



AZELLA BASICS FOR EL COORDINATORS

SEPTEMBER 3, 2026

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AGENDA

1. AZELLA District Test Coordinator (DTC) Website
2. What is AZELLA?
3. Student Eligibility for AZELLA
4. AZELLA Test Administrations
5. AZELLA 4-Part Training
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7. English Language Proficiency (ELP) Reports
8. Proficiency Determination Criteria
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AZELLA DISTRICT TEST COORDINATOR (DTC) WEBSITE

AZELLA DTC Website

<https://www.azed.gov/assessment/azella-dtcs>

This web page is dedicated to the administration, scoring, and reporting of the AZELLA tests.

Arizona Department of Education



**Accountability, Research, and
Evaluation Division**



Assessments & NAEP



AZELLA

ARIZONA DEPARTMENT OF EDUCATION

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AZELLA DTCs

AZELLA

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. The AZELLA is administered to eligible Kindergarten through Grade 12 students.

The AZELLA District Test Coordinator (DTC) is responsible for all the AZELLA administrations - the year-round Placement (Dynamic Screener) and the annual Spring Reassessment Summative.

This web page is dedicated to the administration, scoring, and reporting of the English Language Proficiency Assessment.

[AZELLA FAQs](#) [Placement Test FAQs](#) [Reassessment Test FAQs](#)

AZELLA Calendars and AZELLAology (Virtual Office Hours)

- Test Administration Calendars and Important Notices +
- AZELLAology - Live Question and Answers +

AZELLA Information and Guidance

- AZELLA Information / ADEConnect Account +
- English Language (EL)/Special Education (SPED) Test Administration Information +
- Practice Tests +
- Cambium Assessment, Inc. and TIDE +

ELP Results

- ELP Results +
- State EL Reclassification Rate +

Forms and Reports

Accessibility

- Assessments ▾
- District Test Coordinators ▾
- Educator Resources
- Parents and Students
- Technical and Legal Resources

Contact

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WHAT IS AZELLA?

What is AZELLA?



The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment designed to meet both state and federal requirements to measure students' English language proficiency used for both Placement and Reassessment purposes.

AZELLA assesses the four domains of the language: Listening, Reading, Writing, and Speaking.

<https://www.azed.gov/assessment/azella>



STUDENT ELIGIBILITY FOR AZELLA

Student Eligibility for AZELLA

Potential EL Students – AZELLA Placement – Dynamic Screener

Upon **first enrollment** in an Arizona school, if any of the three questions on the Home Language Survey (HLS) form is answered with any language other than English and/or American Sign Language (ASL), the student must be administered an **AZELLA Placement Dynamic Screener**. All 3 responses **MUST** be entered into the district's Student Information System and synchronized to AzEDS on a nightly basis. The three questions are as follows:

1. What language do people speak in the home **most** of the time?
2. What language does the student speak **most** of the time?
3. What language did the student first **speak or understand**?

AZELLA - EL Group 8 Test – Students who have a red font message on their EL70 Report and those identified as EL Group 8 on the EL73 Report. These are students whose most current ELP record is incomplete or undetermined and those with an outdated ELP test record.

The **Spring AZELLA Reassessment Summative** is administered to all English learners (including Parent Withdrawn students) until they obtain a Proficiency rating of "Proficient."

Student Eligibility for AZELLA Resources

- [AZELLA Placement Test Logic Flow Chart.pdf](#)
- [Eligibility for the AZELLA Placement - Dynamic Screener](#)
- [AZELLA Placement - Dynamic Screener Administration Compliance Time Frames](#)



AZELLA Referral – Reassessment Summative

The ***AZELLA Reassessment Summative Referral Form for Mainstream to EL Services*** is only available for the Spring Reassessment Summative.

