

AZELLA BASICS FOR EL COORDINATORS



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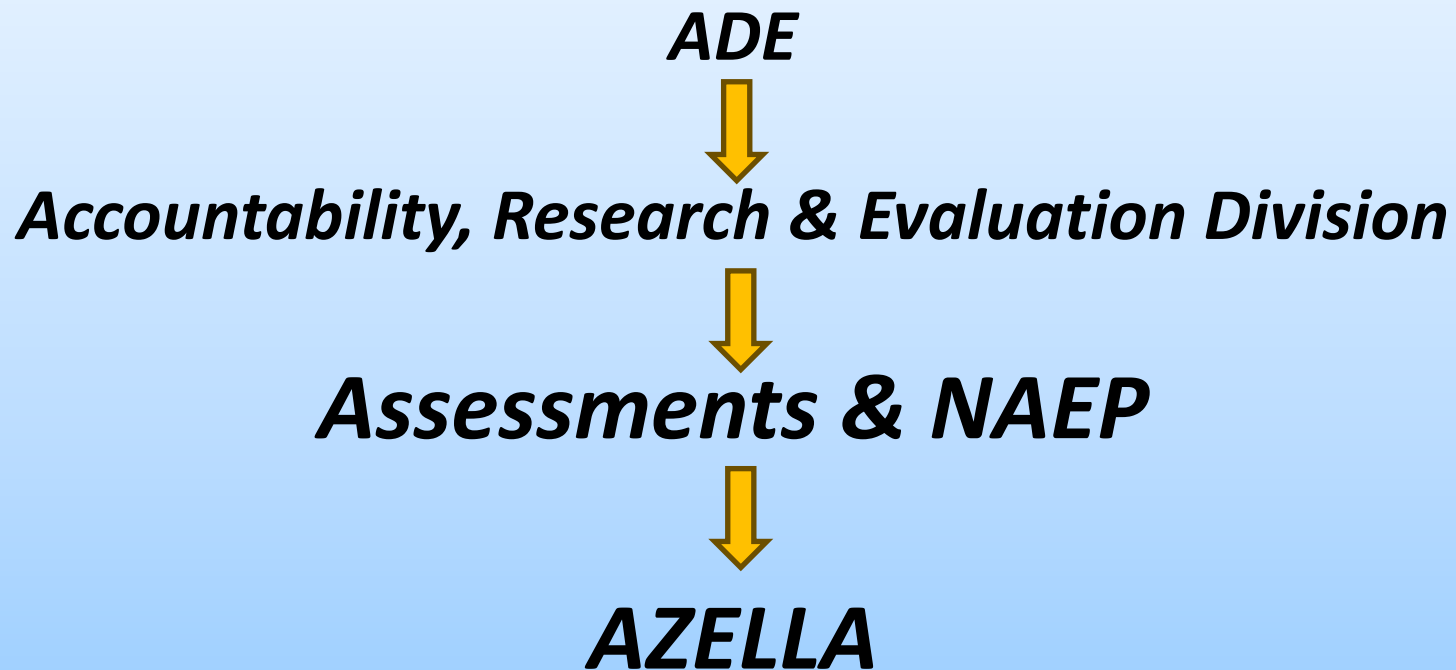
AGENDA

1. AZELLA District Test Coordinators webpages
2. What is AZELLA?
3. Student Eligibility for AZELLA
4. AZELLA Test Administrations
5. AZELLA Training Platforms
6. AZELLA Communications
7. ELP Reports
8. Overall Proficiency Determination Criteria
9. AZELLA Family Report Guide

