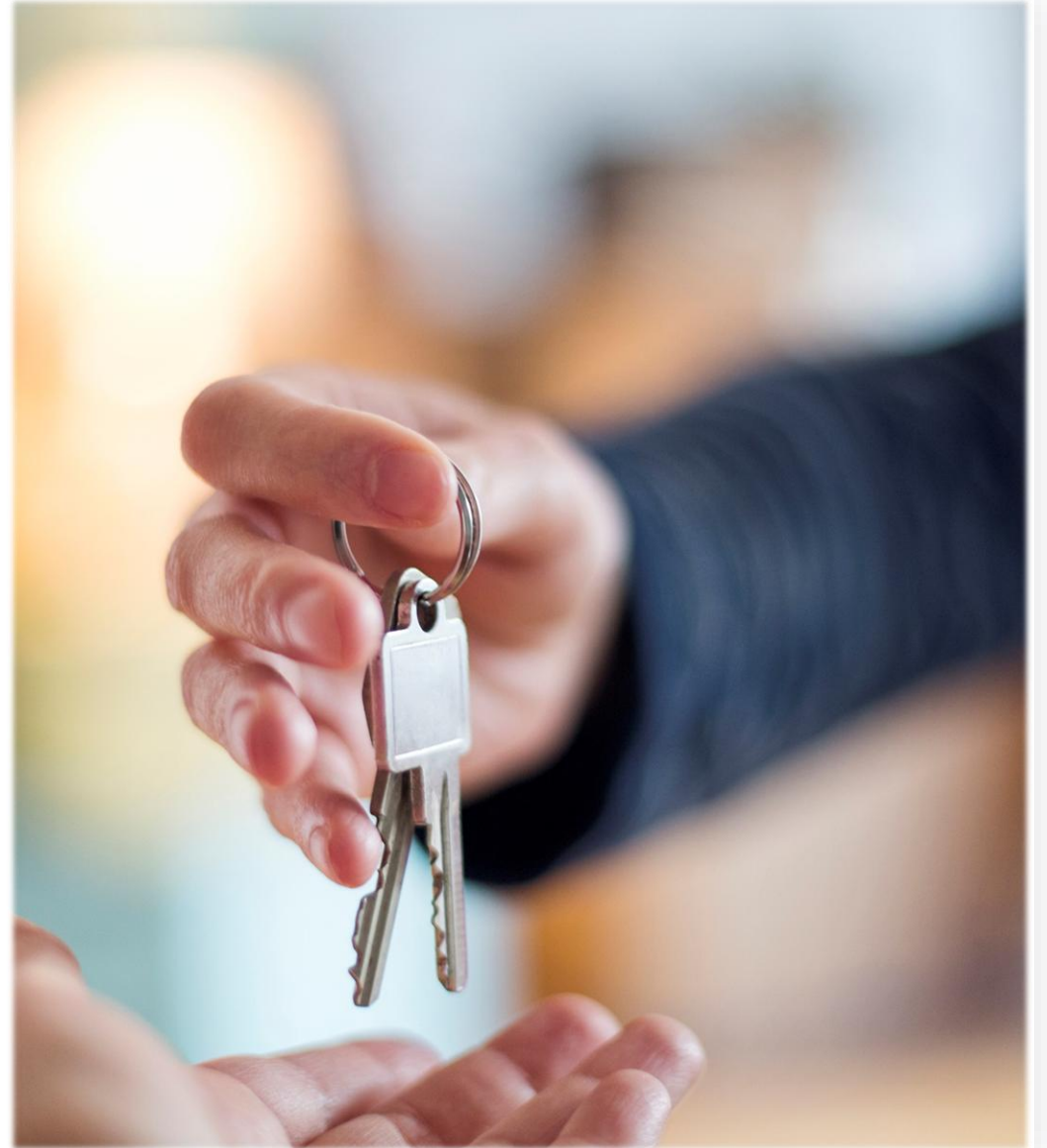
# GROWTH

- English learners can have the same success as their non-English learner peers
- Focus on the four domains
  - Speaking, Writing, Reading, and Listening
- English learners are capable of making progress toward English language proficiency