- Intended for students who
 - attained a Proficiency Level of “Proficient” on their most current Arizona ELP test, or
 - were previously enrolled in EL Program Services and Withdrawn due to SPED criteria by the student’s IEP Team during Fiscal Year 2019 and earlier, and
 - the parents **and** teachers feel there is a current language need.
 - Parent conference and permission to test is required.
 - When the Overall Proficiency Level on the Reassessment Summative is less than Proficient, **the parents are agreeing to SEI program services** for their student. The *Parent Request for Student Withdrawal from an English Learner Program* is not permitted.
- Posted on the AZELLA DTC website in December 2026

Opting Out of ELP Testing is Not an Option

- Students who attend an Arizona public school cannot decline any state testing that is required by state or federal law.
- There are no legal provisions in state or federal law that allow any students, including students in special education programs, to be exempt from AZELLA (ELP) testing.
 - Eligible students may qualify for some additional accommodations, including accommodated forms of the test.





AZELLA TEST ADMINISTRATIONS

AZELLA Test Administration Windows

Placement Dynamic Screener and the EL Group 8 test window

Testing must begin by the first day of school per the district/charter calendar

Test administration closes 5/14/2027

Spring 2027 Reassessment Summative test window

February 1, 2027 – March 19, 2027

7-weeks test window

Test early in the test window

The AZELLA tests **must be administered in-person** in Arizona at an official district, charter, or school building.

For online schools, please connect with the AZELLA Team (AZELLA@azed.gov) for guidance and to provide information about where, such as a public or community library, and when the student will be tested.



AZELLA 4-PART TRAINING

AZELLA 4-Part Training

PART 1: DTC-Created Training for Staff

Before the administration of the AZELLA begins, the AZELLA DTC is responsible for creating and delivering a Placement Test Administration training presentation for all district and school AZELLA staff that is reflective of the state and the district's testing policy and procedures, test security, protocols for safeguarding materials, student privacy, testing irregularities and security and ethics violations, AZELLA chain of command, test materials, testing schedules, and more. A Spring Reassessment Administration training presentation is also required in January.

[AZELLA State Policies.pdf](#)

AZELLA Test Security and Ethics Training

[Test Security and Ethics for All AZELLA Personnel-FINAL-072026.pdf](#) for all AZELLA staff

AZELLA Test Security Agreement Form

[2026-2027 AZELLA Test Security Agreement](#) for all AZELLA staff

AZELLA 4-Part Training – AZ Portal

PART 2: ClearCourse Learning Management System – ELPA21 Screener Courses; ELPA21 Summative Courses will be available for the Spring Reassessment Summative administration

PART 3: Cambium PowerPoint (with audio) Trainings

PART 4: Test Administrator Certification Course

AZ Portal -
<https://az.portal.cambiumast.com/>

Annual and Placement – Dynamic Screener Training Overview for ALL AZELLA Roles	
REQUIRED Cambium Training (AZ Portal - Resources)	Who MUST complete the training
Reporting System Training Module (with audio)	AZELLA DTCs
Appeals Process in TIDE (with audio)	AZELLA DTCs
Participation Reports in TIDE (with audio)	AZELLA DTCs & STCs
Test Delivery System (TDS) Overview (with audio)	AZELLA DTCs, STCs, and TAs
Test Information Distribution Engine (TIDE) Overview Training	AZELLA DTCs, STCs, and TAs
Response Entry Training Module (with audio)	AZELLA DTCs, STCs, and TAs
Printing Test Tickets in TIDE (with audio)	AZELLA DTCs, STCs, and TAs
TA Certification Course – available July 20, 2026	AZELLA DTCs, STCs, and TAs
Technology Requirements for Online Testing (with audio)	Technology Coordinators
REQUIRED ELPA21 Training (ClearCourse LMS)	Who MUST complete the training
ELPA21 Screener Module 1: Screening Process for Potential ELs	AZELLA DTCs
ELPA21 Screener Module 2: Prepare for the Dynamic Screener	AZELLA DTCs, STCs, and TAs
ELPA21 Screener Module 3: On-the-Fly Scoring	AZELLA DTCs, STCs, and TAs
ELPA21 Screener Module 4: Accessibility and Accommodations	AZELLA DTCs, STCs, and TAs



