



**AZELLA**

**Stage I**

**Sample Test**

**Teacher's Edition**



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# Purpose and Use of the AZELLA Stage I Sample Test

This is the Teacher's Edition of the *AZELLA Stage I Sample Test*. This Sample Test was created to provide educators with a tool to help Kindergarten students feel comfortable and confident when taking the Stage I AZELLA. The samples included represent various common item types that a student will encounter on the AZELLA Stage I Reassessment Test.

This Sample Test does not contain a complete representation of all the item types on the actual Stage I AZELLA and is not designed to encompass the full scope of the performance indicators included in the Stage I English Language Proficiency Standards. Every year the full range of assessable performance indicators are available for testing on the actual Stage I test. Instruction must continue to include all of the English Language Proficiency Standards and performance indicators. All assessable performance indicators are eligible for inclusion on the test.

Point values are provided for each of the sample test items only to offer educators a general sense of the relative value of each of the items. The highest point value for any item is three points. The lowest point value is .4, which only occurs with the Speaking "repeat" items. **There is no score interpretation provided for this Sample Test.**

Included in this document are a *Response Summary* and rubrics for Writing and Speaking. The *Response Summary* is a one page form that provides a place for capturing student responses, an answer key for multiple-choice items, and scoring information for open-ended items scored using the identified rubrics. Short answer items in Writing and Speaking need to be scored using a rubric, which are found in this document. Speaking item response scores are not captured in the student test book. It is recommended that you use the *Response Summary* while administering the Speaking test in order to capture scoring information for each Speaking item.

Although educators are able to use this Sample Test as it best fits their needs, to provide the students with the format and feel of the actual test you will want to print the test and have the students mark their answers on the pages. The test is designed in color, but can also be printed in grayscale. The test can be printed as single- or double-sided. The test is designed to be printed as a booklet and space is allowed for staples along the left side of the document. For those who must print single sided, the test will work just as effectively.

When administering this Sample Test, students may be inclined to share their work, collaborate with classmates, and shout out responses to the questions. To simulate the actual test environment, teachers should insist that students do their own work on this test. Students should be seated so they cannot see each other's work. Although the Sample Test is much shorter than the actual Stage I Reassessment, creating an appropriate test environment for the Sample Test is another way to assist students to feel comfortable when taking the actual Stage I test.

For the Sample Test, the Test Administrator will read the test items to students. There is no Listening CD. There is no telephone Speaking component. Scripts are provided in this Teacher's Edition. Speak slowly and clearly but in a normal tone of voice.

There are items on this Sample Test that are the actual sample items from the Stage I test. The remaining items are similar in type, but are not actual test items. It is not advisable to alter the script or items.

Even before taking this Sample Test, Kindergarten students are likely to need practice following directions, finding page numbers, locating item numbers, and learning how to correctly bubble responses. In this document, you will find a *Student Practice Sheet* and teacher instructions that you may use to practice these test taking skills prior to taking the Sample Test.

Since the *Spring 2014 AZELLA Stage I Reassessment* is a standardized test, the Sample Test must provide similar directions and item types to parallel the actual test. Therefore, the Sample Test scripted directions are formatted like the actual test to guide you through the test administration and to help ensure proper testing procedures. Please review the directions in advance to become familiar with the scripted text and testing procedures.

## **SAY**

**Read aloud to students only what is marked with "SAY" and printed in bold type.**

*Text Printed in Italics*

*Directions and information for Test Administrators are printed in italics. Text printed in italics should not be read aloud to students.*

## Listening Section

The Listening section of this Sample Test includes six (6) multiple choice items that are worth 1 point each.

## Reading Section

The Reading section of this Sample Test includes ten (10) multiple choice items that are worth 1 point each.

There are three items (8, 9 and 10) associated with the passage on page 12, “A Day in the Park.” If the test is printed as single-sided only, you will likely need to assist students to understand that the passage is on one page and the questions are on the following page.

## Writing Section

The Writing section of this Sample Test includes eight (8) short answer items. One is worth 1 point, five are worth 2 points, and two are worth 3 points. The scoring rubrics for Writing items are provided in this guide.

You will find the picture prompt for item number 7 on page 20. If the test is printed as single-sided only, you will likely need to assist students to understand that the prompt is on one page and the response text box is on the following page, (21).

## Speaking Section

The Speaking section of this Sample Test includes 14 items: six short answer items worth 1 point each; three short answer items worth 2 points each; five repeat items worth .4 points each for a total of 2 points. The scoring rubrics for Speaking items are provided in this guide.

Item number 6 asks students to, “Read the number in each of the gray boxes.” Numbers 2, 10, and 0 are presented separately as one number in each gray box. The student may say two, ten, zero, or twenty-one-hundred, or two-thousand-one hundred.

For item number 9, the second question “Tell me *why* you would rather read a book or watch television,” does not take into account the student’s response to the previous question, “What would you rather do, read a book or watch television?” The actual Speaking Test will ask the question in the same format; therefore, the Test Administrator should ask the question exactly as written.

