



REPORT

Alignment Analysis of Arizona English Language Learners Assessment (AZELLA) and AZELLA Assessable Standards (2013)

Kindergarten Placement Test and Stages I–V, Forms A and B

Sara Christopherson and Norman L. Webb

WebbAlign™

October 10, 2013

Wisconsin Center for Educational Products and Services
Matt Messinger, Executive Director
510 Charmany Drive, Suite 269
Madison, WI 53719

REPORT

Alignment Analysis of Arizona English Language Learners Assessment (AZELLA) and AZELLA Assessable Standards (2013), Kindergarten Placement Test and Stages I–V, Forms A and B

Sara Christopherson and Norman L. Webb

October 10, 2013

Acknowledgements

Reviewers

Stages I-III:

Cindy Jacobson	Group Leader	Wisconsin
Teresa Carranza		Wisconsin
Debra Peña		Michigan
Karen Burgoyne		Arizona
Teresa Gollihare		Arizona
Nina Mikulich		Arizona

Stages IV-V:

Julie Jenewein	Group Leader	Wisconsin
Linda Diaz		Wisconsin
Kieran Connor		Wisconsin
Karla Campillo-Soto		Arizona
Alejandrina (Alex) Garcia		Arizona
Bianca Brizuela-Bevill		Arizona

The Arizona Department of Education, Phoenix, Arizona, funded this analysis. Irene Hunting, Deputy Associate Superintendent, was the main contact person. Marlene Johnston was also involved in the coordination of the alignment analysis.

Table of Contents

Executive Summary	iv
Introduction.....	1
Alignment Criteria Used for This Analysis	4
Categorical Concurrence.....	4
Depth-of-Knowledge Consistency.....	5
Range-of-Knowledge Correspondence	9
Balance of Representation	9
Source of Challenge.....	10
Findings.....	11
Standards.....	11
Alignment of Curriculum Standards and Assessments.....	14
Alignment of AZELLA Assessment Forms with Standards.....	15
Source-of-Challenge Issues and Reviewers’ Comments	22
Reliability among Reviewers	22
Summary	24
References.....	26

Appendix A

AZELLA Assessable Standards (2013) and Group Consensus DOK Values Grades K–12;
Stages I–V 2013

Appendix B

Data Analysis Tables Arizona English Language Learners Assessment (AZELLA) and
AZELLA Assessable Standards (2013), Kindergarten Placement Test and Stages I–V,
Forms A and B 2013

Appendix C

Reviewers’ Notes and Source of Challenge Comments Arizona English Language
Learners Assessment (AZELLA) and AZELLA Assessable Standards (2013),
Kindergarten Placement Test and Stages I–V, Forms A and B 2013

Appendix D

Debriefing Summary Notes Arizona English Language Learners Assessment (AZELLA)
and AZELLA Assessable Standards (2013), Kindergarten Placement Test and Stages I–
V, Forms A and B 2013

Executive Summary

A 3-day alignment institute was held from July 31 through August 2, 2013 to analyze the agreement between the Arizona English Language Learners Assessment (AZELLA) and AZELLA Assessable Standards (2013) for a Kindergarten Placement Test and for Stages I–V assessments. For Stages I–V, two forms were analyzed for each stage: Form A and Form B.

Two groups of six reviewers participated in the analysis. Each group consisted of three reviewers from Arizona and three external reviewers. One group analyzed the Kindergarten Placement Test and test forms for Stages I–III. The other group analyzed the test forms for Stages IV–V. Both groups completed Stage III, Form A, to check for consistency between groups. Five of the six external reviewers had participated in multiple prior alignment studies and were very familiar with the process. The sixth reviewer was knowledgeable of the process and received some additional training. The external reviewers included a principal for an elementary school with a bilingual immersion program, a high school ELL teacher with over 10 years teaching experience in three states, a grades 6-12 ELL coordinator for her district, a recently retired district coordinator for ELA, an active first grade ELL and bilingual teacher with 20 years of experience, and a bilingual unit leader for her district.

All forms for Stages I–V were fully or acceptably aligned. Stage I Forms A and B, Stage III Form A, and Stage IV Forms A and B were found to be fully aligned with the AZELLA assessable standards. The other five forms from Stages I–V were acceptably aligned. Three forms (Stage II Form B and Stage V Forms A and B) were found to have weak balance of representation for one reporting category. However, because all other alignment criteria were met for these forms, the weak balance of representation could reflect a preference rather than an alignment issue. Stage II Form A and Stage III Form B were found to have weak range of knowledge for the Reading reporting category. This is a minor issue that could be resolved with the addition or replacement of just one item on each test form.

The alignment between the AZELLA assessable standards and the Kindergarten Placement test was found to need slight improvement. However, the lack of alignment for the placement test may be the result of an intentional focus on listening and speaking skills, rather than on reading and writing skills, because of the pre-kindergarten nature of the test.

Items on the assessments for the kindergarten placement and Stage I assessments were found to target a range of the secondary *Performance Levels (PLs)*, from pre-emergent to high intermediate. These secondary Performance Levels are skill progression levels within each Performance Indicator. Items on the Stages II and III assessments were found to target a high percentage, around 80%, of the high intermediate (HI) secondary PLs. Of the Stage IV items for which a secondary PL was coded, or for which an item was coded to a PL that contained only one secondary PL, most items targeted the HI secondary PL, for a total of about one-third of the test items. For Stage V, of the items for

which a secondary PL was coded, or for which an item was coded to a PL that contained only one secondary PL, most items targeted the HI secondary PL, for a total of about one-half of the test items. Reviewers did not identify secondary PLs for 30-40% of the items on the Stages IV and V forms.

The results produced from the institute pertain only to the issue of alignment between the AZELLA assessable standards and assessments for Kindergarten Placement Test and Stages I–V, Forms A and B. Note that an alignment analysis of this nature does not serve as external verification of the general quality of the standards or assessments. Rather, only the degree of alignment is discussed in the results.

Alignment Analysis of Arizona English Language Learners Assessment (AZELLA) and AZELLA Assessable Standards (2013), Kindergarten Placement Test and Stages I–V, Forms A and B

Sara Christopherson and Norman L. Webb

Introduction

The alignment of expectations for student learning with assessments for measuring students' attainment of these expectations is an essential attribute for an effective standards-based education system. Alignment is defined as the degree to which expectations and assessments are in agreement and serve in conjunction with one another to guide an education system toward students learning what they are expected to know and do. As such, alignment is a quality of the relationship between expectations and assessments and not an attribute of any one of these two system components. Alignment describes the match between expectations and an assessment that can be legitimately improved by changing either student expectations or the assessments. As a relationship between two or more system components, alignment is determined by using the multiple criteria described in detail in a National Institute for Science Education (NISE) research monograph, *Criteria for Alignment of Expectations and Assessments in Mathematics and Science Education* (Webb, 1997).

A 3-day alignment institute, contracted by the Arizona State Department of Education, was held over the period of July 31 through August 2, 2013, to analyze the Arizona English Language Learners Assessment (AZELLA) and AZELLA Assessable Standards (2013) for the Kindergarten Placement Test and Stages I–V, Forms A and B. Two forms (A and B) were analyzed for each of Stages I–V. The institute was held in Phoenix, Arizona.

Two groups of six reviewers participated in the institute. Each group was comprised of three internal (Arizona-based) and three external reviewers. Five of the six external reviewers had participated in multiple alignment studies and all were very familiar with the process. The group leader for the Stages I–III group is retired from serving as a district reading specialist and reading assessment consultant to the Wisconsin Department of Public Instruction. The group leader for the Stages IV–V group is an active ELL teacher and the grades 6–12 ELL Coordinator for her district. The other reviewers are a principal for a dual-language immersion school, a high school ELL teacher with over 10 years teaching experience in three states, a grades 6–12 ELL coordinator for her district, a recently retired district coordinator for ELA, an active first grade ELL and bilingual teacher with 20 years of experience, a bilingual unit leader for her district, and highly experienced Arizona ELL teachers.

The Arizona English Language Learner standards are organized under strands or reporting categories, which in Arizona are referred to as “domains.” All three reporting categories were included in the study: Listening and Speaking; Reading; and Writing. Arizona domains are further delineated by standards as intermediary expectations (middle level). The standards are described in more detail by performance indicators. A primary Performance Indicator (PI) was a skill set for a standard. Each Performance Indicator was further defined by a

continuum of ability that makes up the specific skill. Five skill progression ability levels were used to label these secondary Performance Levels (PLs)—pre-emergent (PE), emergent (E), basic (B), low intermediate (LI), high intermediate (HI). Only the secondary PLs, PIs, and standards that were judged by the test developer and the Arizona Department of Education to be assessable were used in the analysis. The expectations excluded were those that required students to demonstrate their performance by using instructional support, manipulation of materials, the interaction among students, a lengthy process to produce a product, or some other social interaction that would be unlikely to be reliably assessed by an on-demand assessment with the current available technology and reasonable resources.

