Assessments Friday Focus 2026-2027 - AASA ELA – How the Standards and Assessment Go Together



Spenceley, Lauren 0:52

Welcome everyone. We're just getting everyone in.
Karen, do you mind going back to the opening slide just for a moment?
Can someone from Assessment just give me a thumbs up? It's OK if I start.
Or if we're still letting people in, I can wait. Okay, cool. Thank you. All right, welcome everyone. Very happy to be here to talk with you all about the AASA ELA test and how standards and assessments go together. My name is Lauren Spenceley and I'm the secondary English language arts specialist here at the Department of Ed, and I'm on the Academic Standards team. Been here for a little over 6 1/2 years, and I oversee all things 6-12, but I also get to work with our amazing English Language Arts team across K-12, including supporting Move On When Reading in the K-3 space and the K-5 endorsement, things like that. So, I'm going to hand it off to Karen, who is from our Assessments team.



Noel, Karen 2:19

Hi everyone, I'm Karen Noel and I am the Achievement Assessment developer for ELA, and I also assist with science. Thank you for being here today. I've been with ADE for almost 2 years now and I love this collaboration with Academic Standards.
Just a quick announcement, AI note takers will not be permitted into the Friday Focus webinars. You will receive a recording and a PowerPoint presentation. It will be posted on our website following the webinar.
Thank you, and back to Lauren.



Spenceley, Lauren 2:56

All right, and again, to also, I don't know what else to say. All right, so let's go ahead and we are going to just share with you our focus for today. So, we'll be reviewing the AASA reading assessment and exploring tools and strategies to help students feel successful, as well as for the AASA writing assessment.
and really show you those tools and resources we have from both the Assessments team and the Academic Standards team. And we'll also review how those standards

are assessed on both those tests.
And just to start us off to see who we have here with us and get your thoughts, we want to start with an opening reflection. And in the chat, if you could share your thoughts about the following statement, if we teach the standards well, the test takes care of itself. So, I'll give everyone a moment and feel free to introduce yourself as well.
I know wait time is hard on a... You can actually respond through the chat. I know wait time can be hard with that.
And as people are continuing to respond, I know for me, this really means that idea that if we really make sure that we thoroughly understand the standards and that we are teaching them well, we don't need to focus on just test prep, which I think sometimes has been the case in the past.
Really, if we know what's available and we're helping the students work through those standards, then they'll be ready for those assessments. So, thank you. And thank you for those that have shared in the chat.
And I think it continues to be me, so go ahead, go ahead. So, we're going to dive in. So, this next chunk will really be me talking a little bit about the standards. And then Karen will show you a little bit more about what's available from the assessment piece.
So all instruction and assessment really begin with the state standards. We start there and then make instructional decisions based on the kids in front of us and assessment based around the, based around what they need support with.
Go ahead, Karen.
And so I did want to share with you all, if you're not familiar, we do have quite a few resources available for the English Language Arts. And if you have not been on our English Language Arts website, there's a multitude of ways to look at the standards. So, on the ELA standards webpage, you can find the, and I think we'll be sharing that chat or that link in the chat in a little bit, but you can find the traditional standards documents in Microsoft Form and PDF. My favorite way to look at the standards personally is the vertical articulation document that was created by Mesa Public Schools. And we'll look at it in a little bit.
We'll look at it together in a little bit. But it is so helpful to help you see how the standards increase across the subject areas. And then the PLDs are a tool from the Assessment team, which we'll get into a little bit more. Those are the Performance Level Descriptors. And especially as the standards get more increasingly complex,

This is really helpful to help you see if your students are proficient, minimally proficient at that standard. It really breaks it up. It's almost like a rubric of the standards. It's really helpful and then we also have our Arizona Digital Educators Library, or ADEL, which includes standards, curated resources, and lesson planning. And so ADEL is really, it's basically taking all those standards documents that you've maybe used in the past, PDFs, Microsoft Word, but makes them digital. So, it's a lot easier to search them. You can also easily look at the grades that come before and after, glossary, with a document, things like that. It's really, really helpful. And if you want more information on that, we have someone on our team, Eric Stuebner, who will come and actually do training and professional development around ADEL for your school district.
So thinking about, when we think about standards and assessment, what we really need to think about, what do our students need when it comes to technical skills versus content knowledge skills? So, if we think first, and we can share in the chat, what technical skills do students need to become proficient?
I think a few people were kind of already starting to touch on that.
So thinking again, those technical skills that students need to become proficient, computer skills, test taking strategies, knowing how to use the platform, the types of questions that might come up on the test in and I mean, not types of questions like inferencing, but types of questions like hotkeys and multiple choice, et cetera. But then, of course, our students also need content knowledge and skills. And so, thinking about the depth of knowledge, levels of understanding, the different ways to look at the standards. So, go ahead and click just once, Karen. So, technical skills are important, but they have minimal impact. Yes, we need our students to know how to do certain things like using the tools. Thank you, Tabitha. All of that, but our content knowledge and skills, which we're spending most of the time on through the school year, have maximum impact. So, making sure our students understand that the skills that are required by the standards is going to have much more impact.
We're going to get into the reading part of AAFC, and that will be, I will be handing off to Karen.



