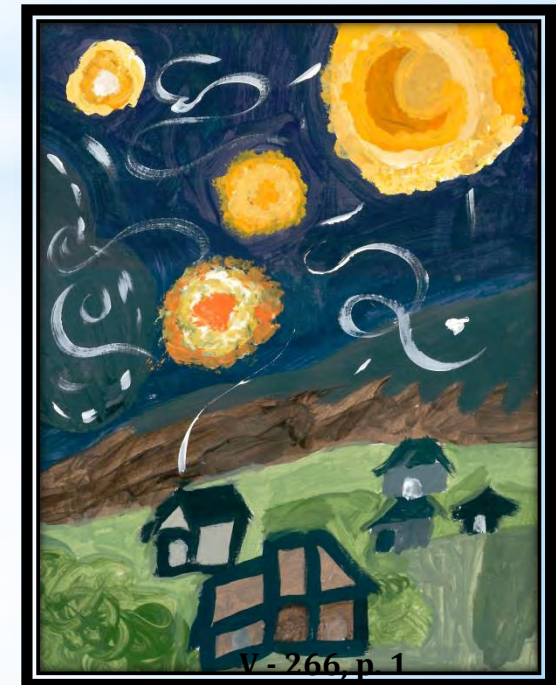


# APPENDIX V – 266



# \* AZELLA Placement Test Training

**KINDER PLACEMENT TEST TRAINING  
SCHOOL YEAR 2015 – 2016**





# \*The Sections



**1**

Overview of  
AZELLA

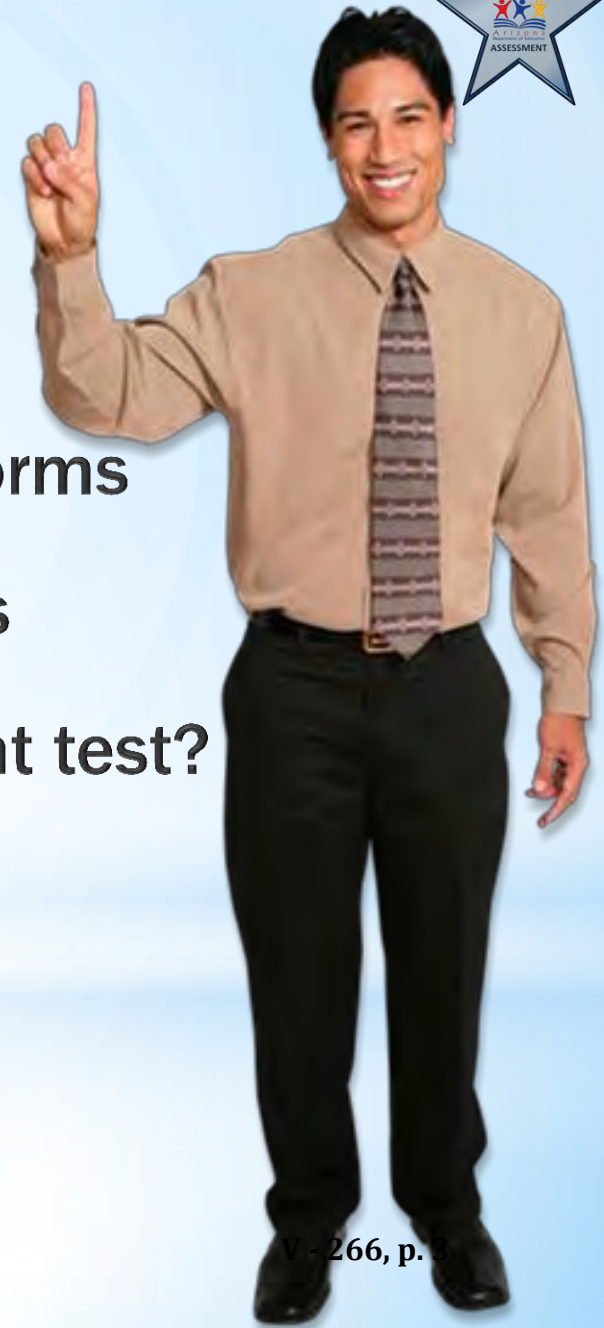
**2**

Test  
Administration

**3**

Qualifying

# \* Section 1



- \* What is AZELLA?
- \* Test Security and Test Security Forms
- \* Important Dates and Test Results
- \* Who takes the AZELLA Placement test?