Reviewers were instructed to code the assessment items to the PIs listed under the assessable standards. The PI was considered as the unit of analysis. Reviewers analyzed each item on an assessment and then found the PI that best communicated what the student was required to do in order to answer the assessment item correctly. For a reviewer to code an item to a PI, all or a part of the expected outcome as expressed in the PI had to be necessary for a student to perform to answer the item correctly.

Reviewers were instructed to consider the full statement of expectations in order to consider if an assessment item should be mapped to a PI. If a cell in the Excel sheet listing the standards had more than one secondary PL, the reviewers were instructed to map an item to the PI if the item corresponded to all or any part of the expectations described in the cell. In the case of a PI with multiple secondary PLs, reviewers were instructed to make note of which secondary PL was most closely targeted.

If a reviewer could not find any PI that an assessment item matched, then they were asked to code the item to a generic PI. A generic PI is the most appropriate standard or, if no standard is an appropriate match, the most appropriate domain (Listening/Speaking, Reading, or Writing). If the item did not match any of these, then the reviewer was instructed to indicate that the item was uncodeable.

As part of the alignment institute, reviewers were trained to identify the depth of knowledge (DOK) of the PIs and assessment items. This training included reviewing the definitions of the four DOK levels and reviewing examples of each. Then, the reviewers participated in a consensus process to determine the DOK levels of the PIs and individual analyses of the assessment items. Following individual analyses of the items, reviewers participated in a debriefing discussion in which they analyzed the degree to which they had coded particular items or types of content to the PIs. Note that the debriefing notes are not specific to the operational items only. These notes contain comments that reflect all items reviewed. Consequently, some comments may pertain to or be influenced by field test items and vertical linking items. Vertical linking items are aligned to a lower grade or stage, and are included on a test form specifically to allow for the creation of a vertically scaled assessment system. Student responses to vertical linking items are not included in student scores.

To derive the results from the analysis, the reviewers' responses were averaged. Any variance among reviewers was considered legitimate, with the true DOK level for the item falling somewhere between the two or more assigned values. Such variation could signify a lack

of clarity in how the content expectations were written, the robustness of an item that could legitimately correspond to more than one PI and/or a DOK that falls in between two of the four defined levels. Reviewers adjudicated their results after completing the coding of each test form or after completing each stage. The adjudication process included the discussion of any results in assigning items to PIs without a majority of reviewers in agreement. Reviewers were not required to change their results after the discussion. Any large variations among reviewers in the final results represented true differences in opinion among the reviewers and were not because of coding error. These differences could be explained by different content expectations targeting the same content knowledge or may be because an item did not explicitly correspond to any content expectation, but could be inferred to relate to a content expectation. Reviewers were allowed to identify one assessment item as corresponding to up to three content expectations—one primary hit (expectation) and up to two secondary hits. However, reviewers could only code one DOK level to each assessment item, even if the item corresponded to more than one content expectation.

Reviewers were instructed to focus primarily on the alignment between the AZELLA assessable standards and assessments. However, reviewers were encouraged to offer their opinions on the quality of the content expectations or of the assessment activities/items by writing a note about the item. Reviewers also could indicate whether there was a source-of-challenge issue with an item—i.e., a problem with the item that might cause the student who knows the material to give a wrong answer or enable someone who does not have the knowledge being tested to answer the item correctly.

The results produced from the institute pertain only to the issue of alignment between the AZELLA assessable standards and AZELLA assessments for Kindergarten Placement Test and Stages I–V, Forms A and B. Note that an alignment analysis of this nature does not serve as external verification of the general quality of the standards or assessments. Rather, only the degree of alignment is discussed in the results. For these results, the means of the reviewers’ coding were used to determine whether the alignment criteria were met. Standard deviations are reported in the tables provided in Appendix B, which give one indication of the variance among reviewers.

This report describes the results of a 2013 alignment study of the AZELLA assessable standards and assessments for Kindergarten Placement Test and Stages I–V, Forms A and B. The study addressed specific criteria related to the content agreement between the standards and assessments. Four criteria received major attention: categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence and balance of representation.

Alignment Criteria Used for This Analysis

This analysis judged the alignment between the reporting categories and the assessments on the basis of four criteria. Information is also reported on the quality of items by identifying items with source-of-challenge and other issues. For each alignment criterion, an acceptable level was defined by what would be required to assure that a student had met the reporting categories for Stages I–V. In the descriptions below, the words “domain” and “reporting category” are used

to describe reporting levels. In this analysis, the reporting levels were the domains of Listening and Speaking, Reading, and Writing. In the descriptions below, the term “standards” may be used as an umbrella term, to refer to expectations in general.

Categorical Concurrence

An important aspect of alignment between standards and assessments is whether both address the same content categories. The categorical-concurrence criterion provides a very general indication of alignment if both documents incorporate the same content. *The criterion of categorical concurrence between standard and assessments is met if the same or consistent categories of content appear in both documents.* This criterion was judged by determining whether the assessment included items measuring content from each reporting category. The analysis assumed that the assessment had to have at least six items for measuring content from a reporting category in order for an acceptable level of categorical concurrence to exist between the domain and the assessment. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable subscale for estimating students’ mastery of content on that subscale. Of course, many factors have to be considered in determining what a reasonable number is, including the reliability of the subscale, the mean score, and cutoff score for determining mastery. Using a procedure developed by Subkoviak (1988) and assuming that the cutoff score is the mean and that the reliability of one item is .1, it was estimated that six items would produce an agreement coefficient of at least .63. This indicates that about 63% of the group would be consistently classified as masters or nonmasters if two equivalent test administrations were employed. The agreement coefficient would increase if the cutoff score is increased to one standard deviation from the mean to .77 and, with a cutoff score of 1.5 standard deviations from the mean, to .88.

Usually states do not report student results by domains or require students to achieve a specified cutoff score on expectations related to a domain. If a state did do this, then the state would seek a higher agreement coefficient than .63. Six items were assumed as a minimum for an assessment measuring content knowledge related to a reporting category, and as a basis for making some decisions about students’ knowledge of that content under the reporting category. If the mean for six items is 3 and one standard deviation is one item, then a cutoff score set at 4 would produce an agreement coefficient of .77. Any fewer items with a mean of one-half of the items would require a cutoff that would only allow a student to miss one item. This would be a very stringent requirement, considering a reasonable standard error of measurement on the subscale.

Depth-of-Knowledge Consistency

Standards and assessments can be aligned not only on the category of content covered by each, but also on the basis of the complexity of knowledge required by each. *Depth-of-knowledge consistency between standards and assessment indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards.* For consistency to exist between the assessment and the reporting categories, as judged in this analysis, at least 50% of the items corresponding to a reporting category had to be at or above the depth-of-knowledge level of the corresponding content expectation. The 50% level, a conservative cutoff point, is based on the assumption that a

minimal passing score for any one reporting category of 50% or higher would require the student to successfully answer at least some items at or above the depth-of-knowledge level of the content expectations within the corresponding reporting categories. For example, assume an assessment included six items related to one domain and students were required to answer correctly four of those items to be judged proficient—i.e., 67% of the items. If three, 50%, of the six items were at or above the depth-of-knowledge level of the corresponding expectations, then for a student to achieve a proficient score would require the student to answer correctly at least one item at or above the depth-of-knowledge level of one expectation. Some leeway was used in this analysis on this criterion. If a domain had between 40% and 50% of items at or above the depth-of-knowledge levels of the expectations, then it was reported that the criterion was “weakly” met.

Reading

Interpreting and assigning depth-of-knowledge levels to both benchmarks within reporting categories and assessment items is an essential requirement of alignment analysis. These descriptions help to clarify what the different levels of complexity represent in reading. The reading levels are based on Valencia and Wixson (2000, pp. 909-935).

Reading Level 1. Level 1 requires students to receive or recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a shallow understanding of the text presented and often consist of verbatim recall from text, or simple understanding of a single word or phrase. Some examples that represent, but do not constitute all of, Level 1 performance are:

- Support ideas by reference to details in the text.
- Use a dictionary to find the meanings of words.
- Identify figurative language in a reading passage.

Reading Level 2. Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter-sentence analysis or inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply skills and concepts that are covered in Level 1. Some examples that represent, but do not constitute all of, Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.