AZELLA ASSESSMENTS

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

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



The screenshot shows the 'AZELLA DTCs' page on the Arizona Department of Education website. The page header includes the department logo, navigation links (Parents, Educators & Administrators, Programs, About ADE, Data & Systems, ADEConnect, Local School Board Members), and a search bar. The main content area is titled 'AZELLA DTCs' and provides an overview of the Arizona English Language Learner Assessment (AZELLA). It includes a description of the assessment, its purpose, and the role of the AZELLA District Test Coordinator (DTC). Below the overview are three buttons for 'AZELLA FAQs', 'Placement Test FAQs', and 'Reassessment Test FAQs'. The page is organized into several sections, each with a list of links: 'AZELLA Calendars' (AZELLA Test Administration Calendars and Important Notices, AZELLAology - Live Q&A), 'AZELLA Information and Guidance' (AZELLA Information / ADEConnect Account / PAN, Spring 2024 Reassessment Test Administration, AZELLA EL/SPED Test Administration Information, AZELLA Sample Tests and Online Test Administration Information), 'AZELLA Results' (AZELLA Results, State EL Reclassification Rate), 'AZELLA Forms and Reports' (AZELLA Test Security Agreement Forms, AZELLA Test Security and Test Administration Incident Reports, English Language Proficiency (ELP) Reports, AZELLA Test Administration Observation Forms, AZELLA Student Testing Logs, AZELLA Student Data File (SDF) Layouts for Student Information Systems, English Language Proficiency Attestation, AZELLA Test Referral Forms), and 'AZELLA Trainings and Qualifications' (AZELLA Trainings and Qualifications, Annual (Year-Round) Training Modules, Placement Test Training Modules and Understand Scoring Qualifications, Spring 2025 Reassessment Test Training). A right-hand sidebar contains 'Accessibility' links, 'Assessments Conference', 'District Test Coordinators', 'Educator Resources', 'Parents and Students', 'Technical and Legal Resources', and 'Contact' information (Testing Inbox, AASA Inbox, AZELLA Inbox, AzSCI Inbox, Alternate Assessment Inbox).

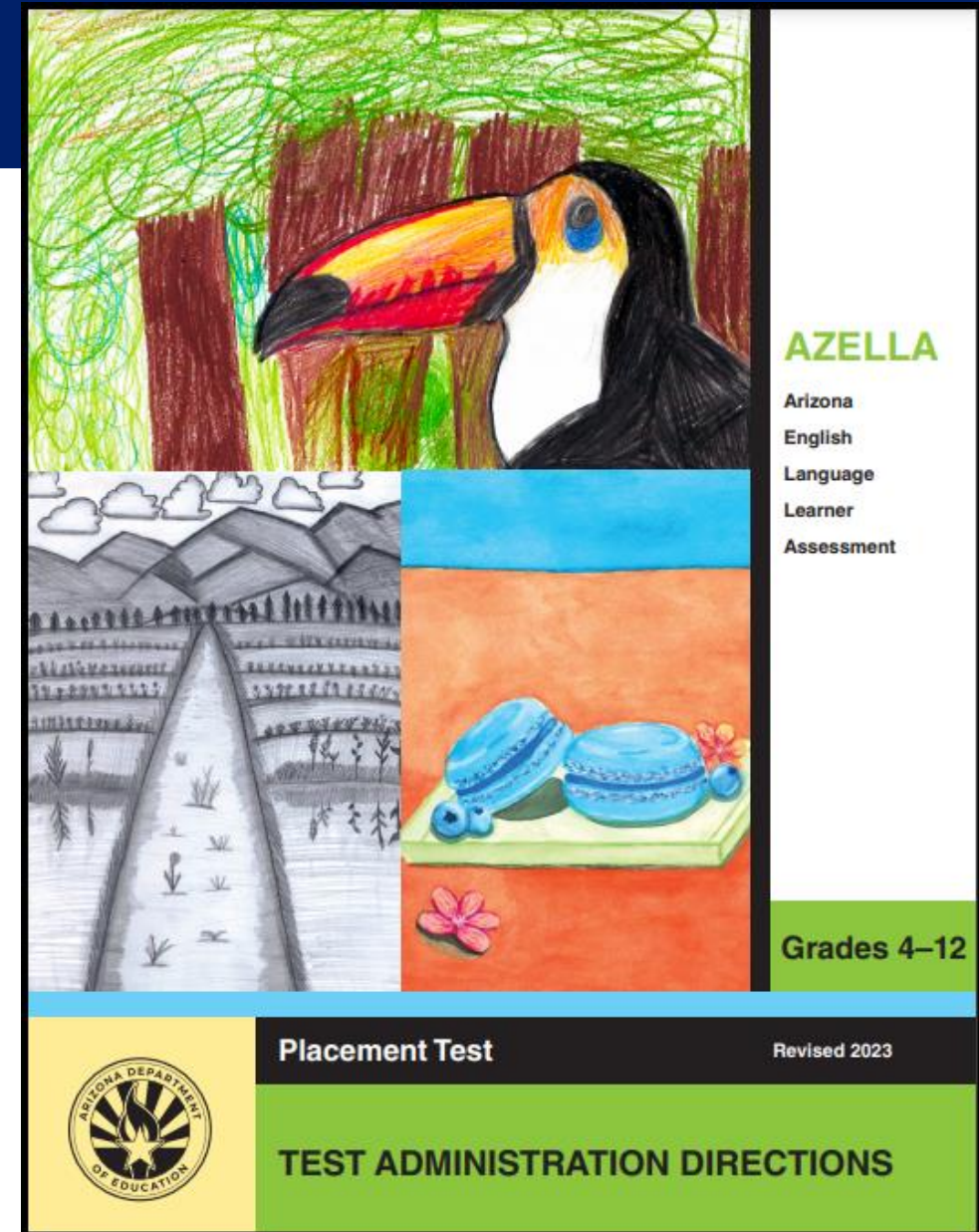
What is AZELLA?