# ACCESSIBILITY

- Item content appropriate for a wide range of student abilities
- Accessible testing interface
- Intuitive navigation
- Thoughtful tools
- Thorough accommodations



# COLLABORATION

- Educator-informed item development
- Peer-to-peer committees and advisories
- Instructional resources developed by educators
- States share best practices



# DYNAMIC SCREENER OVERVIEW



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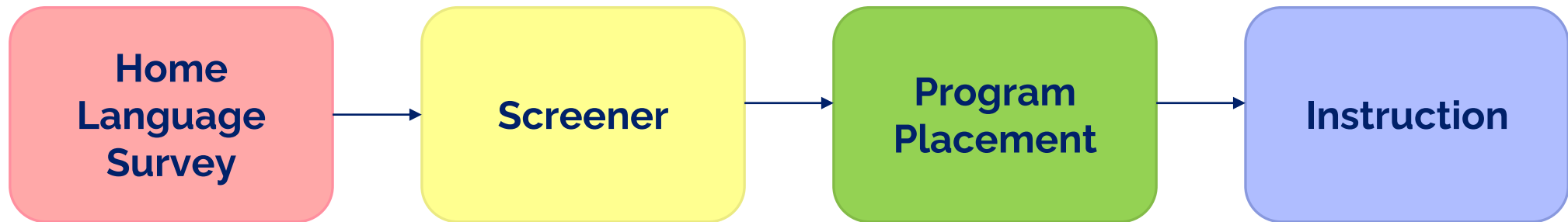
# ELPA21 DYNAMIC SCREENER

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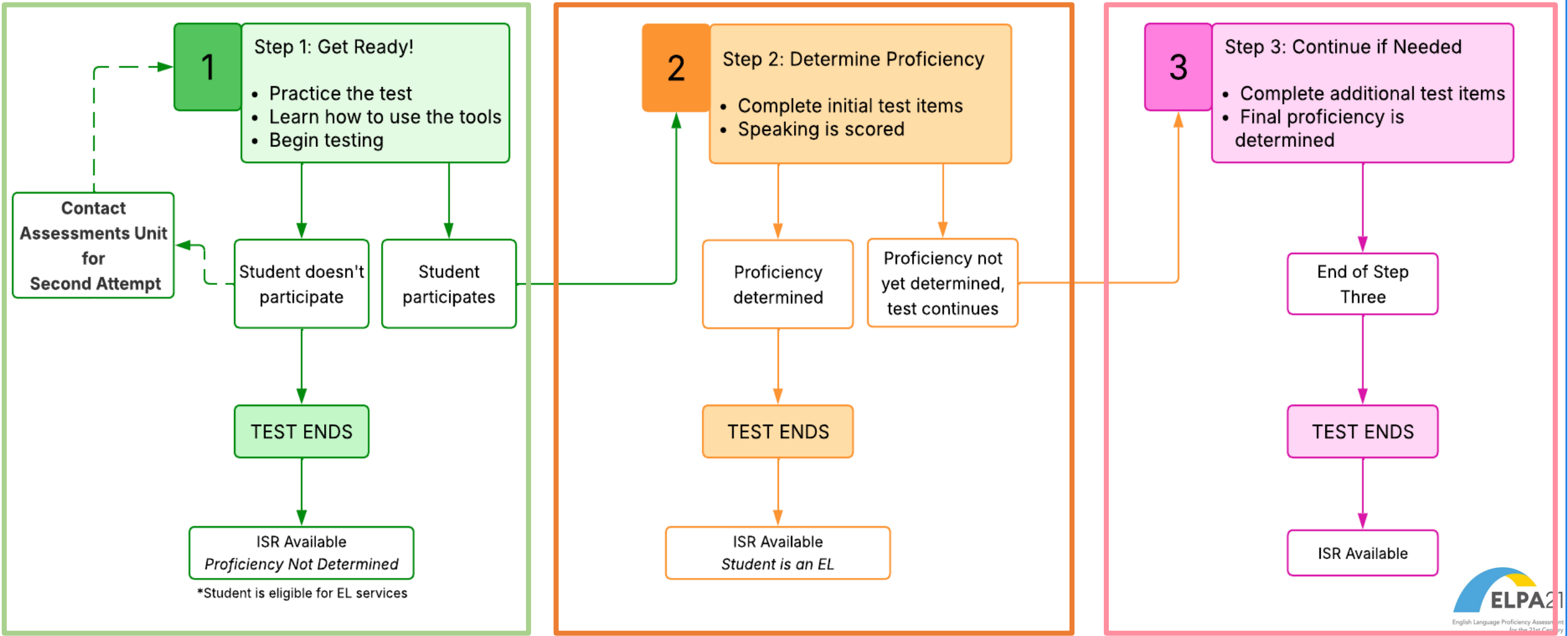
- Testing instrument used to identify English learners
- Administered to any new student enrolling in Grades K–12 whose Home Language Survey (HLS) indicates a language other than English
- Generally, taken only once in a student's educational career