Reading Level 3. Deep knowledge becomes a greater focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students’ application of prior knowledge. Items may also involve more superficial connections

between texts. Some examples that represent, but do not constitute all of, Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

Reading Level 4. Higher-order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided for completing it. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require the application of significant conceptual understanding and higher-order thinking. Students take information from at least one passage of a text and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent, but do not constitute all of, Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.

Writing

The writing levels were developed by Marshá Horton, Sharon O'Neal, and Phoebe Winter.

Writing Level 1. Level 1 requires the student to write or recite simple facts. The focus of this writing or recitation is not on complex synthesis or analysis, but on basic ideas. The students are asked to list ideas or words, as in a brainstorming activity, prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write, speak, and edit using the conventions of Standard English. This includes using appropriate grammar, punctuation, capitalization, and spelling. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or Web site. Some examples that represent, but do not constitute all of, Level 1 performance are:

- Use punctuation marks correctly.
- Identify Standard English grammatical structures, including the correct use of verb tenses.

Writing Level 2. Level 2 requires some mental processing. At this level, students are engaged in first-draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are expected to begin connecting ideas, using a simple organizational structure. For example, students may be engaged in note-taking, outlining, or simple summaries. Text may be limited to one paragraph. Some examples that represent, but do not constitute all of, Level 2 performance are:

- Construct or edit compound or complex sentences, with attention to correct use of phrases and clauses.
- Use simple organizational strategies to structure written work.
- Write summaries that contain the main idea of the reading selection and pertinent details.

Writing Level 3. Level 3 requires some higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative, or including supporting facts and details in an informational report. At this stage, students are engaged in editing and revising to improve the quality of the composition. Some examples that represent, but do not constitute all of, Level 3 performance are:

- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Edit writing to produce a logical progression of ideas.

Writing Level 4. Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates the ability to synthesize and analyze complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents, but does not constitute all of, Level 4 performance is:

- Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.

Listening and Speaking

In listening, four DOK levels are used to judge listening objectives and assessment tasks. The listening DOK levels were developed by John Fortier. Each DOK level of listening is described in more detail by specific examples.

Listening and Speaking Level 1

- Recognizes or recalls main points and details expressly stated in simple conversation or oral narrative, when stem of item is written.
- Recognizes meaning of terms such as rate, stress, inflection, pause, pitch, gesture, gross movement.
- Attends to speaker's message.
- Gives feedback to speaker.
- Recognizes and knows the meanings of simple, common idioms in conversation.

Listening and Speaking Level 2

- Distinguishes between fact and opinion in an oral message.
- Can draw meaning from suprasegmentals such as inflection and stress in oral discourse.
- Can answer questions that require simple inference (main idea, prediction) about an oral dialog when the stem of question is written.
- Recognizes or recalls main points and details expressly stated in oral instructions or media messages when stem of item is written.
- Responds appropriately to questions in day to day conversations.
- Can identify author's general purpose (inform, entertain, persuade).

Listening and Speaking Level 3

- Recognizes or recalls main points and details expressly stated or slightly paraphrased in oral instructions, conversations, or media messages when stem of item is presented only orally.
- Evaluates the credibility of a speaker.
- Asks appropriate questions during a question and answer period following an oral presentation.
- Answers questions about oral discourses when the answers require inference across an entire passage or across passages.
- Identifies a speaker's likely specific purpose. (beyond inform, entertain, persuade)

Listening and Speaking Level 4

- Can analyze and compare several oral speeches for credibility, significance, style, and effectiveness.

Range-of-Knowledge Correspondence

For reporting categories and assessments to be aligned, the breadth of knowledge required on both should be comparable. *The range-of-knowledge criterion is used to judge whether a comparable span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to correctly answer the assessment items/activities.* The criterion for correspondence between span of knowledge for a reporting category and an assessment considers the number of objectives within the reporting category with one related assessment item/activity. Fifty percent of the objectives (in this case, PIs) for a reporting category must have at least one related assessment item in order for the alignment on this criterion to be judged acceptable. This level is based on the assumption that students' knowledge should be tested on content from over half of the domain of knowledge for a reporting category. This assumes that each expectation for a reporting category should be given equal weight. Depending on the balance in the distribution of items and the need to have a low number of items related to any one expectation, the requirement that assessment items need to be related to more than 50% of the expectations for a reporting category increases the likelihood that students will have to demonstrate knowledge on more than one expectation per reporting category to achieve a minimal passing score. As with the other criteria, a state may choose to make the acceptable level on this criterion more rigorous by requiring an assessment to include items related to a greater number of the expectations. However, any restriction on the number of items included on the test will place an upper limit on the number of expectations that can be assessed. Range-of-knowledge correspondence is more difficult to attain if the content expectations are partitioned among a greater number of reporting categories and a large number of expectations. If 50% or more of the objectives (PIs) for a reporting category had a corresponding assessment item, then the range-of-knowledge correspondence criterion was met. If between 40% and 50% of the objectives (PIs) for a reporting category had a corresponding assessment item, the criterion was "weakly" met. For the AZELLA study, the reporting categories were domains and PIs were used in the place of standards.

Balance of Representation

In addition to comparable depth and breadth of knowledge, aligned reporting categories and assessments require that knowledge be distributed equally in both. The range-of-knowledge criterion only considers the number of expectations within a reporting category hit (for the AZELLA study, a PI with a corresponding item); it does not take into consideration how the hits (or assessment items/activities) are distributed among these expectations. *The balance-of-representation criterion is used to indicate the degree to which one standard is given more emphasis on the assessment than another.* An index is used to judge the distribution of assessment items. This index only considers the expectations for a reporting category that has at least one hit—i.e., one related assessment item per expectation. The index is computed by considering the difference in the proportion of expectations and the proportion of hits assigned to the expectation. An index value of 1 signifies perfect balance and is obtained if the hits (corresponding items) related to a reporting category are equally distributed among the expectations for the given reporting category. Index values that approach 0 signify that a large proportion of the hits are on only one or two of all of the expectations hit. Depending on the

number of expectations and the number of hits, a unimodal distribution (most items related to one expectation and only one item related to each of the remaining expectations) has an index value of less than .5. A bimodal distribution has an index value of around .55 or .6. Index values of .7 or higher indicate that items/activities are distributed among all of the expectations at least to some degree (e.g., nearly every expectation has at least two items) and is used as the acceptable level on this criterion. Index values between .6 and .7 indicate the balance-of-representation criterion has only been “weakly” met.

Source-of-Challenge Criterion

The source-of-challenge criterion is only used to identify items on which the major cognitive demand is inadvertently placed and is other than the targeted language reporting category or expectation. Cultural bias or specialized knowledge could be reasons for an item to have a source-of-challenge problem. Such item characteristics may result in some students not answering an assessment item, or answering an assessment item incorrectly, or at a lower level, even though they possess the understanding and skills being assessed.

Findings

Standards

The consensus DOK value for each ELL PI for Stages I–V can be found in Appendix A. Table 1 shows the numbers and percentages of PIs at each DOK level by grade. The majority of PIs for Stage I (69%) were judged to have a DOK 1 (recall and reproduction). The majority of PIs for all other stages (Stage II: 58%; Stage III: 52%; Stage IV: 43%; Stage V: 44%) were judged to have a DOK 2 (skills and concepts). The percentage of PIs that were judged to have a DOK 3 increased from Stage I to Stage V. Thus, the number of PIs expecting students to engage in making conclusions, drawing inferences, and analyzing beyond the text increased from 3% (Stage I) to 6% (Stage II), to 18% (Stage III), to 20% (Stages IV and V). In Stages IV and V, a small percentage of PIs (Stage IV: 4%; Stage V: 2%) were judged to have a DOK 4 (extended thinking). In general, most of the PIs within the AZELLA assessable standards expected students to apply skills and concepts.

Table 1

Percent of Expectations by Depth-of-Knowledge (DOK) Levels for AZELLA Assessable Standards used in the AZELLA Alignment Analysis, Stages I–V

Stage (Grade Level)	Total Number of Expectations	DOK Level	Number of PIs by Level	Percent within Grade by Level
I (Kindergarten)	29	1	20	69
		2	8	28
		3	1	3
II (1-2)	50	1	18	36
		2	29	58
		3	3	6
III (3-5)	50	1	15	30
		2	26	52
		3	9	18
IV (6-8)	49	1	16	33
		2	21	43
		3	10	20
		4	2	4
V (9-12)	64	1	22	34
		2	28	44
		3	13	20
		4	1	2

If no particular PI at a grade level or stage is targeted by a given assessment item, reviewers were instructed to code the item at the standard or domain level. This coding to a “generic standard” sometimes indicates that the item is inappropriate for a grade level such as targeting a standard at another grade level. If the item is grade-appropriate and an appropriate standard was not found, then this situation may instead indicate that there is a part of the content not expressly or precisely described or included in the PIs of the assessable standards. These items may highlight areas in the standards that should be changed or made more precise.