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.

Committees of Arizona educators are involved in every step of the development of AZELLA from reviewing passages and items for content, bias, and sensitivity, to reviewing item data and setting cut scores.

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



Student Eligibility for AZELLA

Potential EL Students – AZELLA Placement Test

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 Test**. 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?

EL Students – Other authorized administrations of the AZELLA Placement Test, include students who did not complete the prior Spring 2024 Reassessment Test, have an outdated ELP test record, and those with an approved AZELLA Placement Test referral form.

The **Spring Reassessment Test** is administered to all English learners (including PW) until they obtain an Overall Level of Proficiency of Proficient.

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

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 students enrolled in the Special Education program to be exempt from AZELLA (ELP) testing.
 - Eligible students may qualify for some additional accommodations, including accommodated forms of the test.



AZELLA Test Administration Windows

AZELLA Test Administration Calendars for School Year 2024-2025

Placement Test Window:

ADE provides a jump start as early as two weeks before the first day of school, provided all the pre-testing requirements have been met.

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

Test administration closes 5/09/2025.

Spring 2024 Reassessment Test Window:

January 27, 2025 – March 14, 2025

7-weeks test window.

Test early in the test window.

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

AZELLA Training Platforms



Arizona Learning Management System (ALMS)

<https://learningmanager.adobe.com/pearson-lms-az>

- Kindergarten – Grade 12
- AZELLA Annual, Placement, and Reassessment training courses by category
- [AZELLA Training Matrix 2024-2025](#)

Understand Scoring

Understand Scoring is **only** for districts that serve Kindergarten through 3 students for the **Placement Test Administration**.

- Kindergarten Placement Test Administrator Qualification
- Grade 1 and Grades 2-3 Writing Scorer Qualifications

AZELLA Communications

- ❑ Welcome DTC Email –all the basic information for training, calendars, and much more!
- ❑ AZELLA web pages
- ❑ Regular Communications –updates and reminders
- ❑ Assessments Bulletin – quarterly newsletter
- ❑ AZELLAology – virtual scheduled sessions
- ❑ 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 Reports

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

ADEConnect users who require access to these reports must have the role of “**ELL**” for 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 > Applications > Assessments > ELP Reports

ASSESSMENTS Home ADEConnect

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

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Ple

EL Reports

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 – 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.

EL Reports

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 – 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

Overall Proficiency Determination Criteria

Once English Learners have acquired a good working knowledge of English and are able to do regular schoolwork in English, they shall no longer be classified as English Learners and shall be transferred to English language mainstream classrooms.