# ENGLISH LEARNER SCREENING PROCESS

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# Dynamic Screener Steps



# DYNAMIC SCREENER BENEFITS

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- **Adapts to student performance**
  - Many students finish after Step Two, while some continue to Step Three when more information is needed.
- **Reduces unnecessary testing time**
  - Students do not all take the same full-length screener.
- **Supports faster placement decisions**
  - For nearly all students, screener results are available within hours of submission.

## UNDERSTANDING SCORES & INSTRUCTIONAL DECISIONS



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# WHAT DO SCORES MEAN?

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## Emerging

Students are **Emerging** when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English.

## Progressing

Students are **Progressing** when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level, content-related academic tasks in English.

## Proficient

Students are **Proficient** when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English.

## Proficiency Not Determined

**Proficiency is Not Determined** when a student did not engage with the test.

# DOMAIN SCORES AND PERFORMANCE LEVELS

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| AZELLA LABEL            | ELPA21 AZELLA LABEL                 |
|-------------------------|-------------------------------------|
| Pre-Emergent / Emergent | Beginning (Domain Level 1)          |
| Basic                   | Early Intermediate (Domain Level 2) |
| Intermediate            | Intermediate (Domain Level 3)       |
| Proficient              | Early Advanced (Domain Level 4)     |
| Not Reported            | Advanced (Domain Level 5)           |

# Domain Scores and Performance Levels

| AZELLA                  |                                                                                                                                                                                                                                                                                                                                                                                                                                    | ELPA21 AZELLA                       |                                                                                                                                              |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Category / Label        | Reporting Descriptor                                                                                                                                                                                                                                                                                                                                                                                                               | Category / Label                    | Reporting Descriptor                                                                                                                         |
| Pre-Emergent / Emergent | <p>Pre-Emergent/Emergent students have limited or no ability to speak or understand English in academic and social settings. They have limited or no ability to address grade-appropriate reading or writing tasks meaningfully due to lack of English vocabulary. They use English to express simple phrases and sentence structures to communicate their immediate needs.</p> <p><b>Student is eligible for EL Services.</b></p> | Beginning (Domain Level 1)          | Displays few grade-level English language skills and will benefit from EL Program support.                                                   |
| Basic                   | <p>Basic students have limited ability to speak and understand simple and/or routine English phrases spoken in academic and social settings. They have limited ability to address grade-appropriate reading or writing tasks due to a developing vocabulary.</p> <p><b>Student is eligible for EL Services.</b></p>                                                                                                                | Early Intermediate (Domain Level 2) | Presents evidence of developing grade-level English language skills and will benefit from EL Program support.                                |
| Intermediate            | <p>Intermediate students have the ability to speak and understand using grade-appropriate English in social settings. However, they do not demonstrate sufficient grade-level academic English language skills to access grade-level materials independently. They demonstrate grade-level English skills in a limited variety of contexts.</p> <p><b>Student is eligible for EL Services.</b></p>                                 | Intermediate (Domain Level 3)       | Applies some grade-level English language skills and will benefit from EL Program support.                                                   |
| Proficient              | <p>Proficient students consistently understand and produce grade-appropriate social and academic English. They independently read and comprehend key information in oral and print grade-level texts. They consistently apply a range of grade-level English language skills in a wide variety of contexts.</p> <p><b>Student is not eligible for EL Services.</b></p>                                                             | Early Advanced (Domain Level 4)     | Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs. |
| Not Reported            | Not Reported                                                                                                                                                                                                                                                                                                                                                                                                                       | Advanced (Domain Level 5)           | Exhibits superior English language skills, as measured by ELPA21.                                                                            |