# \*What Is AZELLA?

# \* What Is AZELLA?



## Arizona English Language Learner Assessment

- \* Assesses language proficiency
- \* Aligned to English Language Proficiency standards
- \* Determines entry and exit from ELL program services
- \* 5 different Stages/levels for K-12
- \* 4 domains assessed
  - \* Listening, Reading, Writing, and Speaking





# AZELLA Test Purpose



## Placement Test

- \* Identifies students who need **English language services**.
- \* Determines the appropriate instructional classroom placement for the current school year.





# AZELLA Test Purpose



## Reassessment

- \* All students who have an English language need are reassessed on the AZELLA Reassessment every spring until they score Proficient.

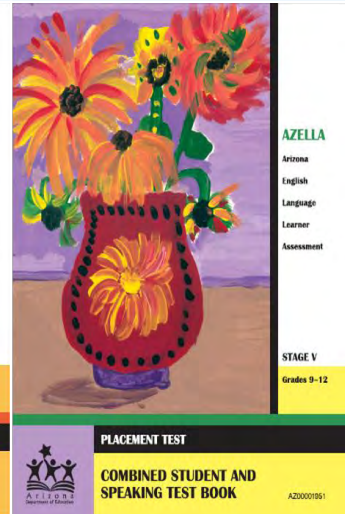
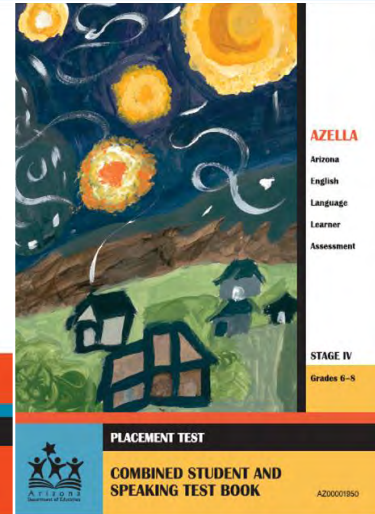
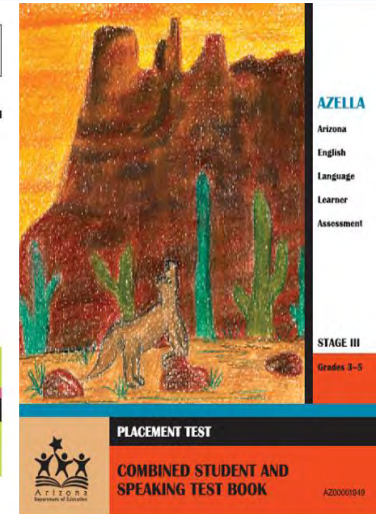
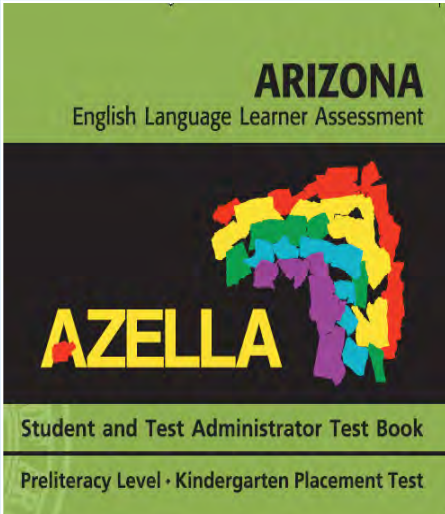
Districts, schools, and parents may **not** opt out of **testing** students.







# AZELLA Stages



**Preliteracy**  
**Kindergarten**  
**Placement Test**

**Stage II**  
**Grades**  
**1 & 2**

**Stage III**  
**Grades**  
**3, 4, & 5**

**Stage IV**  
**Grades**  
**6, 7, & 8**

**Stage V**  
**Grades**  
**9, 10, 11, &**  
**12**

# \* Test Security Agreements



## School Year 2015-2016

### \* Staff Test Security Agreement

- \* All staff with access to AZELLA Placement test materials must sign a Test Security Agreement.
- \* The Test Security Agreements must be kept on file at the district or charter for **6 years**.