AZELLA COMMUNICATIONS

AZELLA Communications

- ☐ Welcome DTC Email –all the basic information for training, calendars, and much more!
- ☐ AZELLA websites
- ☐ Cambium's AZ Portal – relevant announcements
- ☐ AZ ELPA21 Portal – relevant program announcements
- ☐ Regular Communications –updates and reminders
- ☐ Assessments Bulletin – quarterly newsletter
- ☐ AZELLAology – virtual scheduled sessions
- ☐ Friday Focus webinars
- ☐ AZELLA@azed.gov



AZELLAology (Virtual Office Hours)

AZELLAology is an informal open invitation for AZELLA District Test Coordinators to attend a virtual call where ADE's AZELLA Team answers AZELLA questions and shares AZELLA important information, news, guidance, and mini-tutorials about a variety of AZELLA-related topics. Attendance for AZELLAology is not required.

All scheduled **Tuesday** AZELLAology sessions, unless otherwise noted, begin at 8:00am and end at 9:00am.

The link and session agendas for AZELLAology can be found at: <https://www.azed.gov/assessment/azella-dtcs>





ENGLISH LANGUAGE PROFICIENCY (ELP) REPORTS

English Language Proficiency Reports

ADE and the Assessments Unit provides 3 English Language Proficiency (ELP) Reports for districts and schools from ADEConnect.

AZELLA DTCs must have the role of “**AZELLA District Test Coordinator**” for ADEConnect. Only one DTC per district can have the role of AZELLA DTC.

ADEConnect users who require access to these reports must have the role of “**ELL**” for ADEConnect.

ADEConnect > Applications > Assessments > ELP Reports



Assessments

Achievement Reports

ELP Reports

EL70 – ELP Student Test History Report

EL72 – ELP Test Roster Report

EL73 – EL Student Need Report
LEA Reason

Corrections

Assessments Administration

Ass
Ple

EL Series Reports

All ELP records are reflected on all EL Series reports from the Assessments Unit (EL70, EL72, and EL73)

- AZELLA (Placement – Dynamic Screener, AZELLA Group 8, and the Spring Reassessment – Summative)
- AZELLA Braille
- Alt ELPA

EL70 Report has a 2-week grace period both before and after a student's school enrollment period.

EL73 Report only provides information based on students who are currently enrolled in school.

None of the reports will work correctly until the district's FY Calendar has been approved by School Finance.

- 1) Get the FY calendar approved by School Finance.
- 2) Enroll your students in school and synchronize the school enrollments **on a DAILY basis** to AzEDS.
- 3) Check that students have passed integrity for school enrollment via the **STUD10 Report** in AzEDS.
- 4) Check the EL70 and EL73 Reports.

EL Reports – EL70 Report

EL70 – ELP Student Test History Report (*single student; **must be enrolled in the district**; every new student entering must have their EL70 Report reviewed for AZELLA history and the Home Language Survey responses*)

- Access to students' EL70 Reports is limited to districts who have a current school enrollment transaction that has passed integrity. You can confirm this using the **STUD10 – Student Data Verification Report** found in the AzEDS portal.
- **Authorized** users may:
 - access a student's EL70 Report up to two (2) calendar weeks prior to the student's Start of School date *when* the student's school enrollment transaction has passed integrity. The EL70 Report becomes available the day after the school enrollment transaction.
 - access a student's EL70 Report through two (2) calendar weeks after the student has withdrawn from school or the *last day of instruction* of the school year.

EL Reports – EL70 Reports for ALL Students

EL70 – ELP Student Test History Report is a single student ELP assessment report that provides information by student regarding ELP tests and EL program participation history. This report is intended for use with students who are currently enrolled or seeking school enrollment in your LEA/School. The EL70 Report will assist LEAs to determine students' eligibility for EL program services and assist educators as they develop students' educational plans.