Table 2, below, shows the items for each assessment that two or more reviewers coded to a generic standard. This table shows the generic standard to which the item was coded, the number of reviewers who coded the item to the generic standard, and the reason for the coding. No generic standards were used in the coding of the tests for Kindergarten Placement, Stage IV Form A, or Stage V Forms A and B. For each other form, one to four items were coded by at least two reviewers to a generic standard. Reviewers wrote their explanations for assigning an item to a generic standard as notes. These notes can be found in Appendix C. Items assigned to generic standards by more than one review should be reviewed. It is possible that these items are inappropriately placed on a test form for a particular grade range.

Table 2

Items Assigned to Generic Content Expectations by Assessment and Number of Reviewers for the AZELLA Alignment Analysis, Kindergarten Placement and Stages I-V Assessments

Grade/Form	Generic Content Expectation	Item Number (N Rev)	Reason
Stage I Form A	ILS 2.0	60(2)	No PI for repeating sentences
Stage I Form A	IR 3.0	36(3)	No PI for inferencing main idea
Stage I Form B	ILS 2.0	60(2)	No PI for repeating sentences
Stage II Form A	IILS 2.0	61 (5)	No PI for repeating words (using separate syllables) that are spoken to the student.
Stage II Form A	IILS 2.0	62 (5)	No PI for repeating words (using separate syllables) that are spoken to the student.
Stage II Form A	IILS 2.0	63 (6)	No PI addresses reading aloud; If the child cannot read the word, they cannot pronounce the word; This is a reading test item.
Stage II Form A	IIW 2.0	50 (4)	This is a syntax knowledge item; no PI.
Stage II Form B	IILS 2.0	61 (5)	No PI for repeating words (using separate syllables) that are spoken to the student.
Stage II Form B	IILS 2.0	62 (4)	No PI for repeating words (using separate syllables) that are spoken to the student.

Stage II Form B	IILS 2.0	63 (6)	No PI addresses reading aloud; If the child cannot read the word, they cannot pronounce the word; This is a reading test item.
Stage III Form A	IIILS 2.0	68(6)	No PI for repeating syllables.
Stage III Form A	IIILS 2.0	69(4)	Question applies to reading not speaking.
Stage III Form A	IIILS 2.0	70(4)	Question applies to reading not speaking.
Stage III Form B	IIILS 2.0	68(6)	No PI for repeating syllables.
Stage III Form B	IIILS 2.0	69(4)	Question applies to reading not speaking.
Stage III Form B	IIILS 2.0	70(3)	Question applies to reading not speaking.
Stage IV Form B	IVR 2.0	23(5)	No PI about vocabulary in context.
Stage IV Form B	IVR 2.0	24(5)	No PI about vocabulary in context.

Alignment of Curriculum Standards and Assessments

Table 3 displays the number of items and point value for each assessment included in the analysis. Reviewers analyzed one Kindergarten Placement Test and two forms of each assessment for Stages I-V. The Kindergarten Placement Test had 38 operational items, Stage I had 49 operational items, Stage II had 60 operational items, Stage III had 66 operational items, Stage IV had 70 operational items, and Stage V had 70 operational items. Each form consisted primarily of 1-point multiple choice items but also included multiple point rubric-scored items. The weighting of items was considered in this analysis.

Table 3

Number of Items and Point Value for Assessments for AZELLA Alignment Analysis, Kindergarten Placement and Stages I-V Assessments.

Grade Level	Number of Operational Items	Number of Two Point Items	Number of Three Point Items	Number of Four Point Items	Number of Five Point Items	Total Point Value
Kindergarten Placement	38	2	1	0	0	42
Stage I Form A	49	8	2	1	0	64
Stage I Form B	49	8	2	1	0	64
Stage II Form A	60	0	3	8	0	90
Stage II Form B	60	0	3	8	0	90
Stage III Form A	66	0	0	8	2	98
Stage III Form B	66	0	0	8	2	98
Stage IV Form A	70	0	0	8	2	102
Stage IV Form B	70	0	0	8	2	102
Stage V Form A	70	0	0	8	2	102
Stage V Form B	70	0	0	8	2	102

The results of the analysis for each of the four alignment criteria are summarized in Tables 4.1-4.6 for each test form. More detailed data on each of the criteria are given in Appendix B, in the first three tables for each test form. With each table and for each stage, a description of the satisfaction of the alignment criteria for the given stage is provided. The reviewers' debriefing comments provide further detail about the individual reviewers' impressions of the alignment.

In Tables 4.1-4.6, "YES" indicates that an acceptable level was attained between the assessment and the reporting category on the criterion. "WEAK" indicates that the criterion was nearly met, within a margin that could simply be due to error in the system. "NO" indicates that the criterion was not met by a noticeable margin—10% under an acceptable level for Depth-of-Knowledge Consistency, 10% under an acceptable level for Range-of-Knowledge Correspondence, and .1 under an index value of .7 for Balance of Representation.

Alignment of AZELLA Assessment Forms with Standards

Kindergarten Placement Test

The AZELLA Kindergarten Placement Test was found to need slight improvement to meet all alignment criteria. The placement test had six or more corresponding items, and therefore an acceptable categorical concurrence, for two reporting categories: Listening and Speaking (LS) and Reading (R). Approximately four items that targeted Writing (W) PIs would need to be added for this form to attain categorical concurrence for all three reporting categories. To meet the DOK consistency criterion, the added items would need to be at or above the DOK of the corresponding Writing PI. The other two reporting categories (LS and R) had an acceptable depth-of-knowledge consistency.

Two reporting categories, Reading and Writing, did not meet the range of knowledge criterion because fewer than half of the PIs within each domain had corresponding items. To meet range of knowledge for the Reading reporting category, three items would need to be replaced with items that correspond to Reading PIs that were not otherwise assessed with this form. Range of knowledge for the Writing standards could be met if the four items added for categorical concurrence corresponded to Writing PIs that were not otherwise assessed with this form. Balance of representation was acceptable for all three reporting categories. Nearly all items targeted secondary PLs at the basic level or below. Two to three reviewers noted that eight of the 38 items did not correspond to a PI, and therefore, to any of the secondary PLs provided. In total, approximately seven items would need to be added or replaced to attain full alignment. Thus, the alignment was considered to need slight improvement.

It is important to note that this test focused heavily on the Listening and Speaking domain, and that the Listening and Speaking domain met all alignment criteria. Although the placement test does not meet all alignment criteria for the Reading and Writing domain, the focus on listening and speaking may be a reasonable and appropriate construction for a pre-Kindergarten test. In their debriefing notes, four of the six reviewers commented that they thought the placement test was not rigorous enough.

Table 4.1

Summary of Acceptable Levels on Alignment Criteria for the AZELLA Kindergarten Placement Test and AZELLA Stage I Assessable Standards

Kindergarten Placement Test	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
ILS.0.0 ELL Stage I: Kindergarten Listening and Speaking	YES (31.83)	YES	YES	YES
IR.0.0 ELL Stage I: Kindergarten Reading	YES (8.17)	YES	NO	YES
IW.0.0 ELL Stage I: Kindergarten Writing	NO (2)	NO	NO	YES

Stage I

Stage I Forms A and B fully met all alignment criteria. For both forms, items were fairly evenly distributed among the three reporting categories. For both forms, between 83.5% and 100% of items for each reporting category were judged to assess content at or above the DOK level of the corresponding PI. For both forms, items covered a wide range of PIs within each reporting category: from approximately 75% of the PIs to over 90% of the PIs. Reviewers found items that targeted all of the secondary PLs on both forms. About 40% of the items on both forms were indicated by reviewers to correspond to HI (high intermediate). About 7% of the items did not correspond to any of the PIs and/or secondary PLs. In their notes and debriefing comments, reviewers noted several items that they thought required inference or identification of a main idea but that the corresponding performance indicators were not evident in the set of assessable standards.