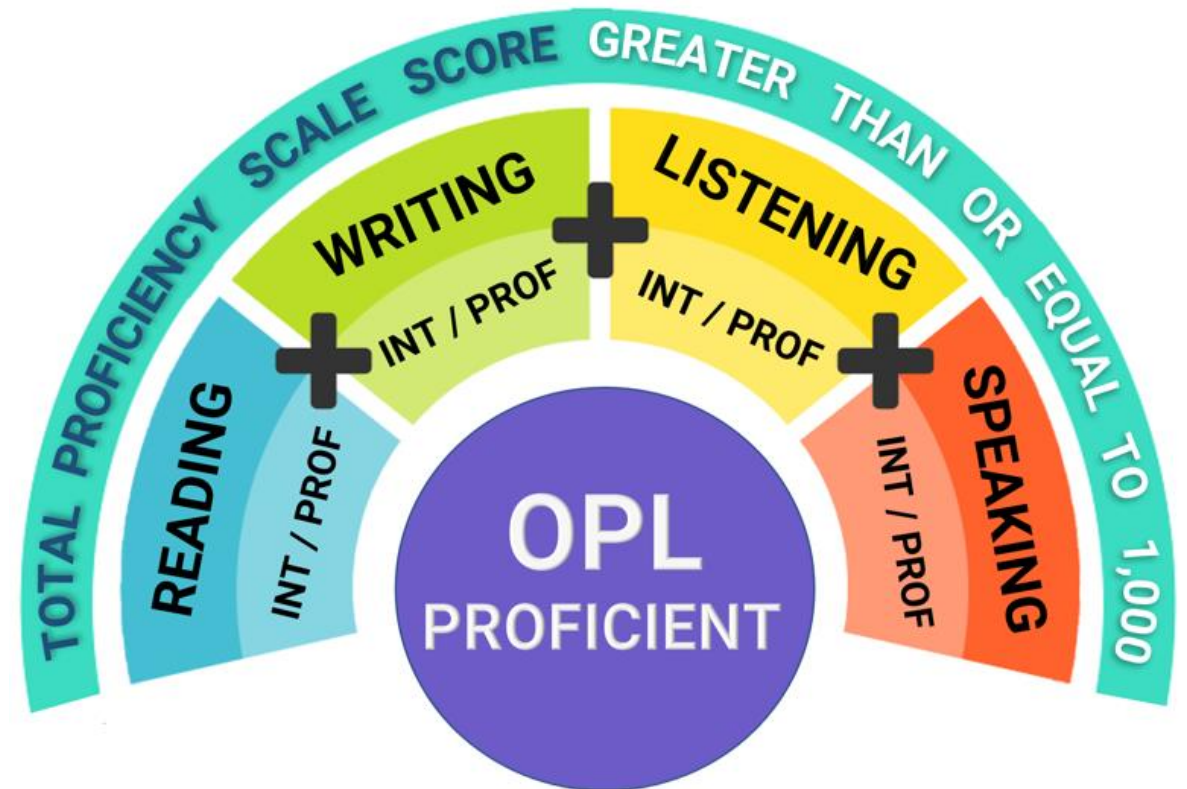
Arizona Revised Statutes Title 15. Education § 15-752

An OPL of Proficient is only attained when the student has scored:

- A Total Proficiency Scale Score* greater than or equal to 1,000 **PLUS**

**The Total Proficiency Scale Score is the sum of the 4 domain scaled scores.*

- Intermediate (230-249) **or** Proficient (250+) domain proficiency level in all 4 domains, Reading, Writing, Listening and Speaking.