- **All Arizona public students** have an EL70 Report, regardless of the parent responses on their Home Language Surveys (HLS).
- The State Student ID (SSID) is required to access students' EL70 Reports.
- It is imperative that **all new students** enrolling in the district or charter schools have their EL70 Report reviewed and download and/or printed. Students whose HLS only includes English or American Sign Language (ASL) responses, and the student has an EL70 Report that provide an English Language proficiency (ELP) test history and/or EL program services transactions, must be reviewed for ELP testing and EL services eligibility.
- An ELP test history and EL program services ALWAYS supersedes an all-English HLS.

Access to Students' EL70 Reports

- Access to the EL70 Report is through ADEConnect. AZELLA District Test Coordinator and authorized users with the role of **ELL** have access to this report.
- Accessing a student's EL70 Report is **100% dependent** on the district.
- School registrars will need to get **school enrollments entered daily**. They should not be waiting until the first 10 days of school have passed, and they should not be waiting to do this once per month. Waiting to synchronize student school enrollments reduces the calendar days for compliance with AZELLA testing eligible and required students.
- A student will show up in AzEDS within a few minutes of the data being submitted, but it goes through a validation process before that data populates in other reports. So technically, a student will show up as “enrolled” immediately, but the system validates the data which takes at least 24-48 hours. Access will not be on the same day as the transaction date that passes Integrity. It must be the **day after it passes integrity**.

Information from School Finance

- **AZELLA Team:** Do the district's FY2027 calendars have to be approved by SF before students show up as "enrolled"?
- **SF:** *AzEDS data goes through an integrity process where it validates the data against rules. Both the calendar and the student data must pass integrity. Having a valid calendar is one of the student membership requirements. A student not passing integrity will not be visible on most reports.*
- **AZELLA Team:** If they synchronize their SIS to AzEDS on a nightly basis, how long does it take for said student to show up in AzEDS as "enrolled"?
- **SF:** *AzEDS Data, such as student membership and calendars, goes through an integrity process overnight. Integrity begins at 5 pm. If their data passes integrity, they will see their reports update in 24-48 hours. If the data fails integrity, they may not see the student on reports until the errors are corrected. There is an AzEDS Introduction video that shows the basic data flow which may be helpful: <https://www.azed.gov/finance/training-support-hub-school-and-student-data-membership>*
- *Also, School Finance does not own all AzEDS integrity errors. There are integrity rules descriptions and contacts available on IT's page: <https://www.azed.gov/information-technology/azeds/reference>*
- *We have a hot topic on How to Avoid Creating Duplicate Student I.D.s: <https://www.azed.gov/finance/how-avoid-creating-duplicate-student-ids-0>*

EL Reports – EL72 Report

EL72 – ELP Test Roster Report - *Current Fiscal Year plus 3 prior Fiscal Years are available in ADEConnect*

Included in this report is every ELP test administered to students in that district, reported school-by-school, during the report year. This report does not vary based on changes in enrollment. For this report, the students always report in the district where they were tested.

The annual report is updated regularly throughout the school year and reflects all ELP test results as they are uploaded into ADE's student record system.

The ELP results that are reported include the Overall Proficiency Level, Total Proficiency Scale Score, and the Listening, Reading, Writing, and Speaking domain scale scores and proficiency levels. Finally, the assessment date and the EL Services eligibility status is reported.

EL Reports – EL73 Report

EL73 – EL Student Need Report

The *EL73 - EL Student Need Report* is a live report that displays all students in an LEA/school who have an EL need in the current Fiscal Year and those with an EL need that has not been addressed in prior years back through FY 2016. This report is intended to be used in conjunction with the EL70 Reports to determine which students need to be placed into EL Services and reassessed. In addition, this report will help “catch” students whose Home Language Survey (HLS) responses were all English but have an ELP test and/or EL Services history.

- Students will show on the report **after** their school enrollment has been processed through AzEDS.
- 4 statuses are included:
 - **EL Group 1** = student has an EL need but has not been enrolled in EL program services for the current school year
 - **EL Group 2** = student has an EL need and has a current EL program services enrollment
 - **EL Group 4** = student has an EL need and has been enrolled as Parent Withdrawal from EL services (not from AZELLA testing)
 - **EL Group 8** = student has an EL need that has not been met; student requires the administration of the AZELLA Placement Test immediately



PROFICIENCY DETERMINATION CRITERIA

Overall Proficiency Levels

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.