Table 4.2A

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage I Form A Assessment and AZELLA Stage I Assessable Standards

Stage I Form A	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
ILS.0.0 ELL Stage I: Kindergarten Listening and Speaking	YES (28.67)	YES	YES	YES
IR.0.0 ELL Stage I: Kindergarten Reading	YES (18)	YES	YES	YES
IW.0.0 ELL Stage I: Kindergarten Writing	YES (24.67)	YES	YES	YES

Table 4.2B

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage I Form B Assessment and AZELLA Stage I Assessable Standards

Stage I Form B	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
ILS.0.0 ELL Stage I: Kindergarten Listening and Speaking	YES (26)	YES	YES	YES
IR.0.0 ELL Stage I: Kindergarten Reading	YES (18.17)	YES	YES	YES
IW.0.0 ELL Stage I: Kindergarten Writing	YES (25.17)	YES	YES	YES

Stage II

Stage II Form A fully met the alignment criteria of categorical concurrence, DOK consistency, and balance of representation. To fully meet range of knowledge, Form A would need one item added or replaced that met a PI within the Reading domain that is not currently targeted. Stage II Form B fully met all alignment criteria with the exception of balance of representation for the Listening and Speaking (LS) domain. Because all other alignment criteria were met for the three reporting categories, the weak balance of representation for the LS standards could be considered a preference and not an alignment problem. The weak balance was due to several multi-point items (each assigned four points) being mapped to PI II LS.2.5 and II LS.2.6. To improve balance for the LS domain, one or more of the items that targeted II LS.2.5 and II LS 2.6 could be replaced by a similarly-weighted item that would target another PI. For both forms, between 74% and 97% of items for each reporting category were judged to assess content at or above the DOK level of the corresponding PI. For both forms, items covered a wide range of PIs within each reporting category: from approximately 50% of the PIs to 80% of the PIs. One reviewer indicated that over 80% of the items on both forms for Stage II targeted the HI secondary PLs. Another approximately 7% of the items did not correspond to any PIs and/or secondary PLs. The few remaining items were judged to target basic or pre-emergent secondary PLs. Reviewers noted that there were several items that required students to read aloud or repeat words with separate syllables and that they did not find corresponding PIs. All reviewers expressed concerns about Item 14 on form B and three reviewers expressed similar concerns for item 16 on both forms. They felt these items were misleading or confusing because the illustrations did not match the text or prompt. One reviewer commented on the variety of material in the assessment, saying, “Good variety of fiction and non-fiction and academic and social items for students to write about.”

Table 4.3A

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage II Form A Assessment and AZELLA Stage II Assessable Standards

Stage II Form A	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
IILS.0.0 ELL Stage II: Grades 1-2 Listening and Speaking	YES (49.33)	YES	YES	YES
IIR.0.0 ELL Stage II: Grades 1-2 Reading	YES (21)	YES	WEAK	YES
IIW.0.0 ELL Stage II: Grades 1-2 Writing	YES (25.17)	YES	YES	YES

Table 4.3B

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage II Form B Assessment and AZELLA Stage II Assessable Standards

Stage II Form B	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
IILS.0.0 ELL Stage II: Grades 1-2 Listening and Speaking	YES (50.17)	YES	YES	WEAK
IIR.0.0 ELL Stage II: Grades 1-2 Reading	YES (20.67)	YES	YES	YES
IIW.0.0 ELL Stage II: Grades 1-2 Writing	YES (24.17)	YES	YES	YES

Stage III

Stage III Forms A fully met all alignment criteria. Stage III Form B fully met all alignment criteria with the exception of a weak range of knowledge for the Reading (R) domain. To fully meet range of knowledge, Form B would need one item added or replaced that met a PI within the Reading domain. For both forms, between 70% and 100% of items for each reporting category were judged to assess content at or above the DOK level of the corresponding PI. Both forms covered a wide range of PIs within each reporting category: from approximately 58% of the PIs to 88% of the PIs. Reviewers did not always agree on the secondary PL an assessment item targeted. Considering the highest secondary PL assigned by a reviewer when reviewers were split between levels, almost 80% of the items targeted a HI secondary PL for both Forms A and B. About 15% of the items targeted LI or B secondary PLs. For another 5% of the items that reviewers mapped to PIs with multiple secondary PLs, the reviewers did not note which secondary PL was targeted. As with Stage II forms, reviewers noted that there were several items that required students to read aloud or pronounce syllables for which they did not find corresponding PIs.

Table 4.4A

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage III Form A Assessment and AZELLA Stage III Assessable Standards

Stage III Form A	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
IILS.0.0 ELL Stage III: Grades 3-5 Listening and Speaking	YES (50.17)	YES	YES	YES
IIR.0.0 ELL Stage III: Grades 3-5 Reading	YES (25.33)	YES	YES	YES
IIW.0.0 ELL Stage III: Grades 3-5 Writing	YES (26.5)	YES	YES	YES

Table 4.4B

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage III Form B Assessment and AZELLA Stage III Assessable Standards

<i>Stage III Form B</i>	<i>Alignment Criteria</i>			
<i>Content Standards</i>	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of- Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
IIILS.0.0 ELL Stage III: Grades 3-5 Listening and Speaking	YES (51.67)	YES	YES	YES
IIIR.0.0 ELL Stage III: Grades 3-5 Reading	YES (23.17)	YES	WEAK	YES
IIIW.0.0 ELL Stage III: Grades 3-5 Writing	YES (36)	YES	YES	YES

Stage IV

Stage IV Forms A and B fully met all alignment criteria. For both forms, between 64% and 79% of items for each reporting category were judged to assess content at or above the DOK level of the corresponding PI. For both forms, items covered a wide range of PIs within each reporting category: from approximately 50% of the PIs to 81% of the PIs. Almost 30% of the items on each form were assigned to PIs with only one assessable secondary PL. Of these, over 90% were PIs that included the HI secondary PL only. Reviewers indicated a specific secondary PL targeted for just under 20% of the items on both forms. The remaining items were identified as targeting a PI that included multiple secondary PLs but reviewers did not identify which secondary PL applied. Of the 13 items on Form A that were assigned a secondary PL by one or more reviewers, three items were identified as targeting the HI secondary PL, six items were identified as targeting the LI secondary PL, one item was identified as targeting the B secondary PL, and three items were identified as targeting the E secondary PL. Of the 14 items on Form B that were assigned a secondary PL by one or more reviewers, seven items were identified as targeting the HI secondary PL, five items were identified as targeting the LI secondary PL, and two items were identified as targeting the E secondary PL. For both forms, the combination of items for which reviewers noted a secondary PL or for which they coded to a PI that listed only one secondary PL, a total of about one third of the test items were identified as targeting the HI secondary PL. For Stage IV Form B, reviewers noted four items (23, 24, 31, and 35) that were about vocabulary in context and commented that there was no evident PI that included this skill. In general, reviewer opinions of Stage IV test forms were positive.

Table 4.5A

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage IV Form A Assessment and AZELLA Stage IV Assessable Standards

Stage IV Form A	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
IVLS.0.0 ELL Stage IV: Grades 6-8 Listening and Speaking	YES (47.67)	YES	YES	YES
IVR.0.0 ELL Stage IV: Grades 6-8 Reading	YES (27)	YES	YES	YES
IVW.0.0 ELL Stage IV: Grades 6-8 Writing	YES (28)	YES	YES	YES

Table 4.5B

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage IV Form B Assessment and AZELLA Stage IV Assessable Standards

Stage IV Form B	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
IVLS.0.0 ELL Stage IV: Grades 6-8 Listening and Speaking	YES (47.67)	YES	YES	YES
IVR.0.0 ELL Stage IV: Grades 6-8 Reading	YES (26.67)	YES	YES	YES
IVW.0.0 ELL Stage IV: Grades 6-8 Writing	YES (26.67)	YES	YES	YES

Stage V

Stage V Forms A and B met all alignment criteria with the exception of balance of representation for the Writing domain. Because all other alignment criteria were met for the Writing domain, the weak balance of representation for this reporting category could be considered a preference rather than an alignment issue. To improve balance of representation for the Writing domain, one or more items that addressed VW 1.7 could be replaced with items that address other Writing PIs. For both forms, between 51% and 73% of items for each reporting category were judged to assess content at or above the DOK level of the corresponding PI. Test items covered a wide range of PIs within each reporting category: from approximately 53% of the PIs to 69% of the PIs.

Over half of the items on each form were assigned to PIs with only one assessable secondary PL. For both forms, over 90% of these were PIs with only the HI secondary PL included. As with Stage IV, reviewers indicated a specific secondary PL targeted for just under 20% of the items on both forms. Of the 14 items on Form A that were assigned a secondary PL by one or more reviewers, five items were identified as targeting the HI secondary PL, five items were identified as targeting the LI secondary PL, three items were identified as targeting the B secondary PL, and one item was identified as targeting the PE secondary PL. In total, over 50% of items on Form A were identified as targeting the HI secondary PL. Of the 11 items on Form B

that were assigned a secondary PL by one or more reviewers, four items were identified as targeting the HI secondary PL, six items were identified as targeting the LI secondary PL, and one item was identified as targeting the PE secondary PL. In total, over 50% of items on Form B were identified as targeting the HI secondary PL. Three reviewers noted a source of challenge with Form B, item 4. They thought that there were two possible correct answers for this item.

