



Assessments

Friday Focus Webinar: Accessibility for AZELLA Assessments September 11, 2026

Do you foresee ELPA21 providing standard-level data that can be used formatively?

The ELPA21-AZELLA takes an integrative approach to item design, meaning that a single item may be assessing multiple standards. This approach is intentional because we believe it more accurately reflects the complex nature of language and language learning. Though this currently prevents us from reporting out at the standard level, we prioritize providing instructional and reference resources, such as classroom activities and standards-aligned performance level descriptors, to support educators in ongoing formative assessment.

Is there a way to break down the performance indicators? For example, if a student scores a 3 in Listening, is there information available in Cambium that shows what the student did well on within that domain? Currently, the only information provided for the four domains is the overall proficiency level, the domain performance level, and a description of the domain performance.

This level of reporting is not currently available in the Cambium platform. The performance level descriptors provided on a student's score report and provided in more detail in the ELPA21 performance level descriptors reference document, are the best resource to use alongside classroom, formative, and observational data to provide targeted student support.

Where is the translation option in the practice test found?

Cambium will work with ADE to make translated test directions available to the field.

When grouping students for Targeted ELL instruction, should placement be based on current proficiency levels only, or should previous proficiency levels also be considered? For example, would it be appropriate to group a student who scored Basic or Intermediate on last spring's AZELLA Reassessment Overall Proficiency Level (OPL) with a new student who scored Progressing on this year's Placement Screener OPL?

In short, yes, you can group ELs with an OPL of Basic or Intermediate with an EL who scores at the Progressing level on the Fall 2026 AZELLA Placement test.

Because the SEI Models note: LEAs and Schools should group ELs with their EL peers only for English Language Development Instruction. These groups should be comprised of ELs in only one grade level and English proficiency level to the extent possible.



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It is critical for EL Coordinators to not only consider the Overall Proficiency levels of the ELs for program placement, but to specifically dive into the domain-level scores (1-5) for the four language domains (reading, listening, writing, and speaking) to assist with grouping of ELs for instruction.

As a result of receiving the AZELLA results (screener and summative), here are some guiding questions to support your planning for the placement of ELs into EL programs, services, and instructional classes/cohorts:

- *How many ELs qualify for EL services and what are the various levels (grade level and proficiency level)?*
 - o *Consider the number of ELs in a grade or grade band...*
 - o *Consider the number of ELs at each proficiency level...*
 - *Consider the domain-level scores...*
 - *Is there a group of ELs demonstrating a pattern of scores?*
- *Based on the make-up of the EL population (grade levels, overall proficiency levels, domain-level scores, etc.), which SEI Model will meet the needs of our EL students? (LEAs can implement more than one SEI Model at a district/site/grade-level)*

Webinar Information

How do I view this recorded webinar? If I attended the live event, how do I obtain a professional development certificate?

The recorded webinar and the presentation are posted on the ADE Assessment Friday Focus Webinars webpage. If you attended the live webinar, you can access your completion certificate through your account in the ADE Professional Learning & Development (APLD) system.