## Estimated Sample Test Administration Times

<b>Domain</b>	<b>Estimated time</b>	<b>Administration</b>
Student Practice Sheet	10 minutes	Large or small group
Listening	10 minutes	Small group
Reading	15 minutes	Small group
Writing	20 minutes	Small group
Speaking	10 minutes	Individual

# Session 1

## Listening

**SAY** Today we are going to do the Stage I Sample Test. You are not allowed to talk with your classmates or share answers with one another during the test. I am going to give each of you a sample test. Write your name on the first page of your test.

*Hold up the test and point to the place where the student should write his/her name. Ensure all students write their name, or if they cannot, write their name for them.*

**On your test paper, you will respond to each question by filling in the circle under the word or picture that answers the question. For each question, fill in the circle completely. Now we will begin the Listening part. If you need more time or have any questions, raise your hand.**

#1

*This item is worth 1 point.*

**SAY**

**Look at page 4. Check that students are on the correct page.**

*Pause for about 5 seconds.*

**This is the Listening section.**

**Listen to the question. Fill in the circle under the picture for the correct answer.**

**Look at number 1.**

**I am going to say three words. Point to each word as I say the word.  
tan, tin, ton.**

**I will say the words again. Listen for the word tin.  
tan, tin, ton.**

**Fill in the circle under the word tin.**

1			
	tan	tin	ton
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## #2

*This item is worth 1 point.*

### SAY

Look at number 2.

I am going to say three words. Point to each word as I say the word.  
pet, peg, set.

I will say the words again. Listen for the word pet.  
pet, peg, set.

Fill in the circle under the word pet.

2			
	pet	peg	set
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# #3

*This item is worth 1 point.*

**SAY**

**Look at page 5.** *Check that students are on the correct page.*

*Pause for about 5 seconds.*

**Look at number 3.**  
**Look at the pictures.**




**One picture shows Rachel doing what her mother says to do.**

**Now listen to Rachel's mother.**  
**"Rachel, run fast to the tree."**

**Which picture shows Rachel doing what her mother says to do?**

**Fill in the circle under the picture that shows Rachel doing what her mother says to do.**

**3**

		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## #4

*This item is worth 1 point.*

**SAY**

**Look at number 4.  
Look at the pictures.**

**I will read a story about Asad. Then I will ask you which picture shows what Asad draws last.**


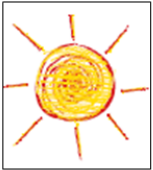

**Now listen to the story.**

**“Asad draws a picture for his teacher. First, he draws a house in a field. Then he adds trees and flowers. Last, he adds a sun to his picture.”**

**Which picture shows what Asad draws last?**

**Fill in the circle under the picture that shows what Asad draws last.**

4

		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# #5

*This item is worth 1 point.*

## SAY

Look at page 6. Check that students are on the correct page.

*Pause for about 5 seconds.*

Look at number 5.

Look at the pictures.

I will read a story about Josh.




Then I will ask you which picture shows what Josh does first.

Now listen to the story.

“Josh works and plays on the weekend. First, he rakes the leaves. Then, he waters the flowers. Last, he rides his bike to his friend’s house.”  
Which picture shows what Josh does first?

Fill in the circle under the picture that shows what Josh does first.

5

		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## #6

*This item is worth 1 point.*

**SAY**

**Look at number 6.  
Look at the pictures.**

**I will read a story about Sarah and Michael.**

**Then I will ask you which picture shows what Sarah and Michael do together.**


**Now listen to the story.**

**“Sarah and Michael are friends. They are in the same class. The teacher tells them to sit on the rug to read stories.”**

**Which picture shows what Sarah and Michael do together?**

**Fill in the circle under the picture that shows what Sarah and Michael do together.**

6



**SAY**

**We have finished the Listening activity.**

# Session 2

## Reading

**#1**

*This item is worth 1 point.*

**SAY**

Now, we will begin the Reading part of the test. Remember, you are not allowed to talk with your classmates or share answers with one another during this test. Write all your answers in your test book.

Look at page 8. Check that students are on the correct page.

In this activity, you will look at three pictures and listen to me. Then you will fill in the circle under the correct picture.

Look at number 1.

Look at the pictures.  
Point to each picture as I say each word.

*If a student pointed incorrectly, practice with the student. Have the student point at the pictures in the correct order while you repeat the words.*

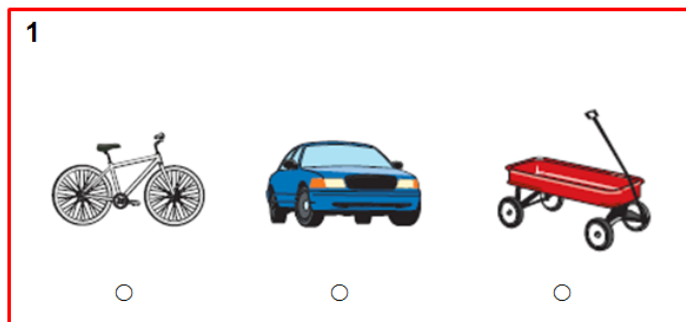
bike, car, wagon

Which picture has the same first sound as bell?

bike, car, wagon

Fill in the circle under the picture that has the same first sound as bell.