Table 4.6A

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage V Form A Assessment and AZELLA Stage V Assessable Standards

Stage V Form A	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
VLS.0.0 ELL Stage V: Grades 9-12 Listening and Speaking	YES (46)	YES	YES	YES
VR.0.0 ELL Stage V: Grades 9-12 Reading	YES (28)	YES	YES	YES
VW.0.0 ELL Stage V: Grades 9-12 Writing	YES (28)	YES	YES	WEAK

Table 4.6B

Summary of Acceptable Levels on Alignment Criteria for AZELLA Stage V Form B Assessment and AZELLA Stage V Assessable Standards

Stage V Form B	Alignment Criteria			
Content Standards	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
VLS.0.0 ELL Stage V: Grades 9-12 Listening and Speaking	YES (46)	YES	YES	YES
VR.0.0 ELL Stage V: Grades 9-12 Reading	YES (28)	YES	YES	YES
VW.0.0 ELL Stage V: Grades 9-12 Writing	YES (28)	YES	YES	WEAK

Source of Challenge Issue and Reviewers' Comments

Reviewers were instructed to document any source-of-challenge issue and to provide any other comments they may have. These comments can be found in Tables (grade).10 and (grade).11 in Appendix C. For a number of forms, there were comments listed as source-of-challenge that appear to have been intended as notes (Stage III Form A Item #s 20, 39, 40, 68, 69, and 70; Stage III Form B Item #s 68, 69, 70; Stage IV Form A Item #s 4 and 15; Stage IV Form B Item #s 7 and 30; Stage V Form A Item #7; and Stage V Form B Item #6). For Stage V Form B, three reviewers identified item 4 as having more than one possible answer. One or two reviewers commented on forms for Stages IV and V about items that used specific words that may mislead ELL students. All of the source-of-challenge comments should be reviewed in case one reviewer noticed an issue that others may have missed.

Reviewers wrote notes about a number of items on each form. Many of these notes indicated discrepancies between the activity demanded by an item and the expectations for a corresponding PI. For items with corresponding PIs that included more than one secondary proficiency level, reviewers made notes of the secondary proficiency level or levels to which they thought the item was most strongly correlated. After coding each assessment form, reviewers also were asked to respond to five debriefing questions. Note that the debriefing notes are not specific to the operational items only. These notes contain comments that reflect all items reviewed. Consequently, some comments may pertain to or be influenced by field test items and vertical linking items. All of the comments made by the reviewers are given in Appendix D.

Reliability among Reviewers

The intraclass correlation among the AZELLA reviewers' assignment of DOK levels to items was moderate for six reviewers for the Kindergarten Placement Test and very high for all other analyses (Table 5). An intraclass correlation value greater than 0.8 generally indicates a high level of agreement among the reviewers. This level was reached for all analyses except for the Kindergarten Placement. The intraclass correlation for assigning DOK levels to items for this analysis was 0.76. The high intraclass correlation indicates that there was high agreement among the six reviewers in assigning DOK levels to items for all but one of the 11 analyses. The agreement among reviewers in assigning items to standards and reporting categories was also high for six reviewers. For most alignment studies the standards (PI) pairwise agreement is higher than 0.6 and the reporting category (strand) pairwise agreement is higher than 0.8. All agreements were higher than these values for all of the analyses, both for standards and for reporting categories. The AZELLA reviewers were able to adjudicate the codings for the assessments for each grade level. The reported findings reflect this adjudication.

Both groups of reviewers analyzed Stage III, Form A, to help assure that each group was applying the process in a similar way. The data for both groups are reported in the appendices. The findings from both groups indicated that Form A for Stage III was acceptably aligned to the Stage III AZELLA assessable standards. All of the four criteria were found to be acceptably met by both groups except for a balance weakness for the Listening and Speaking strand by the grades K-5 group. One difference found between the two groups was coding items to more than

one PI. The K-5 group used more double and triple coding of items than did the 6-12 group. Also, the 6-12 group was stricter in assigning DOK levels to items and as a consequence had more items with an average DOK that was lower than the average DOK level for the K-5 group. The K-5 group had on the average 85.0% of the items that were judged to have a DOK level that was the same or higher than the DOK level of the assigned PI whereas the 6-12 group had an average of 82.7%. The average range for both groups was very similar: 68.4% for the K-5 group and 70.0% for the 6-12 group. The results for coding items from Stage III Form A were sufficiently comparable to indicate that both groups were using the process and the DOK definitions in the same way. Where a few differences in coding of items between the two groups were found, these were discussed and resolved between the group leaders and communicated to the group members.

Table 5

Intraclass and Pairwise Comparisons, AZELLA Alignment Analysis, Kindergarten Placement Test and Stages I-V, Forms A and B

Grade	Intraclass Correlation	Pairwise Comparison:	Pairwise: Performance Indicators	Pairwise: Reporting Category
Kindergarten Placement	0.76	0.79	0.68	0.94
Stage I Form A	0.97	0.78	0.81	0.99
Stage I Form B	0.97	0.76	0.78	0.97
Stage II Form A	0.98	0.80	0.74	0.98
Stage II Form B	0.98	0.81	0.78	0.98
Stage III Form A	0.98	0.72	0.56	0.98
Stage III Form B	0.97	0.78	0.77	1.00
Stage IV Form A	0.97	0.70	0.78	0.99
Stage IV Form B	0.98	0.76	0.81	0.99
Stage V Form A	0.98	0.75	0.78	1.00
Stage V Form B	0.98	0.77	0.83	1.00

Summary

A 3-day alignment institute was held from July 31 through August 2, 2013 to analyze the agreement between the Arizona English Language Learners Assessment (AZELLA) and AZELLA Assessable Standards (2013) for a Kindergarten Placement Test and for Stages I–V assessments. For Stages I–V, two forms were analyzed for each stage: Form A and Form B.

Two groups of six reviewers participated in the analysis. Each group consisted of three reviewers from Arizona and three external reviewers. One group analyzed the Kindergarten Placement Test and test forms for Stages I–III. The other group analyzed the test forms for Stages IV–V. Both groups completed Stage III, Form A, to check for consistency between groups. Five of the six external reviewers had participated in multiple prior alignment studies and were very familiar with the process. The sixth reviewer was knowledgeable of the process and received some additional training. The external reviewers included a principal for an elementary school with a bilingual immersion program, a high school ELL teacher with over 10 years teaching experience in three states, a grades 6-12 ELL coordinator for her district, a recently retired district coordinator for ELA, an active first grade ELL and bilingual teacher with 20 years of experience, and a bilingual unit leader for her district.

All forms for Stages I-V were fully or acceptably aligned. Stage I Forms A and B, Stage III Form A, and Stage IV Forms A and B were found to be fully aligned with the AZELLA assessable standards. The other five forms from Stages I-V were acceptably aligned. Three forms (Stage II Form B and Stage V Forms A and B) were found to have weak balance of representation for one reporting category. However, because all other alignment criteria were met for these forms, the weak balance of representation could reflect a preference rather than an alignment issue. Stage II Form A and Stage III Form B were found to have weak range of knowledge for the Reading reporting category. This is a minor issue that could be resolved with the addition or replacement of just one item on each test form.

The alignment between the AZELLA assessable standards and the Kindergarten Placement test was found to need slight improvement. However, the lack of alignment for the placement test may be the result of an intentional focus on listening and speaking skills, rather than on reading and writing skills, because of the pre-kindergarten nature of the test.

Items on the assessments for the kindergarten placement and Stage I assessments were found to target a range of the secondary *Performance Levels (PLs)*, from pre-emergent to high intermediate. These secondary Performance Levels are skill progression levels within each Performance Indicator. Items on the Stages II and III assessments were found to target a high percentage, around 80%, of the high intermediate (HI) secondary PLs. Of the Stage IV items for which a secondary PL was coded, or for which an item was coded to a PL that contained only one secondary PL, most items targeted the HI secondary PL, for a total of about one-third of the test items. For Stage V, of the items for which a secondary PL was coded, or for which an item was coded to a PL that contained only one secondary PL, most items targeted the HI secondary PL, for a total of about one-half of the test items. Reviewers did not identify secondary PLs for 30-40% of the items on the Stages IV and V forms.

