

Assessment Results Crosswalk for EL Coordinators

Planning for EL Instructional Groups

2026-2027 School Year



ELPA21/AZELLA Overall Proficiency Level Reporting			2026 AZELLA Reassessment Proficiency Levels	2019 ELP Standards
Proficiency Levels	Definition	Domain Levels/Scores	Proficiency Levels	Performance Indicator 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	Pre-Emergent/ Emergent or Basic levels	Pre-Emergent/ Emergent or Basic levels
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 1–5 levels that is not all 1s/2s or all 4s/5s (e.g., 2233, 3333, 3443, 1234)	Basic or Intermediate levels	Basic or Intermediate levels
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	Proficient	Proficient
Proficiency Not Determined (Screener only)	Proficiency is Not Determined when a student did not engage with the test.		<i>The EL may be monolingual, but this is not always true.</i> <i>If after meeting the EL and this seems to be true, begin with the Pre-Emergent/ Emergent level in the ELP Standards.</i> <i>If the level is uncertain, use formative assessment practices (conversation, word, phrase, sentence writing, etc.) to determine where to start instruction with the ELP Standards.</i>	

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)?
 - Consider the number of ELs in a grade or grade band...
 - 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?
For example: A grade level has a significantly sized group of ELs demonstrating lower domain-level scores in the reading and listening domains. Might you group these ELs together for Targeted ELD?
- 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)

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

It is critical for EL Coordinators to not only consider the Overall Proficiency levels of the ELs for program placement, but to specifically **div** 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.

If you have questions, please reach out to the OELAS team at OELAS@azed.gov.