# \*Test Security

**The following test security protocol must be enforced by the District Test Coordinator.**

**It is a violation of test security for any person to:**

- \* Disclose and/or discuss any portion of the test content.
- \* Allow students to access and/or share any portion of the test prior to, during, or after the test administration.
- \* Read any portion of the test aloud except as indicated by the *Test Administration Directions*.
- \* Influence and/or change students' answers.
- \* Duplicate any portion of the test materials.
- \* Fail to return all of the test materials to a secure location.
- \* Fail to report test security violations.



# \* Important Placement 2015-2016 Dates

## Administration of Placement Test

**Timely**

**As soon as  
practicable &  
well before  
parent notice**

All Schools

## Parent Notification

**Within 30 days  
from school  
start or within  
2 weeks of  
student  
enrollment**

District Receives

Title III Funds

# \* Storing Students' Responses and Results



**AZELLA Stage IV Placement Test**

District \_\_\_\_\_ School \_\_\_\_\_

SAIS Number \_\_\_\_\_ Birth Date \_\_\_\_\_  
 Month Day Year

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Gender:  Male  Female

Ethnicity/Race:  White  Black or African American  Asian  American Indian or Alaska Native  Native Hawaiian or other Pacific Islander

Grade:  6  7  8

Overall Proficiency Level:  Proficient  Intermediate  Basic  Emergent  Pre-Emergent/Emergent  No Previous AZELLA

Test Administrator Name \_\_\_\_\_

Qualified Writing Scorer Name \_\_\_\_\_

Qualified Writing Scorer Code \_\_\_\_\_

Placement Test Results: Overall Proficiency Level:  Proficient  Intermediate  Basic  Pre-Emergent/Emergent

Key Entry Information: Key Entered By \_\_\_\_\_ Key Entry Date \_\_\_\_\_

AZ0001948

Secure storage for 1 year.

**Student Report**

**AZELLA**  
Arizona English Language Learner Assessment  
Placement  
John Huppenthal  
Superintendent of Public Instruction

Reporting Date: 10/03/2013 (Cycle 03)

How did **JOHN** perform on the English Language Learner Assessment?

**OVERALL PROFICIENCY LEVEL**  
 Proficient students consistently understand and produce social and academic English. They independently read and comprehend key information in grade-appropriate texts. These students write paragraphs in various writing applications using grade-level vocabulary and simple, compound, and complex sentences with a variety of verb tenses.  
 Student is not eligible for ELL services.

Student: LI, JOHN  
 SAIS ID#: 12345678  
 Birth Date: 10/28/2005  
 Test Date: 09/10/2013  
 Grade: 03

- Copy #1 - File in student's permanent file.
- Copy #2 - Distribute to parents.
- Classroom teacher(s) should review reports.

# Kindergarten Reports



## Student Report

**AZELLA**  
 Arizona English Language Learner Assessment  
 Kindergarten Placement  
 Diane Douglas  
 Superintendent of Public Instruction  
 Reporting Date: mm/dd/yyyy (Cycle 05)



### How did FIRSTNAMEAW perform on the English Language Learner Assessment?

Overall, FIRSTNAMEAW scored XXX points on the Arizona English Language Learner Assessment. This student's Overall Proficiency Level is **Proficient**.

**Proficient:** Students at this level listen and respond appropriately to spoken English. They have an expanded English vocabulary to orally communicate basic needs and ideas with English words, phrases, and sentences with correct pronunciation. They use pictures or words to retell events from a story heard, identify pictures with the same first sound, and add relevant details to drawings. This student demonstrates the skills necessary to access mainstream curriculum. Student is not eligible for ELL Services.

**Basic / Intermediate:** Students at this level generally understand spoken English, but do not have the vocabulary to respond consistently. They orally communicate basic needs and ideas with gestures and isolated English words. They use pictures to recall objects from a story heard, repeat words that begin with the same first sound and add minimal details to drawings. This student does not demonstrate the sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction. Student is eligible for ELL services.

**Pre-Emergent / Emergent:** Students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. This student does not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction. Student is eligible for ELL services.

Student: LASTNM, FIRSTNAMEAW M.