The results produced from the institute pertain only to the issue of alignment between the AZELLA assessable standards and assessments for Kindergarten Placement Test and Stages I–V, Forms A and B. Note that an alignment analysis of this nature does not serve as external verification of the general quality of the standards or assessments. Rather, only the degree of alignment is discussed in the results.

References

- Subkoviak, M. J. (1988). A practitioner's guide to computation and interpretation of reliability indices for mastery tests. *Journal of Educational Measurement*, 25(1), 47-55.
- Valencia, S. W., & Wixson, K. K. (2000). Policy-oriented research on literary standards and assessment. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research: Vol. III*. Mahwah, NJ: Lawrence Erlbaum.
- Webb, N. L. (1997). *Criteria for alignment of expectations and assessments in mathematics and mathematics education*. Council of Chief State School Officers and National Institute for Mathematics Education Research Monograph No. 6. Madison: University of Wisconsin, Wisconsin Center for Education Research.

**Addendum
REPORT
Alignment Analysis of
Arizona English Language Learners Assessment (AZELLA) and
AZELLA Assessable Standards (2013)
Kindergarten Placement Test and Stages I–V, Forms A and B
October 10, 2013**

***Analysis of Alignment of the Kindergarten Placement Test with
Stage I Standards
March 8, 2014
Norman L. Webb***

In this analysis of the alignment between the Kindergarten Placement Test and the Stage I standards the domain or reporting category labeled Listening and Speaking was divided into two reporting categories, one for listening (ILS.1.0) and one for speaking (ILS.2.0). The total number of the average items coded to these two reporting categories (31.67) varied by .17 from the average number of items that appears in Table 4.1 for the first reporting category. One reviewer coded Item 37 to the generic standard ILS.1.0.0. This reviewer thought the item did not appropriately measure any of the underlying performance indicators, but did address listening and speaking in general. The coding by this one reviewer for Item 37 was not included in this analysis.

The alignment results did not change by increasing the number of reporting categories from three to four. The AZELLA Kindergarten Placement Test was found to need slight improvement to meet all alignment criteria. The placement test had six or more corresponding items, and therefore an acceptable categorical concurrence, for three reporting categories: Listening (L), Speaking (S), and Reading (R). Approximately four items that targeted Writing (W) PIs would need to be added for this form to attain categorical concurrence for all four reporting categories. To meet the DOK consistency criterion, the added items would need to be at or above the DOK of the corresponding Writing PI. The other three reporting categories (L, S, and R) had an acceptable depth-of-knowledge consistency.

The Range of Knowledge criterion was acceptably met for both the Listening reporting category and the Speaking reporting category. Two reporting categories, Reading and Writing, did not meet the range of knowledge criterion because fewer than half of the PIs within each domain had corresponding items. To meet range of knowledge for the Reading reporting category, three items would need to be replaced with items that correspond to Reading PIs that were not otherwise assessed with this form. Range of knowledge for the Writing standards could be met if the four items added for categorical concurrence corresponded to Writing PIs that were not otherwise assessed with this form. Balance of representation was acceptable for all four reporting categories. Nearly all items targeted secondary PLs at the basic level or below. Two to three reviewers noted that eight of the 38 items did not correspond to a PI, and therefore, to any of the secondary PLs provided. In total, approximately seven items would need to be added or replaced to attain full alignment. Thus, the alignment was considered to need slight improvement.

It is important to note that this test focused heavily on the Listening and Speaking domains, and that the two Listening and Speaking domains met all alignment criteria. Although the placement test does not meet all alignment criteria for the Reading and Writing domain, the focus on listening and speaking is a reasonable and appropriate construction for a pre-Kindergarten test. In their debriefing notes, four of the six reviewers commented that they thought the placement test was not rigorous enough.

Table 4.1*

Summary of Acceptable Levels on Alignment Criteria for the AZELLA Kindergarten Placement Test and AZELLA Stage I Assessable Standards

<i>Kindergarten Placement Test</i>	<i>Alignment Criteria</i>			
<i>Content Standards</i>	<i>Categorical Concurrence (Avg. Items)</i>	<i>Depth-of-Knowledge Consistency</i>	<i>Range of Knowledge</i>	<i>Balance of Representation</i>
ILS.1.0 ELL Stage I: Kindergarten Listening	YES (11.67)	YES	YES	YES
ILS.2.0 ELL Stage I: Kindergarten Speaking	YES (20.0)	YES	YES	YES
IR.0.0 ELL Stage I: Kindergarten Reading	YES (8.17)	YES	NO	YES
IW.0.0 ELL Stage I: Kindergarten Writing	NO (2.0)	NO	NO	YES

* Listening and Speaking are considered as separate reporting categories.

Appendix Tables for Kindergarten Placement Test for Four Reporting Categories

Listening, Speaking, Reading, and Writing

Table K.1

Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable

Standards July 31 2013

Number of Assessment Items - 38

Standards				Level	by	Objective	Hits	Categorical
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Concurrence
ILS.0.0 ELL Stage I: Kindergarten (L&S)	0	0.17				0.17	0.41	NO
ILS.1.0 Standard 1:Listening	4	4.17	1 2	2 2	50 50	11.67	3.61	YES
ILS.2.0 Standard 2: Speaking	5	5.5	1 2	4 1	80 20	20	2.68	YES
IR.0.0 ELL Stage I: Reading	2	11.17	1 2	7 4	63.64 36.36	8.17	1.83	YES
IW.0.0 ELL Stage I: Writing	3	9	1 2 3	7 1 1	77.78 11.11 11.11	2	0	NO
Total	14	30.01	1 2 3	20 8 1	69 28 3	42.01	0	

Table K.2

Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable Standards July 31 2013

Number of Assessment Items - 38

					Level	of	Item	wrt	Stand		
Standards	Goals	Objs	Hits		%		%		%		DOK
	#	#	M	S.D	Under	SD	At	SD	Above	SD	Consistency
ILS.0.0 ELL Stage I: Kindergarten (L&S)	0	0.17	0.17	0.41	0	NaN	0	NaN	100	NaN	YES
ILS.1.0 Standard 1: Listening	4	4.17	11.67	3.61	31.13	22	62.04	19	6.83	11	YES
ILS.2.0 Standard 2: Speaking	5	5.5	20	2.68	23.17	4	69.99	12	6.84	10	YES
IR.0.0 ELL Stage I: Reading	2	11.17	8.17	1.83	16.9	17	80.71	17	2.38	6	YES
IW.0.0 ELL Stage I: Writing	3	9	2	0	100	0	0	0	0	0	NO
Total	14	30.01	42.01	0	26.59	5.9	67.46	7.8	5.95	7.9	
NT = Not Tested											

Table K.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable

Standards July 31 2013

Number of Assessment Items - 38

					# Objs		% of	Range	%	Total	Balance	Bal		
Standards	Goals	Objs	Hits		Hit		Total		of Know	Hits		Index	of Rep	
Title	#	#	M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
ILS.0.0 ELL Stage I: Kindergarten (L&S)	0	0.17	0.17	0.41	0.17	0.41	NaN	37.27	NO	0	1	N/A	0	NT
ILS.1.0 Standard 1: Listening	4	4.17	11.67	3.61	3.17	0.98	77.5	27.16	YES	25	10	0.73	0.06	YES
ILS.2.0 Standard 2: Speaking	5	5.5	20	2.68	3.5	0.55	63.33	3.65	YES	53	7	0.86	0.09	YES
IR.0.0 ELL Stage I: Reading	2	11.17	8.17	1.83	3.83	0.98	34.22	8.14	NO	16	5	0.8	0.01	YES
IW.0.0 ELL Stage I: Writing	3	9	2	0	1	0	11.11	0	NO	5	0	1	0	YES
Total	14	30.01	42.01	0	2.3	1.64	NaN	27		20	21	0.85	0.12	

Table K.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable

Standards July 31 2013

Number of Assessment Items - 38

Standards		Alignment	Criteria	
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
ILS.0.0 ELL Stage I: Kindergarten (L&S)	NO	YES	NO	NT
ILS.1.0 Standard 1: Listening	YES	YES	YES	YES
ILS.2.0 Standard 2: Speaking	YES	YES	YES	YES
IR.0.0 ELL Stage I: Reading	YES	YES	NO	YES
IW.0.0 ELL Stage I: Writing	NO	NO	NO	YES

Appendix A

AZELLA Assessable Standards (2013) and Group Consensus DOK Values

Grades K–12; Stages I–V

2013

Table K.14

*Group Consensus**AZELLA Assessable Standards Stage I (Kindergarten) 2013, English Second Language, Grade K*