*Pause until students have had a chance to mark their answers.*



## #2

*This item is worth 1 point.*

### SAY

Look at number 2.

Look at the pictures.  
Point to each picture as I say each word.

*Watch the students point to each picture as the word is said.*

book, mouse, drum

Which picture has the same first sound as man?

book, mouse, drum

Fill in the circle under the picture that has the same first sound as man?

*Pause for student response.*



## #3

*This item is worth 1 point.*

### SAY

Look at page 9. Check that students are on the correct page.

Look at number 3  
Now look at the three words.

Which word says am?

Fill in the circle under the word am.

*Pause for student response.*



## #4

*This item is worth 1 point.*

### SAY

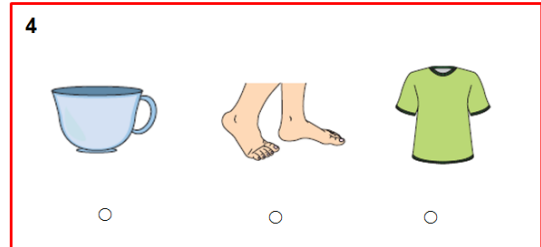
Look at number 4.  
Look at the pictures.  
Point to each picture as I say each word.

cup, feet, shirt

Which picture rhymes with neat?  
cup, feet, shirt

Fill in the circle under the picture of the word that rhymes with neat.

*Pause until students have had a chance to mark their answers.*



## #5

*This item is worth 1 point.*

### SAY

Look at page 10. Check that students are on the correct page.

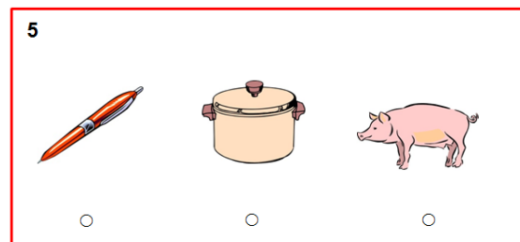
Look at number 5.  
Look at the pictures.  
Point to each picture as I say each word.

pen, pot, pig

Which picture rhymes with dig?  
pen, pot, pig

Fill in the circle under the picture of the word that rhymes with dig.

*Pause until students have had a chance to mark their answers.*



## #6

*This item is worth 1 point.*

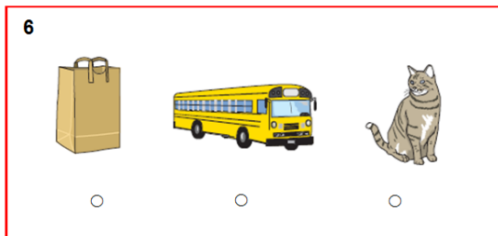
### SAY

Look at number 6.  
Look at the pictures.  
Point to each picture as I say each word.

bag, bus, cat

Which picture has a different first sound?  
bag, bus, cat

Fill in the circle under the picture of the word that has a different first sound.



*Pause until students have had a chance to mark their answers.*

## #7

*This item is worth 1 point.*

### SAY

Look at page 11. Check that students are on the correct page.

Look at number 7.  
Look at the pictures.  
Point to each picture as I say each word.

pants, hat, house

Which picture has a different first sound?  
pants, hat, house

Fill in the circle under the picture of the word that has a different first sound.



*Pause until students have had a chance to mark their answers.*

**SAY**

**Look at page 12.**

**Look at the pictures and listen to a story.**

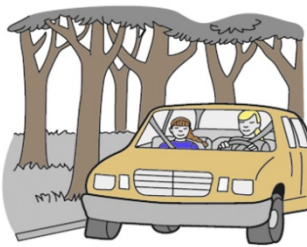
**I will read the story to you. Then I will ask you three questions about the story.**

**Listen to the story:**

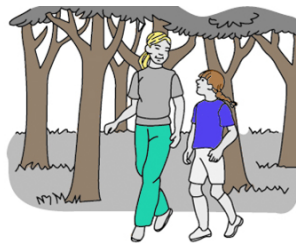
**“Mom is driving Mary to the park. They will have a fun day together. They go for a walk. They talk about what they will do next. After their walk, they ride their bikes. They had a great day at the park.”**