Noel, Karen 10:11
Thank you.
All right, let's take a look at where to find us, which is on our website at

azed.gov/assessments. And I will walk us through several of our useful tools that you can use in preparing your students for the AASA exams.
So this is just part of our website and you can see that we have multiple assessment tools. So, what I'm going to focus on today are the AASA tools. We're just going to kind of hone in on those tools in ELA and writing.
So to take a look a little bit closer, the AASA resources, here's just a sampling. You've got test dates, accommodations, a lot of student readiness tools, and some that I'm going to focus a little more specifically on are the Item Specifications, the Performance Level Descriptors, and some of our other ELA and writing resources.
If you look here, one of our AASA, oops, I'm sorry, I meant to go to the next slide. If you look here, we have one of our item specification documents. This is just one example from 6th grade. And when you look at this document, I'd like to highlight some of the pieces of it. Lauren spoke to us about how the standards are kind of our driver of everything that we ask of students and your teaching and our assessments should mesh together with that. We also want to look at those Performance Level Descriptors that Lauren alluded to before.
Are your students minimally proficient? Are they highly proficient? Each individual task has a proficiency level. Each individual standard has a proficiency level. And then if you look at...
If you look at...
The task demands right here, they kind of help drive us a little more specifically.
Let's use our chat and see if you can answer this, and I may try a different source so that you can hear me better.



Spenceley, Lauren 12:39
You're okay, Karen. We can hear you just fine.



Noel, Karen 12:41
Oh, good. Okay. I was getting a message that maybe you couldn't. Okay. In the chat, I would like for you to tell us how can you use the Item Specifications in your classroom or school?
What is it that these can help with when you look at what is on an Item Specification? It must be a Friday.
So just to recap, we, you know, this lists here just for one individual standard. It tells you a lot of information, not only the standard, but it tells you the task demands, the

PLDs, common item formats, and a lot of information that should be helpful to you in your individual classroom or school.
Let's move on to the item types. We have multiple different types of items on our AASA exam. So, I want to have you do a little chat here. I would like to ask, what are the most frequent kinds of item types that you use in your classroom? And I'd like for you to put those in all caps. So if you most frequently use something like an inline choice or a multiple choice, put that in all caps in the chat if you would.
And then if you have an item type that you rarely use in the classroom that you need a little more work on, will you put that in lowercase so that we can see what are the types that you use frequently and what are the types that you could use a little more work in introducing prior to the AASA Assessments.
I agree. Teachers very often use short responses. You're correct. Multiple choice is another one that is very, very common.
And you're also correct in saying that some of those are harder for kids.
Let's look at how we can get kids ready. So, oh, that's okay.
Evidence-based, great. Multiple choice, yep, agreed.
Thank you for sharing. Appreciate that.
All right, let's look at how our sample test is arranged. So, our sample tests help us to understand the purpose and what the test is and is not used for. So, the sample tests are, there are links to them and you also can, I'll give you the TestNav link in a moment here.
But the sample tests are for your students to get used to the platform. They're so that they can go play in there and understand. And during the sample test, they can ask all the questions that they want to the teacher and they can, you know, wonder and be familiar with the platform.
What they do not do is they do not include an item for each and every standard. They also do not provide scores. Thank you, Candis, for putting the sample test link. And they should not be used to evaluate students' proficiency. When should you use TestNav? You should use them prior to the testing.
And as early as you can get on there and start trying them, the earlier the better. Here is where you would log in. The students don't actually need a username and password when they're doing the sample test, but if you want to pretend, you can have them do that. But ultimately, they would be clicking down on where it says mic test and mic check and sample test rather.
All right, sample tests and readiness tools. Why would we use them? Well, as I

mentioned before, the more time that your students are able to explore, the better that they feel on testing day. What we want to get out there is the word is our assessments shouldn't just live in a box. The students should actually
have practice, have like a way of using our tools and meshing it with how you have your formative assessments. So, the more that they can explore, the better. And some of those also are with our scoring guides so that you can explore with your students and maybe even especially with the upper grades, help them to understand maybe why it is they would have gotten an answer correct or incorrect. So, exploring those is very important.
And then just a quick note, here's our calendar. It is also posted in multiple places on our Assessment site for your use. But I just wanted to put in a quick slide and just let you know that it is out there. It is published. So, if you go on the Assessment site, you can find when our assessments are.
And I'll send it back to Lauren.