SAIS ID#: 99999999

Birth Date: mm/dd/ccyy

Test Date: mm/dd/ccyy

Grade: K

Dist-Sch #: 999999-999999

School Name: Sample Elementary

District Name: Sample Unified Dis

## Proficiency Roster Report

**AZELLA**  
 Arizona English Language Learner Assessment  
 Kindergarten Placement

Reporting Date: mm/dd/yyyy (Cycle 03)

Dist-Sch #: 999999-999999  
 School Name: Sample Elementary School  
 District Name: Sample Unified District

### School: Sample Elementary School

Proficiency Level	Number	Percent	0%	25%	50%	75%	100%
Proficient	8	30%	[Progress bar showing 30%]				
Basic / Intermediate	13	48%	[Progress bar showing 48%]				
Pre-Emergent / Emergent	6	22%	[Progress bar showing 22%]				

Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less than Proficient on the AZELLA.

Total Number of Students = 27 Median Scale Score = 390

Scale Score			
Pre-Emergent / Emergent	Basic / Intermediate	Proficient	XXX
XXX	XXX	XXX	XXX
			588

Student	Assessment Date	Scale Score	Overall Proficiency Level	Scale Scores			
				Pre-Emergent / Emergent	Basic / Intermediate	Proficient	XXX
Invalidated				XXX	XXX	XXX	XXX
1 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Female	99/99/9999	N/A	Invalidated				
<b>Pre-Emergent / Emergent</b>							
2 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	305	Pre-Emergent / Emergent	305			
3 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	310	Pre-Emergent / Emergent	310			
4 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	315	Pre-Emergent / Emergent	315			
5 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Female	99/99/9999	325	Pre-Emergent / Emergent	325			
6 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	330	Pre-Emergent / Emergent	330			
7 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	390	Pre-Emergent / Emergent		390		
<b>Basic / Intermediate</b>							
8 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Female	99/99/9999	412	Basic / Intermediate		412		
9 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	420	Basic / Intermediate			420	

Note: Results for private school students and invalid results are not included in summary data.

V - 266, p. 13



**\*Who takes  
the *AZELLA*  
*Placement Test?***



# PHLOTE Home Language Survey



## Primary Home Language Other Than English (PHLOTE or HLS)



State of Arizona  
Department of Education  
Office of English Language Acquisition Services

### Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? \_\_\_\_\_
2. What is the language most often spoken by the student? \_\_\_\_\_
3. What is the language that the student first acquired? \_\_\_\_\_



## HLS and the school's Student Enrollment Form

Possible ELLs are identified in Arizona by the parent responses on the HLS and/or school enrollment form. Any language other than English on **any or all** of these 3 questions determines whether or not a student is initially tested with an AZELLA Placement test. V - 266, p. 15



# SDELL70 Report



SDELL70 Arizona Department of Education Page: 1 of 1  
 FY 2015 (School Year 2014 - 2015) **SDELL70 - AZELLA Student Test History Report** Print Date: 12/08/2014 01:19

Requesting District CTDS: \_\_\_\_\_  
 Requesting District Entity ID:   
 Requesting District Name:

Requesting School CTDS: \_\_\_\_\_  
 Requesting School Entity ID: \_\_\_\_\_  
 Requesting School Name: \_\_\_\_\_

**Student Demographics**

SAIS ID	Last Name	First Name	Middle Name	Birth Date	Last Name Student Goes By	Grade	Home Language	Gender
						03	Swahili	F

**Assessment History**

Assessment Date	Assessment Name	Total Scale Score	Overall Proficiency Level	Grade	ELL Classification	District Name	School Name	School CTDS	School Entity ID
02/20/2014	AZELLA	2454	Intermediate	02	Eligible for ELL Services				
01/15/2013	AZELLA	2372	Intermediate	01	Eligible for ELL Services				
03/01/2012	AZELLA	552	Intermediate	KG	English Language Learner (ELL)				

**Most Recent Assessment Details**

Assessment Date	Assessment Type	Scale Score	Proficiency Level	Grade	Stage	District Name	School Name	School CTDS	School Entity ID
02/20/2014	Oral	249	Intermediate	02	II				
02/20/2014	Reading	299	Proficient	02	II				
02/20/2014	Writing	246	Intermediate	02	II				
02/20/2014	Total Combined	2454	Proficient	02	II				

**Most Recent ELL Program History**

Date	Type	Description
2014-08-21	Most Recent ELL Program	If applicable, this is the most recent ELL Program in which this student was placed. This student will need to be tested every spring with the AZELLA Reassessment until an Overall Proficiency Level of "Proficient" is attained.