All 1s and 2s
Student is eligible for EL Services

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.

Mix of domain levels that is not all 1s/2s or all 4s/5s (e.g., 2233, 3333, 3443, 1234)
Student is eligible for EL Services

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.

All 4s and 5s
Future Kindergarten Screener only= all 3s and 4s
Student is NOT eligible for EL Services
Student is IFEP or RFEP

Proficiency Not Determined

Proficiency is Not Determined when a student did not engage with the Dynamic Screener.

Student is eligible for EL Services

Proficiency Level 2026-2027

- Dynamic Screeners administered during SY 2026-2027, will report Emerging, Progressing, Proficient, and Proficiency Not Determined.
- For the ELPA21-AZELLA Proficiency Level, there is not a direct equivalency between some of the previous OPLs and the new ones.

❖ **Proficient** is equivalent to **Proficient**.

❖ **Proficiency Not Determined (PND)** and **Emerging** are both equivalent to **Pre-Emergent/Emergent**.

❖ **Progressing** encompasses a wide range of student abilities and knowledge. Therefore, extreme caution should be used when trying to establish a comparison. Progressing could generally be considered equivalent to **Basic** and **Intermediate**. However, this is **NOT** a direct equivalency. Domain levels are more informative for guiding instruction of students who are in the Progressing category.

It is strongly recommended that the **Domain Proficiency Levels** be the ones to determine which level the student is currently at for each of the language domains. At the domain level, there is a clear equivalency as shown in the table.

Domain Scores and Proficiency Levels			
AZELLA		ELPA21 AZELLA	
Category / Label	Reporting Descriptor	Category / Label	Reporting Descriptor
Pre-Emergent / Emergent	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. Student is eligible for EL Services.	Beginning (Domain Level 1)	Displays few grade-level English language skills and will benefit from EL Program support.
Basic	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. Student is eligible for EL Services.	Early Intermediate (Domain Level 2)	Presents evidence of developing grade-level English language skills and will benefit from EL Program support.
Intermediate	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. Student is eligible for EL Services.	Intermediate (Domain Level 3)	Applies some grade-level English language skills and will benefit from EL Program support.
Proficient	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. Student is not eligible for EL Services.	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.



AZELLA INDIVIDUAL STUDENT REPORTS AND FAMILY REPORT GUIDES

Individual Student Report

The Individual Student Report (ISR) is available for the **AZELLA Placement Dynamic Screener** and the **AZELLA Group 8**. Both reports include a Family Guide on the reverse side when “Include” has been selected for printing.

These reports are available in the Centralized Reporting System within 5 days. Many are available the same day as the student completes the test depending on how many Steps they complete. These student reports can be printed in English and 10 other languages. Navajo will be included as an option soon.

Cambium will ship 2 copies of the printed report (in English) for each student to the district of record who completed the test administration. A copy of the report needs to go to the parents, and the second copy needs to be in the student’s cumulative file. Teachers should have the opportunity to review their EL student’s AZELLA Reports.

Student Results Generator

Report Type

☒ Individual Student Report

☐ Student Data File

Arabic

English

Kurdish

Marshallese

Russian

S'Gaw Karen

Simplified Chinese

Somali

Spanish

Swahili

Vietnamese

English



Supplemental Materials

☐ Do Not Include

☒ Include

"Include" means it will include the Family Guide

Individual Student Report for the AZELLA Placement Dynamic Screener

The Individual Student Report (ISR) for the **AZELLA Placement Dynamic Screener** includes the Proficiency Determination with a description and the Performance Description for each of the four language domains: Reading, Writing, Listening, and Speaking.

For instructional planning purposes, educators should use the domain scores provided in the reports, as these scores offer the **most relevant** information for guiding instruction.



Demo, Student

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

Date Taken: 9/24/2025

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.