# DETERMINING PROFICIENCY

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| Proficiency                                   | Typical Domain Profile                                                                     |
|-----------------------------------------------|--------------------------------------------------------------------------------------------|
| Emerging                                      | All 1s and 2s                                                                              |
| Progressing                                   | Mix of 1–5 levels that is <b>not</b> all 1s/2s or all 4s/5s (e.g., 2233, 3333, 3443, 1234) |
| Proficient                                    | All 4s and 5s                                                                              |
| Proficiency Not Determined<br>(Screener only) | Student is eligible for EL Services.                                                       |

# INDIVIDUAL STUDENT REPORTS

Each Individual Student Report (ISR) contains:

- Proficiency determination
  - Domain specific information
  - Family-friendly format
- Seven translations available



AZELLA Reporting

Individual Student Report

Grade 6 AZELLA Placement (Dynamic Screener)

Demo, Student

Student ID: DEMO000001 | Student DOB: 5/23/2014 | Enrolled Grade: 6

Date Taken: 9/24/2025

2026-2027

DEMO DISTRICT

DEMO SCHOOL

Proficiency Determination: Proficient

## Proficiency Determination

**Proficient** - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the AZELLA Placement (Dynamic Screener) by scoring Level 4 or Level 5 in all domains. Student is not eligible for English Language (EL) Services.

**Progressing** - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the AZELLA Placement (Dynamic Screener) by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for EL Services.

**Emerging** - Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on the AZELLA Placement (Dynamic Screener) by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

**Proficiency Not Demonstrated** - Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. Student is eligible for EL Services.

How Did Your Child Perform on Different Areas of the Test?

1 Beginning 2 Early Intermediate 3 Intermediate 4 Early Advanced 5 Advanced

| Domain    | Performance | Performance Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening | 5           | When listening, the student at Level 5 is working on: determining main idea or ideas and how each idea is supported with evidence; gathering information from multiple oral sources and evaluating the credibility of the information; quoting or citing examples while paraphrasing data and conclusions; determining the meaning of general academic, context specific, figurative and idiomatic phrases.                                                                                                                                             |
| Reading   | 4           | When reading grade-appropriate text, the student at Level 4 is working on: determining two or more central ideas and how they are supported by specific details; building on ideas of others, adding relevant and specific evidence; summarizing text; gathering information from multiple sources to summarize ideas, information and observations; analyzing the arguments and claims made in text, determining the sufficiency of supporting evidence; determining the meaning of content-specific words and phrases and some idiomatic expressions. |
| Speaking  | 5           | When speaking, the student at Level 5 is working on: making predictions and drawing conclusions from a variety of sources; asking and answering questions, and stating opinions with appropriate grammatical structures and vocabulary; recounting a complex sequence of events; making a claim with simple, compound, and complex sentences.                                                                                                                                                                                                           |
| Writing   | 4           | When writing, the student at Level 4 is working on: participating in written exchanges on a variety of topics and texts; asking and answering relevant questions; paraphrasing to restate information; composing narrative and informational texts with specific details about a variety of topics; constructing a claim and providing sufficient reasons to support it; analyzing an argument or claim; using simple, compound and complex sentences with transitional words and phrases to connect events and ideas.                                  |

# USING RESULTS FOR INSTRUCTION

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## Review Results



Proficiency status, domain scores, descriptors



## Plan Instruction



Target strengths, needs, and services



## Monitor Growth



Adjust supports over time

### Results are used to:

1. Guide instructional and programmatic decisions.
2. Meet federal and state accountability requirements.
3. Determine student reclassification.