**Look at the top of the next page.**

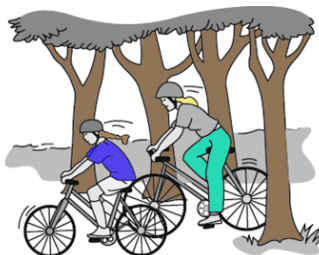
## **A Day in the Park**



**Mom is driving Mary to the park. They will have a fun day together.**



**They go for a walk. They talk about what they will do next.**



**After their walk, they ride their bikes. They had a great day at the park.**



## #8

*This item is worth 1 point.*

**SAY**

**Look at page 13. Check that students are on the correct page.**

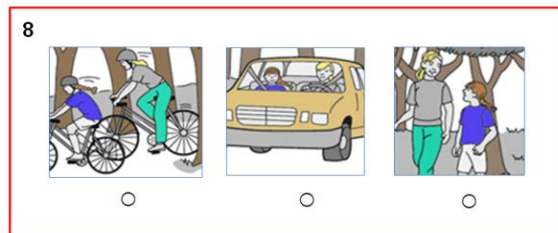
**Look at number 8.**

**In the story, what did Mom and Mary do first?**

**Use the pictures on page 12 to answer the question.**

**Fill in the circle under the picture that shows what Mom and Mary did first.**

*Pause for student response.*



## #9

*This item is worth 1 point.*

**SAY**

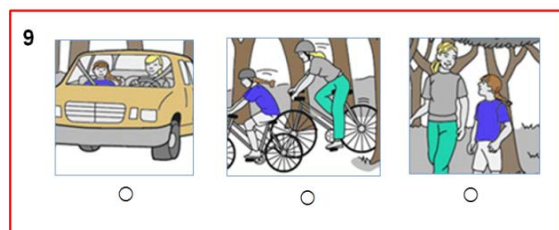
**Look at number 9.**

**In the story, where do Mom and Mary talk about what they will do next?**

**Use the pictures on page 12 to answer the question.**

**Fill in the circle under the picture that shows Mom and Mary talking about what they will do next.**

*Pause for student response.*



## #10

*This item is worth 1 point.*

### SAY

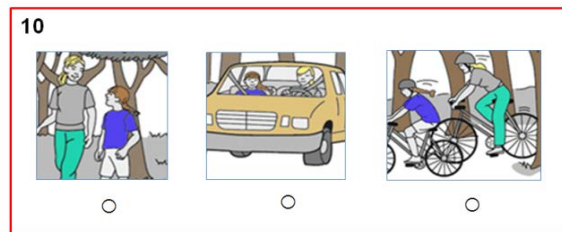
Look at number 10.

**In the story, what did Mom and Mary do last?**

**Use the pictures on page 12 to answer the question.**

**Fill in the circle under the picture that shows what Mom and Mary did last.**

*Pause for student response.*



### SAY

We have finished the Reading activity.

*At the completion of the Reading section, give students a 5-10 minute break before continuing on to the Writing section.*

# Session 3

## Writing

### #1

*This item is worth 2 points. Rubric I.W.2.a*

#### SAY

Now, we will begin the Writing part of the test. Make sure all your writing is inside the boxes.

Look at page 16. Check that students are on the correct page.

Look at number 1.  
This is the name Alex.

1

Alex

Copy the name Alex in the box.

When you have finished, stop and put down your pencil. You may begin.

*Pause until students have had a chance to write the name.*

### #2

*This item is worth 2 points. Rubric I.W.2.a*

#### SAY

Look at number 2.  
Write the upper case or capital letter H on the line.

Write the upper case or capital letter H on the line.  
(Repeat)

When you have finished, stop and put down your pencil. You may begin.

*Pause until students have had a chance to write their letters.*

2

### #3

*This item is worth 2 points. Rubric I.W.2.a*

#### SAY

**Look at page 17. Check that students are on the correct page.**

**Look at number 3.  
We like the park.**

**Now copy the sentence. Use both top and bottom lines if you need them.**

**When you have finished, stop and put down your pencil. You may begin.**

*Pause until students have had a chance to write the sentence*

3

We like the park.

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### #4

*This item is worth 2 points. Rubric I.W.2.a*

#### SAY


**Look at number 4.  
This is a picture of a dog.**

**Write the word dog on the line.**

**When you have finished, stop and put down your pencil. You may begin.**

*Pause until students have had a chance to write the word.*

4



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# #5

*This item is worth 2 points. Rubric I.W.2.b*

## SAY

**Look at page 18.** *Check that students are on the correct page.*

**Look at number 5.**  
**Look at the picture.**


**Write a sentence that tells what is happening in the picture.**

**Use as many lines as you need.**

**When you have finished, stop and put down your pencil. You may begin.**

*Pause until students have had a chance to write the sentence.*

5



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## #6

*This item is worth 1 point. Rubric I.W.1*

### **SAY**

**Look at page 19.**

**Look at number 6.  
Listen as I read the sentence.**

**“he likes to run.”**

**A capital letter is missing.**

**Which word should begin with a capital letter?**

**Circle the word that should begin with a capital letter.**

*Pause until students have had a chance to respond to the question.*

6  
he likes to run.

**#7**

*This item is worth 3 points. Rubric I-II.W.3*

**SAY**

**Look at page 20.** *Check that students are on the correct page.*

**Look at number 7.**

**Write a story about what you see in the picture.**

**Use page 21 to write as much as you can. Use as many lines as you need.**

**When you have finished, stop and put down your pencil. You may begin.**

*Pause for student response.*



**page 20 of  
Sample Test**

A large rectangular area with a red border, containing ten horizontal blue lines for writing. The lines are evenly spaced and extend across the width of the box.

**page 21 of  
Sample Test**

#8

This item is worth 3 points. Rubric I-II.W.3

SAY

Look at page 22. Check that students are on the correct page.

Look at number 8.

Look at the three pictures that tell a story about the boy's day at the park.

Write a sentence that tells what is happening in each picture.