Individual Student Report for the AZELLA Group 8

The Individual Student Report (ISR) for the **AZELLA Group 8** test includes the Proficiency Determination with a description and the Performance Description for each of the four language domains: Reading, Writing, Listening, and Speaking.

For instructional planning purposes, educators should use the domain scores provided in the reports, as these scores offer the **most relevant** information for guiding instruction.



Demo, Student

Student ID: DEMO000001 | Student DOB: 05/23/2019 | Enrolled Grade: 01
Date Taken: 09/24/2026

Grade 1 AZELLA Group 8 2026-2027

DEMO DISTRICT
DEMO SCHOOL

Proficiency Determination: Progressing

Proficiency Determination

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. This is indicated on AZELLA by attaining a profile of Level 4 or higher in all domains. Student is not eligible for English Language (EL) Services.

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. This is indicated on AZELLA by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. These students are eligible for EL Services.

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. This is indicated on AZELLA by attaining a profile of Levels 1 and 2 in all four domains. These students are eligible for English language development 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	1	When listening, the student at Level 1 is working on: identifying the main topic in oral presentations; determining meaning of words and phrases; participating in conversations and discussions.
Reading	3	When reading grade-appropriate text, the student at Level 3 is working on: identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.
Speaking	2	When speaking, the student at Level 2 is working on: participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences.
Writing	3	When writing, the student at Level 3 is working on: participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about a familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences.

AZELLA Family Report Guide



Understanding Your Child's AZELLA Placement (Dynamic Screener) Report

A Proficiency Determination
The Proficiency Determination is the overall result of your child's AZELLA Placement (Dynamic Screener) and reflects how well they can use English across listening, reading, speaking, and writing to participate in grade-level learning.

B How Did Your Child Perform on Different Areas of the Test?
This section shows how your child performed in each of the four language domains by reporting a performance level score for each along with descriptions of what students at that level can do.

AZELLA Reporting Individual Student Report
Grade 6 AZELLA Placement (Dynamic Screener)
Student ID: 000000000 | Student DOB: 00/00/00 | Student Grade: 6
Date Taken: 00/00/00

Proficiency Determination
Proficient - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, negotiate, and comprehend 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. Students are eligible for English Language (EL) Services.

Emerging - Students are Emerging when, with support, they are approaching a level of English language skill necessary to produce, interpret, and comprehend grade-level academic tasks in English. This is indicated on the AZELLA Placement (Dynamic Screener) by scoring Level 3 in all domains. Students are eligible for EL Services.

Not Proficient - Students are Not Proficient when they have not yet attained a level of English language skill necessary to produce, interpret, and comprehend grade-level academic tasks in English. This is indicated on the AZELLA Placement (Dynamic Screener) by scoring Level 1 or Level 2 in all domains. Students are eligible for EL Services.

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

Domains	Performance	Performance Description
Listening	5	When listening, the student at Level 5 is working on understanding main idea or gist and on each detail is included with confidence, gathering information from multiple sources to understand the complexity of the information, and on each detail is included with confidence, gathering information from multiple sources to understand the complexity of the information.
Reading	4	When reading grade-appropriate text, the student at Level 4 is working on understanding main idea or gist and on each detail is included with confidence, gathering information from multiple sources to understand the complexity of the information, and on each detail is included with confidence, gathering information from multiple sources to understand the complexity of the information.
Speaking	5	When speaking, the student at Level 5 is working on participating in social conversations, responding to a variety of social, work, and learning situations, and using appropriate language to express ideas, feelings, and needs.
Writing	4	When writing, the student at Level 4 is working on participating in social conversations, responding to a variety of social, work, and learning situations, and using appropriate language to express ideas, feelings, and needs.

What is the AZELLA Placement (Dynamic Screener)?



The AZELLA Placement (Dynamic Screener) measures your child's English language skills in school.



It helps determine whether your child needs English Language (EL) Services and what kinds of support may help them succeed.