## SDELL70 Report

- \* AZELLA test history
- \* Last AZELLA score details
- \* Most recent ELL program history



# AZELLA Placement Test Flow Chart





# \*To Test Or Not To Test?

# NO!

## What We Know

- \* Student is new to Arizona or is a new Kindergarten student entering at the start of the school year.

HLS Form –  
Responses are all English

1. What is the primary language used in the home regardless of the language spoken by the student? English
2. What is the language most often spoken by the student? English
3. What is the language that the student first acquired? English

Student Name John Z. Doe Student ID \_\_\_\_\_  
 Date of Birth 09-01-2003 SAIS ID \_\_\_\_\_  
 Parent/Guardian Signature Jane Doe Date 08-10-2015  
 District or Charter ABC123 District  
 School 123ABC School

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.



# \* To Test Or Not To Test?

# Yes!

## What We Know

\* Student is new to Arizona or a new Kindergarten student entering at the start of the school year.

\* HLS Form – Response includes another language

1. What is the primary language used in the home regardless of the language spoken by the student? Spanish
2. What is the language most often spoken by the student? English
3. What is the language that the student first acquired? Spanish

Student Name John Z. Doe Student ID \_\_\_\_\_  
 Date of Birth 09-01-2003 SAIS ID \_\_\_\_\_  
 Parent/Guardian Signature Jane Doe Date 08-10-2015  
 District or Charter ABC123 District  
 School 123ABC School

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.  
 In SAIS, please indicate the student's home or primary language.



# \* To Test Or Not To Test?

**Yes!**

SDELL 70 Report									
Student Demographics									
SAIS ID	Last Name	First Name	Middle Name	Birth Date	Last Name Student Goes By	Grade	Home Language	Gender	
[Redacted]									
Assessment History									
Assessment Date	Assessment Name	Total Scale Score	Overall Proficiency Level	Grade	ELL Classification	District Name	School Name	School CTDS	School Entity ID
[Redacted]									
Most Recent Assessment Details									
Assessment Date	Assessment Type	Scale Score	Proficiency Level	No AZELLA test history					
[Redacted]			[Redacted]						
Most Recent ELL Program History									
Date	Type	Description							
[Redacted]									

## What We Know

- \* Transfer student to your district.
- \* HLS Form - Response includes another language.

\* Past AZELLA data -

\* No.

1. What is the primary language used in the home regardless of the language spoken by the student? Spanish
2. What is the language most often spoken by the student? English
3. What is the language that the student first acquired? Spanish

Student Name John Z. Doe Student ID \_\_\_\_\_  
 Date of Birth 09-01-2003 SAIS ID \_\_\_\_\_  
 Parent/Guardian Signature Jane Doe Date 08-10-2015  
 District or Charter ABC123 District  
 School 123ABC School

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.  
 In SAIS, please indicate the student's home or primary language.



# \* To Test Or Not To Test?

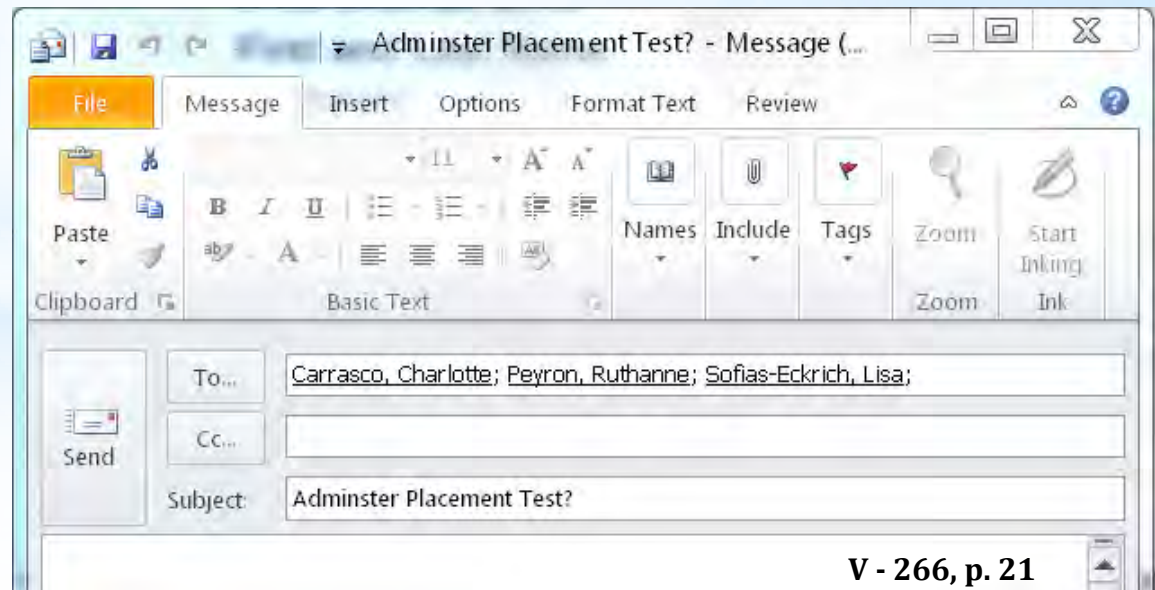
## Questions about whether or not to administer the AZELLA Placement Test?