**SAY**


**Look at the picture on page 23.** *Check that students are on the correct page.*

**It is the first picture of the story.**

**On the lines under the picture, write a sentence that tells what is happening in the picture.**

**When you have finished, stop and put down your pencil. You may begin.**

*Pause until students have had a chance to write their sentence.*



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SAY**


Look at the picture on page 24. Check that students are on the correct page.

It is the second picture of the story.

On the lines under the picture, write a sentence that tells what is happening in the picture.

When you have finished, stop and put down your pencil. You may begin.

*Pause until students have had a chance to write their sentence.*



Below the illustration are eight sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

**SAY**


Look at the picture on page 25. Check that students are on the correct page.

It is the third picture of the story.

On the lines under the picture, write a sentence that tells what is happening in the picture.

When you have finished, stop and put down your pencil. You may begin.

*Pause until students have had a chance to write their sentence.*



The illustration shows a person with short dark hair, wearing a light blue t-shirt and shorts, sitting on a grey bench. They are holding a small brown bowl and feeding several grey birds on the ground. There are many small yellow seeds scattered around the birds. In the background, there is a grey wall, a green bush, and two birds flying in the sky.

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**SAY**

We have finished the Writing activity. Please close your test book. You will receive your test book back when you take the Speaking part of the test.

*This completes the Writing section. Administer the one-on-one Speaking test to complete the Stage I Sample Test.*

# Session 4

## Speaking

### Sample Test Speaking Session Script

*Be certain the student's response to each of the scripted questions is strong and clear. If not, ask the student to answer again in a stronger and clearer voice. Practice as much as needed for the student to feel comfortable answering the questions.*

*The test administrator can score the Speaking responses on the response sheet provided.*

#### **SAY**

**Today we're going to do an interesting Speaking activity. All you need to do is to answer some questions in English. Are you ready?**

#### **#1**

*This item is worth 1 point. Rubric I.S.1*

#### **SAY**

**What is your first and last name?**

*Pause for student response.*

#### **#2**

*This item is worth 1 point. Rubric I.S.1*

#### **SAY**

**What is your teacher's name?**

*Pause for student response.*

#### **#3**

*This item is worth 1 point. Rubric I.S.1*

#### **SAY**

**How old are you?**

*Pause for student response.*

## #4

*This item is worth 1 point. Rubric I.S.1*

### SAY

**Look at page 27. Check that students are on the correct page.**

**Look at number 4. Look at the pictures.**

**The glass of water is third. The carton of milk is\_\_\_\_\_.**  
*Pause for student response.*



## #5

*This item is worth 1 point. Rubric I.S.1*

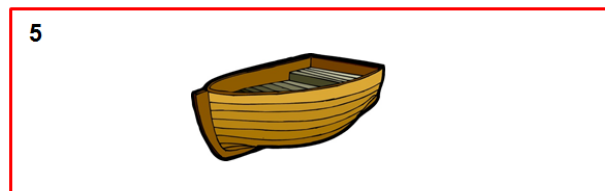
### SAY

**Look at number 5. Look at the picture.**

**This is a boat.**

**Now you say the word: boat.**

*Pause for student response.*



## #6

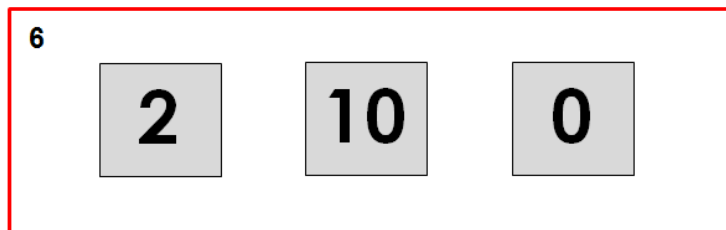
*This item is worth 1 point. Rubric I.S.1*

### SAY

**Look at number 6.**

**Read the number in each of the gray boxes.**

*Pause for student response.*



## #7

*This item is worth 2 points. Rubric I.S.2*

### SAY

**Look at page 28. Check that students are on the correct page.**

**Look at the picture in number 7.**

**The boy wants to eat lunch.  
What does he say to the teacher?  
Use a complete sentence.**

*Pause for student response.*

*Accept any appropriate answer. Possible answers are "I'm hungry." or "When is lunch?" or "I'm having a sandwich for lunch."*



## #8

*This item is worth 2 points. Rubric I.S.2*

### SAY

**Look at the picture in number 8.**

**The girl cannot open the milk bottle.**

**How does she ask for help?**

**Use a complete sentence.**

*Pause for student response.*



## #9

*This item is worth 2 points. Rubric I.S.2*

### SAY

**Close your test book. Now you will listen to me to hear the rest of the questions for the Speaking test. There will not be any more pictures.**

**Use a complete sentence to answer the question.**

**What would you rather do, read a book or watch television?**

*Pause for student response.*

*Although the following question does not take into account the student's response, this is the way it will be asked on the Spring Reassessment.*

### SAY

**Tell me why you would rather read a book or watch television.**

*Pause for student response.*

**SAY**

**For the next five items, repeat what you hear. For example, if you hear “My jacket is too big,” you should say “My jacket is too big.” Let’s begin.**