Spenceley, Lauren 18:26
All right, I lost my screen. All right. So, we know, especially being on the English Language Arts team, a lot of the questions that we get are about writing, and especially the Writing assessment. Writing is already kind of a stressful thing to teach. And so then thinking about the Writing test. So, I want to share a few things just to Um...
kind of alleviate some concerns, but also maybe undo some myths that go around the AASA Writing test. So, when we think about when we're instructing with the Writing standards, we want to make sure that we are including all the types. So informational writing, argumentative writing, and narrative writing.
And again, including all of those writing purposes, not even though we know that, for example, narrative writing isn't quote unquote tested on the writing test. We still want to make sure that we are teaching narrative writing because a lot of that will help support their reading standards and the types of questions that come up in the reading standards.
are often going to have to do with narrative and how to build stories and things like that. And classroom and benchmark assessments should include all purposes of writing. So, when we're writing in class, when we're doing on-demand writing prompts, we want to make sure that we are doing all kinds of writing and not just focusing in on one or two types.

Go ahead. And so, I'll tell you when to click because there's going to, the arrows are going to fly away. But it is important to make sure that you understand all the text types and purposes and that's W1, 2 and 3, no matter what grade level. And they relate to different text types and purposes, but sometimes a task or a prompt is a blended task type. So, we may ask our students to do something where it's opinion, but they use some narrative writing in there. In the real world, we are often asked to do things that have multiple purposes and are multiple like blended purposes. So, let's just quickly review the text types and purposes. Go ahead and click for the first one, Karen.

So in K-5, W1 has to do with opinion writing, and in 6-12, it's not that it switches, it shifts to argument writing. And argument writing, the purpose, of course, is to convince. You are supporting claims with clear reasons, valid reasoning, and relevant sufficient evidence.

Right, go ahead.

In informative or explanatory writing, you are informing or explaining, you're examining a topic, you're conveying ideas, concepts, information about a topic.

And then for the last one, for narratives, in narrative writing, W3, we're telling a story, developing real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences. So, we want to make sure that our students understand the purpose of each type and also how it can be blended.

I know I've read really good informational text that also includes narrative or really good argument writing that also has some informative pieces. Sometimes it's a blend and so, it's important that our students understand that.

Go ahead.

But when we think about what's assessed on the AASA Writing, we are specifically going to see that W-1 or W-2 are assessed. And it depends. So, in the 3rd through 8th grade on the AASA, it could be either or so in W-1, of course, that's our argument writing.

And in W2, that's our informative explanatory and so, this is what those prompts will look like. Well, we'll actually get into that a little bit more, but these are the two that they'll be asked to do. And then the specific task they're being asked to do, and this is essentially W10, is writing routinely over extended timeframes.

time for research, reflection, and revision, and shorter time frames, a single sitting or a day or two, for a range of discipline-specific tasks, purposes, and audiences. So,

what that means is essays and research papers and extended writing projects are very important but equally as important are shorter writing tasks, on-demand writing and quick writes and things like that. Because, and especially when you think about subject areas beyond ELA, because we need everyone supporting those ELA standards. On-demand writing prompts, shorter time frame writings where they read something and then they write about it is so powerful for our kids. And that's when we talk about that discipline specific tasks, purposes, and audiences. Go ahead. So, I wanted to clarify a couple things. And I'm sorry, that should say writing standards K-12. This is your 6-12 friend here. But just to clarify something, because I know this can be a big pain point at sometimes for teachers. And if you need any resources for this, please reach out to me because I have a ton. But we have a jump from K-5, its opinion writing and in 6-12, it's argument writing. But our overarching goal, our anchor standard, like the goal that we want students to get to by the end of 12th grade is to be able to write arguments to support claims in an analysis of substantive topics for texts, seizing valid reasoning, and relevant and sufficient evidence. So, I think for me it was always confusing to understand the difference between argument and opinion writing, especially before we had argument writing in secondary ELA, especially we would spend a lot of time on rhetorical strategies like persuasive techniques. And those are important. But argument writing is specifically in the logic part. So, here's the difference from opinion writing. The shift from K-5 to 6-12 is when it shifts to argument writing, you are starting with the evidence. So, you have to first consider the evidence on both sides and decide which is more convincing and why.