Overall Proficiency Determination Criteria

Total Proficiency Scale Score = 780
Listening = Pre-E/E/B
Reading = Pre-E/E/B
Writing = Pre-E/E/B
Speaking = Intermediate
OPL of Proficient? **Not Proficient**

Total Proficiency Scale Score = 1002
Listening = Proficient
Reading = Pre-E/E/B
Writing = Intermediate
Speaking = Proficient
OPL of Proficient? **Not Proficient**

Total Proficiency Scale Score = 1024
Listening = Proficient
Reading = Intermediate
Writing = Intermediate
Speaking = Intermediate
OPL of Proficient? **Proficient**

Total Proficiency Scale Score = 902
Listening = Pre-E/E/B
Reading = Intermediate
Writing = Pre-E/E/B
Speaking = Intermediate
OPL of Proficient? **Not Proficient**

AZELLA Student Report

Student Report

AZELLA
 Arizona English Language Learner Assessment
 Spring 2023
 Tom Horne
 Superintendent of Public Instruction



How did FIRSTNAME20CHARCTERS perform on the English Language Learner Assessment?

Overall Proficiency Level

- 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.
- 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.
- 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.
- 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: LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARCTERS I.
 SSID: 12345678912 Birth Date: mm/dd/ccyy Grade: K
 Test Date: mm/dd/ccyy Other Information: 9999999999
 Language Program as of Test Date: Structured English Immersion
 Dist-Sch #: 9999999-9999999
 School Name: SCHOOLNAME35CHARACTERSWWWWW
 District Name: DISTRICTNAME35CHARACTERSWWWWW

Score Report					
Total Proficiency Scale Score: 1405					
		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
Domain Scores	Reading	375	██		
	Writing	360	██		
	Listening	243	██████████████████████████████		
	Speaking	397	██		
Additional Scores	Receptive Communication		✓		
	Productive Communication		✓		
	Interactive Communication				✓
	Language (Conventions/Vocabulary)				✓

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The individual AZELLA Student Report includes the Overall Proficiency Level with a description, the Scale Score for each of the four language domains: Reading, writing, Listening, and Speaking, and the Total Proficiency Scale Score.

The “Additional Scores” are the Proficiency Levels for Receptive, Productive, and Interactive Communication, as well as the Language Proficiency Level.

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.

Additional/Informational AZELLA Subscores Definitions

Receptive Communication

- Performance in Receptive Communication is determined based on items aligned to the Listening and Reading domains in Standards 1 and 2.

Productive Communication

- Performance in Productive Communication is determined based on items aligned to the Speaking and Writing domains in Standards 3, 4, and 5.

Interactive Communication

- Performance in Interactive Communication is determined based on items aligned to the Listening, Speaking, Reading, and Writing domains in Standards 6, 7, and 8.

Language (grammar and vocabulary)

- Performance in Language is determined based on items aligned to the Listening, Speaking, Reading, and Writing domains in Standards 9 and 10.

AZELLA Family Report Guide

The AZELLA Family Report Guide is included with all (except the Kindergarten Placement Test) electronic AZELLA Student Reports from PearsonAccess^{next}. Pearson also ships, to the AZELLA DTC, one copy for every student who has a report.

This guide explains how to read the information included in the AZELLA Student Report.

A Spanish version is available electronically that can be printed and provided to the parents.

AZELLA Family Report Guide

The Arizona English Language Learner Assessment (AZELLA) aligned to the 2019 Arizona English Language Proficiency Standards (ELPS) was first administered in 2023. The Student Report provides information on how your student performed on the assessment overall and the content domains as outlined in the standards.

Student Report

AZELLA
Arizona English Language Learner Assessment
Spring 2023
Test Name
Department of Public Instruction

How did **FIRSTNAME2**CHARACTERS perform on the English Language Learner Assessment?

Overall Proficiency Level

- Proficient** Students consistently understand and produce oral communication in English. They independently read and comprehend English texts and use appropriate language conventions. They consistently apply a range of language skills in a variety of contexts.
- Intermediate** Students have the ability to speak and understand oral communication in English in most settings. However, they need occasional support and assistance to understand English language skills in complex situations. They are beginning to use appropriate language conventions. They demonstrate a range of English skills in a limited variety of contexts.
- Basic** Students have limited ability to speak and understand oral communication in English. They need support to understand English standards and skills in most settings. They are beginning to use appropriate language conventions. They demonstrate a range of English skills in a limited variety of contexts.
- Pre-Emergent** Students do not have the skills to meet or understand English standards and skills in most settings. They are beginning to use appropriate language conventions. They demonstrate a range of English skills in a limited variety of contexts.