*Individual repeat items are worth .4 points – repeat total is worth 2 points.*

**#10**

**SAY**

**I like to play basketball.**

*Pause for student response.*

**#11**

**SAY**

**It’s raining outside.**

*Pause for student response.*

**#12**

**SAY**

**We can count to twenty.**

*Pause for student response.*

**#13**

**SAY**

**Can you tie your shoes?**

*Pause for student response.*

**#14**

**SAY**

**The baby is smiling.**

*Pause for student response.*

**SAY**

**Now the Speaking Test is over. This completes the Stage I Sample Test.**



# Writing Rubrics

Writing AZELLA Holistic Rubric  
Stage I: 0-1 points  
Rubric ID: I.W.1  
Use for items numbered: #6

Rubric interpretation: This holistic rubric is measuring student skill in editing for correct English capitalization and punctuation. At Stage I, the focus is beginning capitalization, capitalization of proper nouns, and ending punctuation. If a student responds with an incorrect letter or word and corrects the error, then full credit is awarded. In holistic scoring, the best fit score is awarded.

Points	Descriptors
1	<p>Student responds correctly.</p> <ul style="list-style-type: none"><li>• Student marks the correct word in response to the prompt OR</li><li>• Student writes the correct end mark.<ul style="list-style-type: none"><li>○ Reversed question marks are acceptable for questions, but upside down question marks are not acceptable. An exclamation point may be used interchangeably with a period for statements.</li><li>○ More than one end mark is not acceptable even if one of them is the correct end mark.</li></ul></li></ul>
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"><li>• Blank page; illegible or unintelligible response; evidence of teacher interference.</li></ul>

Writing AZELLA Holistic (Conventions) Rubric  
 Stage I: 0-2 points  
 Rubric ID: I.W.2.a  
 Use for items numbered: #1, #2, #3, #4

Rubric interpretation: This holistic rubric is measuring student skill in English copying/writing conventions, including various prompts directed at capitalization, punctuation, and formation of both upper and lower case letters, and proper spacing in both words and sentences. It also measures student ability to identify letter-sound relationship at the beginning of words. In holistic scoring, the best fit score is awarded.

Spacing is judged by whether or not the student attempts to be consistent with letters within words and words within sentences. If the spacing between letters is reasonably consistent from one letter to the next and one word to the next, it is correct.

Points	Descriptors
2	Student response demonstrates the ability to correctly write English letters, words, or sentences with proper spacing.
1	<p>Student response demonstrates an attempt to write letters, words, or sentences with proper spacing in English.</p> <ul style="list-style-type: none"> <li>• Letters are recognizable but may be backwards or placed incorrectly (e.g., Я for R, o for c, z for s).</li> <li>• Spacing between letters and/or words is inconsistent.</li> <li>• Words may contain transposition of letters (e.g., wrod for word, Marai for Maria).</li> <li>• Words may contain a capitalization error (e.g., maria for Maria, america for America; fiGht for fight, sOme for some).</li> <li>• Lower and upper case letters are interchangeable at the beginning of single word prompts.</li> </ul>
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> <li>• Blank page; language other than English; off-topic response ; illegible or unintelligible response; Evidence of teacher interference.</li> </ul>

Writing AZELLA Holistic (Sentence) Rubric  
 Stage I: 0-2 points  
 Rubric ID: I.W.2.b  
 Use for items numbered: #5

Rubric interpretation: This holistic rubric is measuring student skill in writing English sentences with a focus on simple sentences (S-V, S-V-C) and subject-verb agreement. Evidence of consistent spacing between letters and words and capitalization and punctuation are considered. In holistic scoring, the best fit score is awarded. If spelling of more complex words is phonetic and words are recognizable, it can be accepted (e.g., pretty/pritty; throing/throwing; playing/playng; goes/gos).

Points	Descriptors
2	Student response demonstrates the ability to write one or more English sentence(s). <ul style="list-style-type: none"> <li>• Response has subject-verb agreement.</li> <li>• Response has one error or omission in beginning capitalization and/or end punctuation.</li> <li>• Spelling errors or phonetic spellings that do not impede comprehension are acceptable.</li> </ul>
1	Student response demonstrates an attempt to write a sentence. <ul style="list-style-type: none"> <li>• Response has subject-verb agreement error.</li> <li>• Response has more than one error or omission in beginning capitalization and/or end punctuation.</li> <li>• Word order impedes clarity.</li> <li>• Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.</li> </ul>
0	This score point is applied in any of the following conditions: <ul style="list-style-type: none"> <li>• Blank page; language other than English; off-topic response; restatement or copying of the prompt ; Illegible or unintelligible response; evidence of teacher interference.</li> </ul>

Writing AZELLA Holistic Rubric  
 Stage I and II: 0-3 points  
 Rubric ID: I-II.W.3  
 Use for items numbered: #7, #8

Rubric interpretation: This holistic rubric measures student skill in creating multiple English sentences about a topic that is depicted in one or more pictures. In holistic scoring, the best fit score is awarded. Note that instructional support per the ELP Standards in some or all Stages is considered in scoring. Evidence of correct subject-verb is considered, as well as capitalization, punctuation, and spelling. Evidence of consistent spacing between letters and words is also considered. Response will include reference(s) to the prompt/picture(s). Determining the descriptors “minimal” and “minor” should be judged based on number and/or severity of errors per number of words or sentences (e.g., 10 words with 3 errors is equivalent to minimal or minor; 2 sentences with 3 errors is minimal; 1 sentence with 2 errors is minimal). If spelling of more complex words is phonetic and words are recognizable, it can be accepted.