- \* Send an email to your district Language Assessment Coordinator with your questions and wait for a response. **Do NOT administer an AZELLA Placement Test “just in case.”**
- \* Be sure to include the following information in your email so that the AZELLA Team may provide you with an accurate and timely response:

- \* Student’s SAIS ID

- \* If no SAIS ID, send First and Last Name Birthdate

- \* Matric #



# \*Section 2



\*Test Administration Staff

\*Test Administration Overview



# \* Test Administration Staff



## **Test Administrators and Proctors**

- \* Trained by the District Test Coordinator in correct test administration protocol and security procedures
- \* Employed by district or charter
- \* Proficient in English
- \* Must be one of the following
  - \* Highly Qualified Teacher
  - \* Certified Staff
  - \* Paraprofessional
  - \* Retired Teacher





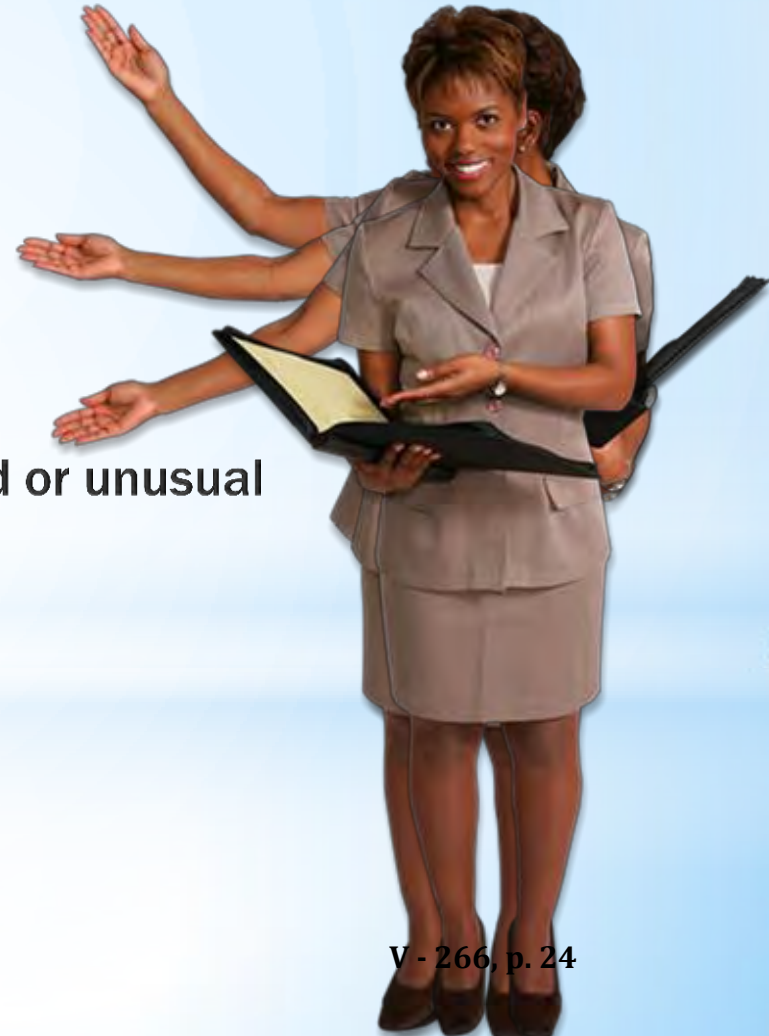
# \* Test Administration Staff



## Training Test Administrators and Proctors

### Must:

- \* Review the test security procedures
- \* Review the test administration procedures
- \* Review procedures for bubbling student demographic data
- \* Review procedures for handling unexpected or unusual situations