Whereas in opinion writing, you're starting with your opinion and you're finding reasons to back it up. And so, it's a logical scaffold. If you have students in the upper grades that are struggling with argument writing, a way you can back up a little is do pro-con, have them look at both sides and see which has more evidence. But that's the big shift we need to understand is when we're talking about argument writing, we're talking about we look at the evidence and then make a claim.

So it's important to practice throughout the year. And again, as I showed you here, it's scaffolded. That's why the standards are built the way they are. And if you need more help or resources on this, please reach out to me. I have a ton. All right, go ahead.

And then for informational or explanatory writing, go ahead and click. That seems straightforward, right? Informative explanatory, but there's lots of purposes.

Informative explanatory writing answers a question. And so there's a lot of things that fall under informative explanatory writing according to our standards. Literary analysis falls under that, which...
I disagree, but we'll talk about that another time because literary analysis does have an element of argument writing. But scientific and historical reports fall under informational writing. Go ahead. Summaries. So those of you who are my ELA teachers here, when you are teaching RL2 or RI2, which requires an objective summary, you are also teaching informative writing. Go ahead. Precis writing, basically those are mini summaries. So, if you have your students write little summaries as they're reading throughout the text or do annotation, that also falls under informative writing. And then also workplace and functional writing. We used to, I think some of our older standards had a lot more of that, but that's when you have them do things like writing a recipe, writing a resume or a cover letter or a memo. You could totally do that or have them write instructions. Those all fall under informational writing.
So, something that I also think is really important, especially with language, not language, but the language of the assessments and helping your students understand the language of the standards and the assessments is the term evidence. So, according to our standards glossary, which is on the ELA website, evidence is defined in two different ways. There's first-hand research, go ahead, Karen, which includes interviews, surveys, observations, experiments, and personal experience. And then also second-hand research, which includes facts and figures, interpretations of experiments or events, library sources, online sources, statistics, et cetera.
You'll notice that different disciplines and different, so when I say that you know that your students, when they're taking the AASA, might be reading something that's a science text. They might be reading something that's a history text. It's not necessarily going to be a literary text. So, helping them understand, and different disciplines value different types. So, our social studies friends, they call first-hand research primary sources and second-hand research are secondary sources but those are all those all fall under evidence on the test. And somebody from assessment can correct me if I'm wrong, but I'm not sure that students would necessarily be reading interviews. It may be more that they're going to read facts and figures or they're going to read something more literary and have to make an argument about that, but the big thing is the next slide.
So go ahead, Karen. When you hear evidence, evidence is not just for argument

writing or opinion writing. Evidence, that term evidence will also be used when we're talking about informational writing. They just have different purposes. So, when you're doing informational writing, evidence is providing support for or building knowledge of the topic. Whereas in argument writing, you're providing support for your claim. So, when you see evidence, I think we've gotten to a place where sometimes we think evidence is when you're trying to prove a point. But when it comes to the standards, evidence is, it just depends on the type of writing. And the types of evidence that are used will be decided by the task, purpose, and audience of the text as well as different disciplines use and value different types of evidence. So, if your students are reading a science text they may want to focus more on those statistics or things from experiments that are mentioned when they are writing up their piece. If it's history, then they're going to be looking at events that happened in the past. If they're reading a literary text, then they're going to be looking at character actions. It'll just depend on the text.

And then another couple things we just wanted to address from the standards is we talk a lot about W1, W2, and W3 because those are the ones that drive the text purpose because it's the type. But 4, which is producing clear and coherent writing, 5, which is developing and strengthening as needed by planning, revising, editing, and W6, which is about publishing. At the end of the day, those are really the things that are being scored when you grade a finished writing piece, whether it's for an assessment or in your classroom. You are looking at did they all come together and produce clear and coherent writing? Did they plan and edit and revise? And if you think about the rubric, which Karen's going to review in a little bit, when you think about the writing rubric, that's really what it's looking at. So, it's important to remember that those standards you may not be explicitly teaching, like telling your students we are working on W4, but that ends up being part of the writing process. Okay, sorry, go ahead, Karen, thank you. And a note on that from a really fantastic book called The Writing Revolution, which if you'd like more information, I can share resources with you on that. They make a really good point in there about the difference between revising and editing.