Points	Descriptors
3	<p>Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.</p> <ul style="list-style-type: none"> <li>• Ideas and details are present.</li> <li>• Errors in subject-verb agreement are not evident.</li> <li>• Beginning capitalization and/or end punctuation have only minor errors or omissions.</li> <li>• Minor spelling errors do not impede the meaning of words.</li> <li>• Phonetic spelling is acceptable.</li> </ul>
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"> <li>• Ideas and details may be vague but are present.</li> <li>• Minimal errors in subject-verb agreement are noted.</li> <li>• Beginning capitalization and/or end punctuation have only minor errors or omissions.</li> <li>• Word order impedes clarity.</li> <li>• Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable.</li> </ul>
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none"> <li>• Ideas and details are vague and/or non-existent.</li> <li>• Errors in subject-verb agreement confuse the reader.</li> <li>• No consistent evidence of capitalization and/or punctuation is noted.</li> <li>• Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.</li> </ul>
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> <li>• Blank page; language other than English; off-topic response; restatement or copying of the prompt ; Illegible or unintelligible response; evidence of teacher interference</li> </ul>

# Speaking Rubrics

Speaking AZELLA Holistic Rubric  
Stage I: 0-1 points  
Rubric ID: I.S.1  
Use for items numbered: #1, #2, #3, #4, #5, #6

Rubric interpretation: The holistic rubric is measuring student ability to respond to a prompt or question in intelligible English. Scorers must use the rubric to correctly assign scores. In holistic scoring, the best fit score is awarded.

Students may be prompted to repeat a word that is also shown in a picture or to speak cardinal numbers that are printed in the test book. Some prompts ask students to identify what is represented by a picture in the test book.

Some picture prompts may result in a variation of the correct response. For instance, if the student is asked to identify a cat from a picture but is not told to repeat an exact word, the student may say cat or kitten or animal. The measure is based on an intelligible and correct response in English, not on knowing what the picture represents. As long as the response is clearly tied to the question, it is scorable.

Responses that are the result of reading cardinal numbers may also vary. For instance, if the numbers 5, 3, and 2 are presented separately in the book, the student may say five-thirty-two or five hundred and thirty-two or five, three, two. Ordinal numbers are limited to first, second, third, etc.

Points	Descriptors
1	Student responds correctly in clear and intelligible English with correct pronunciation. <ul style="list-style-type: none"><li>• Response fits question or prompt.</li></ul>
0	Student does not respond in clear and intelligible English. <ul style="list-style-type: none"><li>• No response is given.</li><li>• Partial response is given.</li><li>• Response is in language other than English.</li><li>• Response is unintelligible.</li><li>• Response does not fit question or prompt.</li><li>• Response has evidence of teacher interference.</li></ul>

Speaking AZELLA Holistic Rubric  
 Stage I: 0-2 points  
 Rubric ID: I.S.2  
 Use for items numbered: #7, #8, #9

Rubric interpretation: The holistic rubric is measuring student ability to respond to a prompt or question in one or more complete, intelligible English sentence(s). Pronunciation is also measured; however, intelligibility is the guiding principle. Students are instructed to respond in complete sentences to tell about a picture. In holistic scoring, the best fit score is awarded.

While the prompt asks for complete sentences, students who respond in one complete sentence with intelligible pronunciation that clearly answers the prompt can earn a score of 2. The measure is intelligible English with correct grammar (including syntax), not the number of sentences. Of course, the response must be clearly tied to the prompt or question.

Points	Descriptors
2	Student correctly responds using one or more complete English sentences. <ul style="list-style-type: none"> <li>• Response is grammatically correct with intelligible pronunciation.</li> </ul>
1	Student attempts to respond with one complete English sentence. <ul style="list-style-type: none"> <li>• Response has no more than one non-English word used.</li> <li>• Response has no more than one error in grammar (including syntax) and pronunciation errors do not impede comprehension.</li> </ul>
0	Student responds incorrectly in limited or no English. <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Partial response is given.</li> <li>• Response is in language other than English.</li> <li>• Response is unintelligible.</li> <li>• Response does not fit question or prompt.</li> <li>• Response has evidence of teacher interference.</li> </ul>

# Scoring Repeat Items

Use for items numbered: #10, #11, #12, #13, #14

At every Stage the AZELLA includes 10 repeat items. Educators are encouraged to practice repeat item types with students so that they are familiar with this format and can respond comfortably when encountering these items on the actual test.

The ten repeat items as a whole count for 4 points of the Speaking test. Although each individual item is only worth .4 point, the electronic scoring engine used for the AZELLA Spring Reassessment is trained to measure multiple characteristics of the student's oral response.