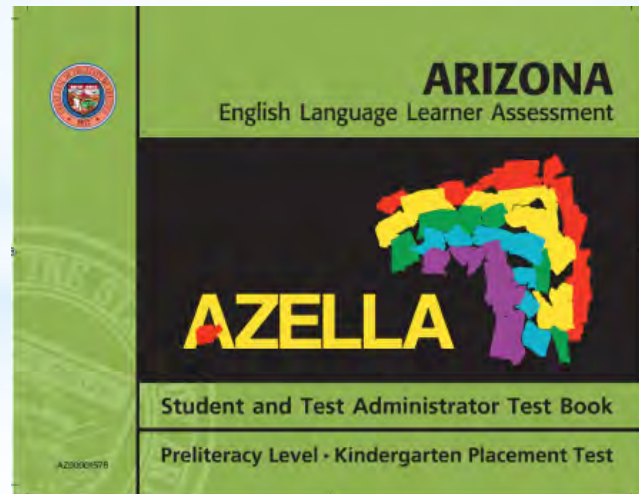
# \*Test Administration Overview

# \* *Kindergarten Placement Test*



## **Preliteracy Level – *Kindergarten Placement Test***

- \* The *Kindergarten Placement Test* is administered one-on-one by a **qualified AZELLA Kindergarten Placement Test Administrator**.
- \* Approximately 20 minutes must be allotted to complete the test.





# \* Section 3

- \* Information about *Pearson Perspective*
- \* *Kindergarten Placement Test*
- \* *Taking the qualifier!!!*



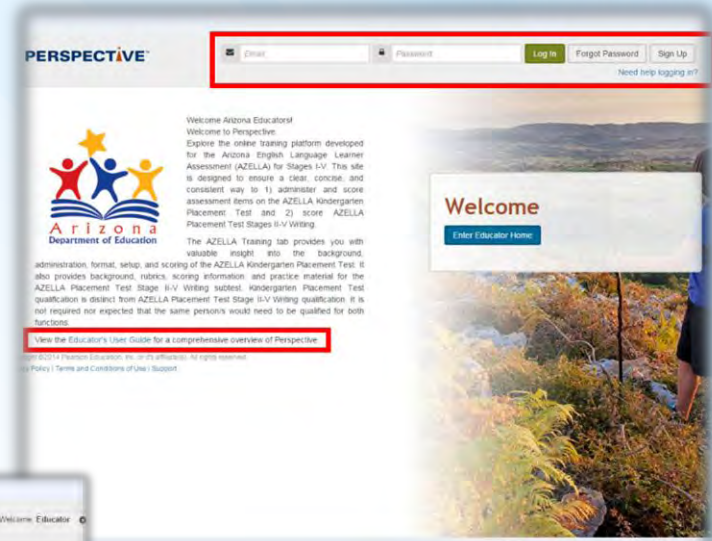
# \* Pearson Perspective



## Training and Qualification

\* Kindergarten Placement Test

\* Administration and Scoring



\* <https://azella.pearsonperspective.com>

# \* Kindergarten Placement Test



## The 4 Parts of Training & Qualification

### \* Part 1 – Overview

\* The Overview provides general information about the training.

### \* Part 2 – Training Set

\* The set contains professionally scored samples with annotations.