Score Report

Domain	Score	Proficiency Level	Intermediate	Proficient
Reading	1000	Proficient		
Writing	1000	Proficient		
Listening	1000	Proficient		
Speaking	1000	Proficient		
Language Conventions	1000	Proficient		

- 1 Overall Proficiency Level**
Your student's overall performance is associated with one of four proficiency levels. The checkmark indicates the proficiency level your student achieved. The proficiency levels provide a general description of the knowledge and skills students demonstrate at each level.
- 2 Score Report**
This section of the AZELLA Student Report provides important information about your student's performance. Your student's **Total Proficiency Scale Score** reflects the sum of the four language **Domain Scores** (reading, writing, listening, and speaking). Your student's scale score for each of the domains is displayed, and the bar chart shows the proficiency level associated with each scale score (Pre-Emergent /Emergent /Basic, Intermediate, and Proficient).

For a student to be considered proficient on AZELLA, he/she must obtain a minimum total proficiency scale score of 1000 and perform at the intermediate level or above on each of the four domains.

The **Additional Scores** provide information on how your student's knowledge and skills combine across domains and his/her proficiency level on each of these combined scores. Receptive Communication focuses on the comprehension of spoken and written language and combines content from the reading and listening domains. Productive Communication focuses on the use of oral and written communication to convey a message and combines content for writing and speaking. Interactive Communication focuses on interacting and exchanging information involving content from any of the four domains. Language refers to the grammar conventions and vocabulary required for learning in the classroom.

Student Report

AZELLA
Arizona English Language Learner Assessment
Spring 2023
Test Name
Department of Public Instruction

Understanding the AZELLA Student Report

What is this report?

This report describes how your student scored on the Arizona English Language Learner Assessment (AZELLA). Students with a score of 1000 or above are considered Proficient on the English language proficiency. The results of this language skills assessment provide a baseline for your student. Some students may need specific instruction in English language skills areas on the AZELLA. The report provides information on how your student performed on the assessment and the instruction needed for academic success.

What if my student's OVERALL PROFICIENCY LEVEL is **Proficient**?

If your student's OVERALL PROFICIENCY LEVEL is **Proficient**, the student is considered to have a good working knowledge of English. The student is able to do regular schoolwork in English.

What if my student's OVERALL PROFICIENCY LEVEL is **Pre-Emergent/Emergent, Basic, or Intermediate**?

If your student's OVERALL PROFICIENCY LEVEL is **Pre-Emergent/Emergent, Basic, or Intermediate**, the student needs targeted English language instruction at school. This instruction will be based on their skill level in Listening, Speaking, Reading, and Writing. The student will continue to be tested annually until they achieve an Overall Proficiency Level of Proficient on AZELLA.

I would like to know more about my student's AZELLA Report.

When you print or download your student's report, you will receive additional information. Contact your student's teacher or school administrator if you have questions about this report or need your student's report in an alternate format.

- 3 What is this report?**
This section of the report describes the students who take AZELLA and how the results from the assessment are used to guide instructional decisions.
- 4 What if my student's OVERALL PROFICIENCY LEVEL is Proficient?**
If your student achieved an Overall Proficiency Level of Proficient, he/she is considered to have a knowledge of English that allows them to do regular schoolwork in English.
- 5 What if my student's OVERALL PROFICIENCY LEVEL is Pre-Emergent/Emergent, Basic, or Intermediate?**
If your student performed at an Overall Proficiency Level below Proficient, he/she is considered to be an English learner and will continue to receive

targeted English language instruction based on his/her individual skill levels in each of the four domains, grammar conventions, and vocabulary. English learners will be tested annually until they achieve an Overall Proficiency Level of Proficient.

- 6 I would like to know more about my student's AZELLA Report.**
Your student's teacher or school administrator can provide you additional information about AZELLA and this Score Report. Contact them with any questions you may have or if you need to receive an alternate format of this report.

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