Important Things to Know

- No single test shows everything your child can do. Scores are just one part of the picture.
- Schools use these results along with classroom work and teacher input to support your child.

How Can I Support My Child?

- Encourage reading and conversation in English and your home language.
- Ask about what they are learning in school.
- Stay in touch with teachers about progress and support.

The *Understanding Your Child's AZELLA Placement (Dynamic Screener) Report* and the *Understanding Your Child's AZELLA Group 8 Report* are included with all AZELLA student reports from Cambium. These guides explain how to read the information included in the AZELLA Individual Student Report.



Understanding Your Child's AZELLA Group 8 Report

A Proficiency Determination

The Proficiency Determination is the overall result of your child's AZELLA Group 8 and reflects how well they can use English across listening, reading, speaking, and writing to participate in grade-level learning.

B How Did Your Child Perform on Different Areas of the Test?
This section shows how your child performed in each of the four language domains by reporting a performance level score for each along with descriptions of what students at that level can do.

AZELLA Reporting Individual Student Report
Grade 1 AZELLA Group 8 2020-2021
Student ID: 000000000 | Student DOB: 00/00/00 | Student Grade: 1
Date Taken: 00/00/00

Proficiency Determination
Proficient - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, negotiate, and comprehend grade-level academic tasks in English. This is indicated on the AZELLA Group 8 by obtaining a profile of Level 4 or higher in all domains. Students are eligible for English Language (EL) Services.

Emerging - Students are Emerging when, with support, they are approaching a level of English language skill necessary to produce, interpret, and comprehend grade-level academic tasks in English. This is indicated on the AZELLA Group 8 by obtaining a profile of Level 3 in all domains. Students are eligible for EL Services.

Not Proficient - Students are Not Proficient when they have not yet attained a level of English language skill necessary to produce, interpret, and comprehend grade-level academic tasks in English. This is indicated on the AZELLA Group 8 by obtaining a profile of Level 1 or Level 2 in all domains. Students are eligible for EL Services.

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

Domains	Performance	Performance Description
Listening	1	When listening, the student at Level 1 is working on identifying the main topic or gist and on each detail is included with confidence, gathering information from multiple sources to understand the complexity of the information.
Reading	2	When reading grade-appropriate text, the student at Level 2 is working on understanding main idea or gist and on each detail is included with confidence, gathering information from multiple sources to understand the complexity of the information.
Speaking	2	When speaking, the student at Level 2 is working on participating in social conversations, responding to a variety of social, work, and learning situations, and using appropriate language to express ideas, feelings, and needs.
Writing	2	When writing, the student at Level 2 is working on participating in social conversations, responding to a variety of social, work, and learning situations, and using appropriate language to express ideas, feelings, and needs.

What is the AZELLA Group 8?



The AZELLA Group 8 measures your child's English language skills in school.



It helps determine whether your child needs English Language (EL) Services and what kinds of support may help them succeed.

Important Things to Know

- No single test shows everything your child can do. Scores are just one part of the picture.
- Schools use these results along with classroom work and teacher input to support your child.

How Can I Support My Child?

- Encourage reading and conversation in English and your home language.
- Ask about what they are learning in school.
- Stay in touch with teachers about progress and support.



RESOURCES

Resources

- AZ Portal - <https://az.portal.cambiumast.com/>
- ELPA21 - <https://elpa21.org/resources/?state=Arizona>
 - LEAs need to understand that ELPA21 defers to state laws and policies; therefore, not everything they see in the Resources of ELPA21 is necessarily applicable to Arizona. For example, ADE is working with Cambium and ELPA21 for an Arizona-specific accommodations manual.
- Practice Tests – “Continue as a Guest”
https://login9.cambiumtds.com/student_core/V313/Pages/LoginShell.aspx?c=Arizona_PT&a=Student
- AZ Policies for English Language Proficiency Assessments -
<https://www.azed.gov/sites/default/files/2026-07/AZELLA%20State%20Policies.pdf>

PELL Meeting Session Survey

PELL Meeting Session Survey



THANK YOU!

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

AZELLA@azed.gov