I don't know about you guys, but sometimes when I was teaching, I would mix, I would use those interchangeably and they're different. And this was such an aha moment for me. So revising is making structural improvements, and it should be done before editing. So, in Writing Revolution, they talk a lot about the importance of outlines because when you do outlines, you can easily move. You guys can't see

my hands. You should see I'm totally using my hands right now. But when you revise or when you do an outline, you are, that is the structure of your paper and it's much easier to move things around that don't make sense and so what they talk about a lot is when you are revising, it's making those structural improvements, whereas editing, go ahead, Karen.

Editing is fixing mechanical errors, correcting mechanical errors, and things like grammar, punctuation, all of that that should be last. And what's really interesting, when Karen shows you the rubric, you'll see what I mean. When you think about what is scored on the AASA writing, that revising is so much more important because revising is really the larger part of the rubric is your organization and your structure, whereas mechanical errors are only one point and so, let's really teach our students throughout the year how important it is to make those structural improvements and then worrying about the mechanical errors.

Okay, and then my last piece before I hand it back, no, I guess I have a couple more, but this is just another just a little plea from your ELA specialist over here. And please share this with all subject areas and all K-5.

We need to increase how much our students write. The more they write, the better they get at writing. Waiting until the last minute to just teach them how to do the writing test right before the writing test is not helpful. So, let's just look at what different types of writing that means.

Go ahead, Karen. So, writing to learn is those things like summarizing, note taking, personal reflection, compare and contrast, things that all subject area and you're doing, and if you're a K-5, K-6 teacher, you're doing all day throughout your different subject areas. That is writing to learn. Learning to write is the other side of it. That is like our big writing projects where we're having them do the whole process of pre-writing, planning, drafting, revising, it takes longer, which is why it's so important for us to make sure that we're doing lots of that writing to learn, just like daily classroom writing, performative assessment or whatever. Just writing as much as possible in every class. Quick writes can be done in every subject area and you can give them, like your feedback could just be based on, well, you had a good piece of evidence. You don't have to give them feedback on every little thing. That's another thing I tell my teachers. If you are worried about your students' transition use, then just grade their paragraph for transitions. Don't worry about all the other stuff because it's better if you're getting them to write a lot and getting them to look at their writing and change it if they need to. All right, go ahead.

And then the last piece, and this comes straight from our Assessment team, is just a way to think about how to manage an on-demand writing prompt. And if you have them practice this throughout the year, then it'll be a lot less stressful when they get to the assessment. So, this is just some timings. So, the first step is identifying the writing purpose. So, okay, is this informative or argumentative, and then reading or listening to the passages closely. Go ahead and keep clicking, Karen. I realize I don't have it going across. So, for the first one, you're highlighting or taking notes of key ideas, and you should spend
30 to 40 minutes on that. Like they should be spending a lot of their time reading through the passages. Go ahead. And the next part is planning the response, organizing your information, maybe making a graphic organizer or an outline. That's 20 to 40 minutes.
And then the last piece is writing or typing the response and having some time to proofread at the end is 20 to 30 minutes. So, you see they should be spending a chunk of their time doing the reading and gathering the information and so, if you kind of do some one hour or slightly longer, on-demand writing prompts and just kind of break it up in this way. It's good practice for your students. And that's the thing about on-demand writing prompt. It should be something that can happen in one sitting.
All right, thank you.



Noel, Karen 35:12

All right, thank you, Lauren. Just as in ELA, I wanted to share with you some of our writing resources for AASA, and these are just a few of them. But one that I wanted to really highlight was our annotated writing samples. And if you would, you know, want to go in and explore, we encourage you to go in so that you can see how student writing pieces are graded. And so, these are annotated writing sample guides to help you and to help your students understand that you may even want to share with them.
Another thing that Lauren alluded to earlier is the writing rubric. And in the writing rubric guide, you will find the key elements that are used for scoring. The first one is purpose, focus, and organization. And as you can see here, I won't read it all, but you understand that they've got the purpose and the task and their ideas are organized. The next one is evidence and elaboration. And this is where they cite some of the facts or the sources or use convincing support. And the final one is conventions. And