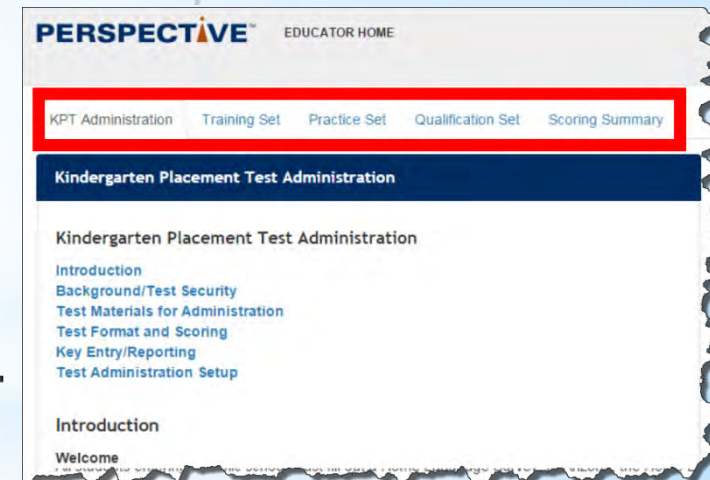
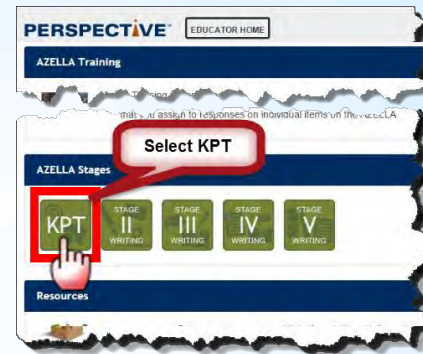
### \* Part 3 – Practice Set

\* The Test Administrator will score the samples. The annotations (correct score points) will be provided after the practice scores are submitted.

### \* Part 4 – Qualification Set

\* The Test Administrator will score the Qualification Set. The annotations (correct score points) will be provided after the scores are submitted.

\* **To qualify as a Kindergarten Test Administrator, 100% must be received.**







# Logging into *PearsonPerspective*

1) <https://azella.pearsonperspective.com>

\* All Users must:

2) Create a new profile for the 2015-16 school year.

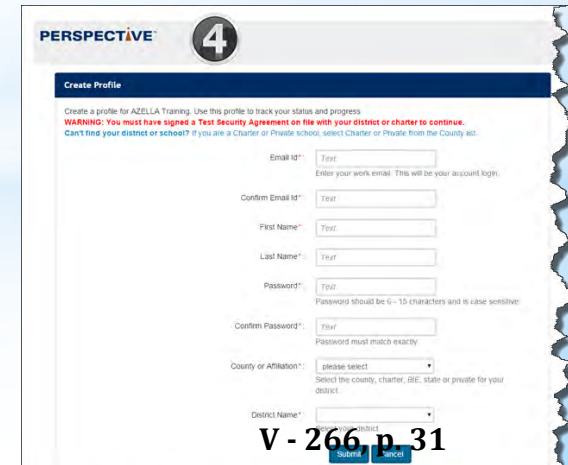
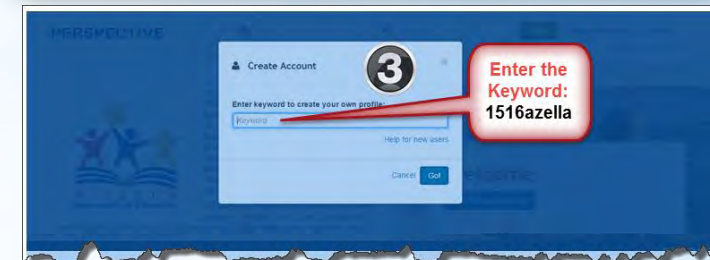
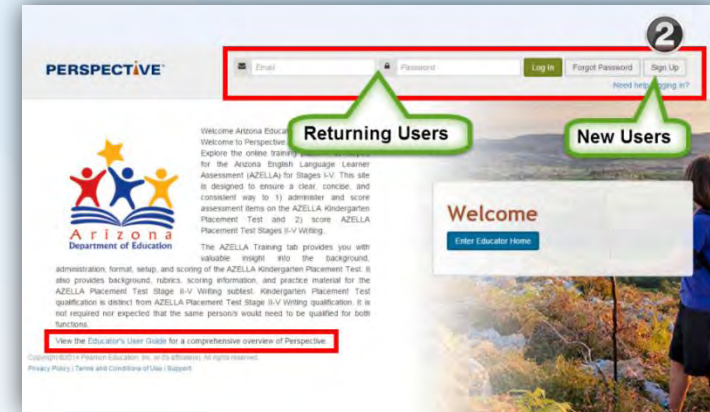
3) Use Key Word = **1516azella**.

4) Complete the **Create Profile** screen.

\* Returning Users must:

\* Enter their **User ID** and **Password**.

\* Use the **Help** guides.







# *\*Contact Information*

*Language Acquisition Department  
225-4600*



*Language Assessment Coordinators:  
Charlotte Carrasco  
Ruthanne Peyron  
Lisa Sofias-Eckrich*