There are three general characteristics that the Speaking "Repeat" items are scored on: accuracy, fluency, and pronunciation. For the purpose of scoring AZELLA Sample Test "Repeat" items, the following definitions for *Fluency* and *Pronunciation* are provided.

**Fluency:** Smooth, rapid speaking evidenced by appropriate rhythm, phrasing, pausing, and word emphasis in continuous speech.

**Pronunciation:** Ability to produce consonants, vowels and stress clearly and accurately in sentence context; also, knowledge of the phonological form (phonemes and lexical stress) of everyday words.

# Student Practice Sheet

## Teacher Instructions

### **SAY**

**This is page 1. Point to the page number.**

**Now, point to question number 1.**

**Listen carefully to the directions.**

**Fill in the circle under the number eight.**

**Only fill in the circle under the number eight.**

*Pause until students have had a chance to mark their answers.*

*Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.*

### **SAY**

**Now, point to question number 2.**

**Listen carefully to the directions.**

**Fill in the circle under the picture of the triangle.**

**Only fill in the circle under the picture of the triangle.**

*Pause until students have had a chance to mark their answers.*

*Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.*

### **SAY**

**Now, point to question number 3.**

**Listen carefully to the directions.**

**Fill in the circle under the letter "O."**

*Pause until students have had a chance to mark their answers.*

*Ensure that students choose only one response, that they are correctly filling in the circle under their answer choice, and that they are not making extra marks on the page.*



# Student Practice Sheet

**1**

2



5



8



**2**



**3**

O



E



X



Student Name \_\_\_\_\_ Test Date \_\_\_\_\_

## Response Summary

Listening				Reading					
	KEY				KEY				
<b>1</b>	B	correct <input type="radio"/>	not correct <input type="radio"/>	<b>1</b>	A	correct <input type="radio"/>	not correct <input type="radio"/>		
<b>2</b>	A	correct <input type="radio"/>	not correct <input type="radio"/>	<b>2</b>	B	correct <input type="radio"/>	not correct <input type="radio"/>		
<b>3</b>	A	correct <input type="radio"/>	not correct <input type="radio"/>	<b>3</b>	A	correct <input type="radio"/>	not correct <input type="radio"/>		
<b>4</b>	B	correct <input type="radio"/>	not correct <input type="radio"/>	<b>4</b>	B	correct <input type="radio"/>	not correct <input type="radio"/>		
<b>5</b>	B	correct <input type="radio"/>	not correct <input type="radio"/>	<b>5</b>	C	correct <input type="radio"/>	not correct <input type="radio"/>		
<b>6</b>	A	correct <input type="radio"/>	not correct <input type="radio"/>	<b>6</b>	C	correct <input type="radio"/>	not correct <input type="radio"/>		
				<b>7</b>	A	correct <input type="radio"/>	not correct <input type="radio"/>		
				<b>8</b>	B	correct <input type="radio"/>	not correct <input type="radio"/>		
				<b>9</b>	C	correct <input type="radio"/>	not correct <input type="radio"/>		
				<b>10</b>	C	correct <input type="radio"/>	not correct <input type="radio"/>		
Writing									
				RUBRIC ID					
<b>1</b>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>	I.W.2.a	<b>5</b>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>	
<b>2</b>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>	I.W.2.a	<b>6</b>	correct <input type="radio"/>	not correct <input type="radio"/>	I.W.1	
<b>3</b>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>	I.W.2.a	<b>7</b>	3 pts. <input type="radio"/>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>
<b>4</b>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>	I.W.2.a	<b>8</b>	3 pts. <input type="radio"/>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>
Speaking									
<b>1</b>	correct <input type="radio"/>	not correct <input type="radio"/>	I.S.1	<b>4</b>	correct <input type="radio"/>	not correct <input type="radio"/>	I.S.1		
<b>2</b>	correct <input type="radio"/>	not correct <input type="radio"/>	I.S.1	<b>5</b>	correct <input type="radio"/>	not correct <input type="radio"/>	I.S.1		
<b>3</b>	correct <input type="radio"/>	not correct <input type="radio"/>	I.S.1	<b>6</b>	correct <input type="radio"/>	not correct <input type="radio"/>	I.S.1		
<b>7</b>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>	<i>notes</i>					
	RUBRIC ID - I.S.2								
<b>8</b>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>	<i>notes</i>					
	RUBRIC ID - I.S.2								
<b>9</b>	2 pts. <input type="radio"/>	1 pt. <input type="radio"/>	0 pt. <input type="radio"/>	<i>notes</i>					
	RUBRIC ID - I.S.2								
Repeats (.4 points each; 2 points total)									
<b>10</b>	correct <input type="radio"/>	not correct <input type="radio"/>							
<b>11</b>	correct <input type="radio"/>	not correct <input type="radio"/>							
<b>12</b>	correct <input type="radio"/>	not correct <input type="radio"/>							
<b>13</b>	correct <input type="radio"/>	not correct <input type="radio"/>							
<b>14</b>	correct <input type="radio"/>	not correct <input type="radio"/>							