# TRAINING OPPORTUNITIES



# TRAINING OPPORTUNITIES

- ClearCourse Test Administrator Training Modules
- Cambium System Training for Test Administrators and Test Coordinators
- Roadshow
- Professional Learning Membership Workshops



# CLEARCOURSE TRAINING MODULES

## ELPA21 Screener Module 1: Screening Process for Potential ELs

MENU

ELPA21 Dynamic Screener Module 1 PPT

- ELPA21 Dynamic Screener Training ✓
- Introduction
- Welcome Video
- State-Specific Information
- Overview
- Overview Continued
- Learning Goals
- ELPA21 Dynamic Screener Overview
- Legal Requirements for Screening
- Screener Annual Timeline
- Future Kindergarten Screener
- Future Kindergarten Screener Proficiency
- Home Language Survey
- Home Language Survey Continued
- Is Screening Necessary?
- Screening Decisions: From Within the State

ELPA21 Dynamic Screener Module 1

### ELPA21 Dynamic Screener Training



### Screening Process for Potential ELs

#### Module 1

School Year 2026–2027

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NEXT >

# PROFESSIONAL LEARNING & INSTRUCTIONAL RESOURCES



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# PROFESSIONAL LEARNING OPPORTUNITIES

| Course                                              | Topics / Learning Outcomes                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards, Assessments, and Score Reports</b>    | <ul style="list-style-type: none"><li>• ELP Standards</li><li>• Social vs. Academic Language</li><li>• Purpose of ELP Assessments &amp; ELPA21 Score Reports</li><li>• Recommendations for Teaching</li></ul>                                                                                                                                                            |
| <b>Differentiated Instruction for ELs (Level 1)</b> | <ul style="list-style-type: none"><li>• Defining Differentiated Instruction</li><li>• Academic Content vs. Academic Literature</li><li>• Introduction to Task Analysis</li><li>• Differentiating Through the Strategy Lens</li></ul>                                                                                                                                     |
| <b>Differentiated Instruction for ELs (Level 2)</b> | <ul style="list-style-type: none"><li>• Exploring various frameworks for differentiating</li><li>• Analyze instructional tasks for academic content, language use, and cognitive demand</li><li>• Learn to scaffold support</li></ul>                                                                                                                                    |
| <b>Formative Assessment for ELs (Level 1)</b>       | <ul style="list-style-type: none"><li>• Learn the components of an effective formative assessment process</li><li>• Be equipped with ELPA21 tools and resources that inform instruction</li><li>• Learn to employ strategies to embed formative assessment</li></ul>                                                                                                     |
| <b>Formative Assessment for ELs (Level 2)</b>       | <ul style="list-style-type: none"><li>• Implement the four steps in the short-cycle formative assessment process</li><li>• Gain a deeper understanding of how to elicit evidence of student learning</li><li>• Gain a deeper understanding of how to analyze evidence to adapt instruction based on the evidence collected in the formative assessment process</li></ul> |

# ADDITIONAL RESOURCES

- Differentiating for English Learners/Multilingual Learners Poster
- Differentiation Flipbooks
- Foldables
- English/Multilingual Learner Educator Toolkit
- English/Multilingual Learner Toolkit: Newcomer Supplement



[shop.nabe.org](https://shop.nabe.org)

# WHERE TO GO FOR HELP

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**Communicate:** Title III, Special Education Supervisors, and District Testing Coordinators should work together.



# QUESTIONS?

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# Thank you!



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