that's where, you know, common basic conventions like spelling and grammar and all of those pieces are used. But you'll notice that the higher amount of points are on purpose, focus, organization and evidence and elaboration. So, when you're doing those writing projects, maybe think about those quick writes and how can you make sure that the kiddos get their purpose, focus, organization,
and their evidence and elaboration, don't have them get too hung up on conventions. Yes, they are important, but most of the time, most kids have a good concept of basic conventions by the time they get to the AASA test.
Another thing that's very useful is using the AASA writing essay writing prompts that are posted. Something to remember here is Lauren explained a lot of, you know, the processes of writing, but what you might want to consider is going a grade up or a grade down when you have your students practice the writing prompts because one of the misunderstood things is, well, you had a sample test that just had argumentative writing, so, now we know that we just teach argumentative writing because that's all our kids are going to need to know. And that is not the case. So if you look, you have to look at a grade up above or below, and you look at some of our resources, and it helps you to understand what types of writing your students could be assessed in. And 50% of the students in a grade level will get each of those different kinds. So just a little kind of reminder on that.
Also, do those quick, you know, on-demand writings that are meant to kind of just give them that sense of being able to bring it all together and being able to understand how to do that writing on the assessment where they're not laboring for hours and hours.
Here are some frequently asked questions. And as Lauren and I were preparing, we talked about how important these were. So, on citations, since the format of the citations are not mentioned in the standards, AASA does not require a specific format. Especially the older grades, they should be familiar with formats.
The younger grades should have some familiarity as well, but there is not a specific format that your students need to use. Showing evidence. Students may show their evidence in the response by using quotes or paraphrasing or textual evidence. And then copy match. This is something that I really want to mention. Students who receive a copy match rating
did not include enough of their own thoughts for the response to be scored. So, think of it as copying versus synthesizing. You want to help your students to show evidence. You want them to have some citations, but if their entire writing is pretty

much all, you know, just maybe 1/2 a sentence, so the girl said, and then they quote exactly what the girl said for three paragraphs, is that 30% of their synthesizing in their own words. And that's where they get that copy match, so just remember, students need to synthesize and elaborate their own ideas.
All right, I'm going to send it back to Lauren for our last few thoughts.



Spenceley, Lauren 40:03
All right, thank you. I would love to hear from you all and we'll give good wait time because I know I can take a moment. But just, we just threw a lot of information at you but just would love to have you think about some of the things we shared today. How can you support your 3rd through 8th grade students throughout the school year with the ELA standards based on what we shared with you today.
or maybe it's things you're already doing, feel free to share in the chat with others. Hopefully you've been able to take something away from today. Thank you for those of you who've shared some things. Thanks. See, it's that wait time. Thank you, Candy. Yeah, that's wonderful. Okay, that's really good.
Yes, Carmen, that is one of my number one. So, Carmen shared incorporating writing into more subjects and having them write throughout the day. I know that that's something we're very passionate about over here on the ELA team. Reading and writing are very much hand in hand, that reading and writing connection. So definitely Natal, integrating writing in all core content and elective courses and as your resident secondary person over here, there's so much writing that happens across all subjects. They just look different. It just looks different. But if you think about the type of writing we're doing in science, where there's a claim, evidence, reasoning, that is exactly what argument writing is and so we really can support and in the younger grades as well, having them write about the phenomena they're seeing or the things they're learning about in science or math, really, really powerful. So, thank you everyone for sharing that and yep, thank you, Karen.
Oh, yes. If we have any questions, if you have any questions, I did drop a couple of resources in the chat. We have a ton. We have the ELA websites, but a lot of our resources you may need to reach out. You might find them on the website. But if there's anything that anybody else has any questions about,
Please let us know in the chat and while you might be thinking about that, Karen, why don't you go ahead and put up our e-mail addresses and you can reach out to us if you have any questions about anything from today or if you need any other

resources, please let us know.
Thank you. Thank you, everyone.



Noel, Karen 44:05
Thank you for being here with us today.



Spenceley, Lauren 44:08
Thank you, Karen, for planning this with me.



Noel, Karen 44:08
We'll stick around for a couple of minutes for if there are any questions, but after a couple of minutes, we'll probably end the session. Thank you so much.



Spenceley, Lauren 44:19
Oh, Missy Penniman, you're here, worked with her in Alhambra 1000 years ago, it feels like sometimes.
Thanks. Yes, we'll have to catch up sometime.



Noel, Karen 45:34
Thank you, everyone, if you have any other questions, don't hesitate to reach out to either of us via our emails, which we have posted here. We really appreciate your time today to learn with us and we will end our session just momentarily. Thank you very much.



Spenceley, Lauren 45:52
Thank you, Karen, for working with me. Thank you to the assessment team for having us.



Noel, Karen 45:54
Likewise.
Absolutely, it was wonderful. Thank you.