Level	Description	DOK
ILS.0.0	ELL Stage I: Kindergarten Listening and Speaking	1
ILS.1.0	Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.	2
ILS.1.1	(B) The student will demonstrate understanding of oral communications by distinguishing between similar sounding words dictated by the teacher.	1
ILS.1.3	(E) The student will demonstrate understanding of oral communications by identifying information/details from read-alouds using key words and phrases. (PE) The student will demonstrate understanding of oral communications by responding to read-alouds, using a variety of physical actions (e.g., matching objects, pointing to an answer) or by drawing pictures.	1
ILS.1.4	(HI) The student will demonstrate understanding of oral communications by sequencing events from read-alouds, presentations, and conversations.	2
ILS.1.5	(HI) The student will demonstrate understanding of oral communications by following multiple-step directions [which include prepositions].	2
ILS.2.0	Standard 2: The student will express orally his or her own thinking and ideas.	1
ILS.2.5	(HI) The student will communicate orally by producing and blending the initial, medial, and final sounds of grade appropriate words using accurate articulation and pronunciation.	1
ILS.2.6	(HI) The student will communicate orally by naming and distinguishing between cardinal and ordinal numbers with accurate pronunciation.	1
ILS.2.7	(HI) The student will communicate orally by initiating conversations and responding to social interactions using complete sentences.	2
ILS.2.8	(B) The student will communicate orally to communicate basic needs.	1
ILS.2.9	(LI) The student will communicate orally by naming objects, people, and events.	1
IR.0.0	ELL Stage I: Kindergarten Reading	1
IR.2.0	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts."	1
IR.2.1	(B) The student will demonstrate knowledge of phonemic awareness by discriminating between initial, medial, and final spoken sounds within a word.	1
IR.2.2	(HI) The student will demonstrate knowledge of phonemic awareness by orally producing groups of words that begin with the same initial sounds (alliteration). (B) The student will demonstrate knowledge of phonemic awareness by sorting groups of pictures that begin with the same initial sounds. (PE) The student will demonstrate knowledge of phonemic awareness by identifying pictures that begin with the same given initial	1

	sound.	
IR.2.4	(HI) The student will demonstrate knowledge of phonemic awareness by orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (B) The student will demonstrate knowledge of phonemic awareness by identifying rhyming words in response to an oral prompt. (E) The student will demonstrate knowledge of phonemic awareness by distinguishing spoken rhyming words from non-rhyming words.	2
IR.2.5	(HI) The student will demonstrate knowledge of decoding by naming all upper and lower case letters of the alphabet with different fonts out of sequence. (LI) The student will demonstrate knowledge of decoding by matching and naming upper case and lower case letters with different fonts. (B) The student will demonstrate knowledge of decoding by matching and naming upper case letters to lower case letters. (E) The student will demonstrate knowledge of decoding by matching upper case and lower case letters. (PE) The student will demonstrate knowledge of decoding by distinguishing letters from numbers and symbols.	1
IR.2.7	(HI) The student will demonstrate knowledge of decoding by reading high frequency words with automaticity in context. (E) The student will demonstrate understanding of oral communications by identifying information/details from read-alouds using key words and phrases. (PE) The student will demonstrate knowledge of decoding by repeating high frequency words.	1
IR.2.10	(HI) The student will demonstrate knowledge of decoding by decoding common CVC words.	1
IR.3.0	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.	2
IR.3.3	(HI) The student will demonstrate knowledge of reading comprehension by using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.	2
IR.3.4	(HI) The student will demonstrate knowledge of reading comprehension by sequencing a story or event [in complete sentences,] including the beginning, middle, and end using transition words. (e.g., first, next, last). (B) The student will demonstrate knowledge of reading comprehension by sequencing a series of given pictures to retell a story or event using key words. (E) The student will demonstrate knowledge of reading comprehension by sequencing a series of given pictures to retell a story or event.	2
IR.3.5	(HI) The student will demonstrate knowledge of reading comprehension by identifying facts from text read aloud.	1
IR.3.7	(HI) The student will demonstrate knowledge of reading comprehension by describing the main characters of a story. (B) The student will demonstrate knowledge of reading comprehension by identifying the main characters of a story heard or read.	1
IR.3.12	(HI) The student will demonstrate knowledge of reading comprehension by creating signs, labels, symbols, and captions within the environment. (LI) The student will demonstrate knowledge of reading comprehension by	2

	interpreting signs, labels, symbols, and captions within the environment. (E) The student will demonstrate knowledge of reading comprehension by recognizing signs, labels, symbols, and captions within the environment.	
IW.0.0	ELL Stage I: Kindergarten Writing	1
IW.1.0	Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.	2
IW.1.1	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas. (B) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by drawing and using experimental writing to express ideas.	2
IW.2.0	Standard 2: The student will identify and apply conventions of standard English in his or her communications.	1
IW.2.1	(HI) The student will identify and apply conventions of standard English in his or her written communications by writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.	1
IW.2.2	(HI) The student will identify and apply conventions of standard English in his or her written communications by applying letter-sound relationships to write simple CVC words and attempt more complex words. (LI) The student will identify and apply conventions of standard English in his or her written communications by applying letter-sound relationships to write beginning and ending sounds of simple words. (E) The student will identify and apply conventions of standard English in his or her written communications by writing letters of given sounds.	1
IW.2.4	(HI) The student will identify and apply conventions of standard English in his or her written communications by using capital letters to write student's own name. (PE) The student will identify and apply conventions of standard English in his or her written communications by modeling and tracing student's own first name.	1
IW.2.5	(HI) The student will identify and apply conventions of standard English in his or her written communications by using a capital letter at the beginning of sentences and proper nouns. (E) The student will identify and apply conventions of standard English in his or her written communications by practicing capital letters in modeled writing.	1
IW.2.6	(HI) The student will identify and apply conventions of standard English in his or her written communications by using ending punctuation. (E) The student will identify and apply conventions of standard English in his or her written communications by practicing the use of ending punctuation in modeled writing.	1
IW.2.8	(HI) The student will identify and apply conventions of standard English in his or her written communications by using the placing of spaces between words.	1
IW.2.9	(HI) The student will identify and apply conventions of standard English in his or her written communications by using a prompt to write simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement.	1

IW.3.0	Standard 3: Students use the steps of writing process as a writing piece moves towards completion.	3
IW.3.4	(LI) The student will use the steps of the writing process as a writing piece moves toward completion as demonstrated by reviewing the draft for errors in conventions with prompting, including left to right, capital letters at the beginning of sentences and names, spaces between words and ending punctuation.	3

Table 2.14

*Group Consensus**AZELLA Assessable Standards Stage II (Grades 1-2) 2013, English Second Language, Grade 2*

Level	Description	DOK
IILS.0.0	ELL Stage II: Grades 1_2 Listening and Speaking	2
IILS.1.0	Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.	2
IILS.1.1	(HI) The student will demonstrate understanding of oral communications by distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences. (PE) The student will demonstrate understanding of oral communications by identifying phonemes in the initial and/or final positions of words.	1
IILS.1.2	(HI)The student will demonstrate understanding of oral communications by summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences. (B) The student will demonstrate understanding of oral communications by responding to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences. (PE) The student will demonstrate understanding of oral communications by repeating main ideas from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.	2
IILS.1.3	(HI) The student will demonstrate understanding of oral communications by sequencing a series of events from read-alouds, presentations, and conversations using transition words/ phrases in complete sentences. (LI) The student will demonstrate understanding of oral communications by sequencing a series of events from read-alouds, presentations, and conversations using sentence frames. (B) The student will demonstrate understanding of oral communications by sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words. (PE) The student will demonstrate understanding of oral communications by sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.	2
IILS.1.6	(HI) The student will demonstrate understanding of oral communications by following multiple-step directions which include prepositions. (B) The student will demonstrate understanding of oral communications by following multiple-step directions.	2
IILS.1.7	(B) The student will demonstrate understanding of oral communications by responding to academic questions using key words and phrases.	2
IILS.2.0	Standard 2: The student will express orally his or her own thinking and ideas.	2
IILS.2.1	(B) The student will communicate orally by naming upper and lower case alphabet letters in random order with accurate pronunciation.	1
IILS.2.2	(HI) The student will communicate orally by independently reciting [familiar] rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression.	2

IILS.2.3	(HI)(LI)(B)The student will communicate orally by expressing personal /survival needs and emotions in complete sentences.	2
IILS.2.5	(HI) The student will communicate orally by asking and responding to academic questions using complete sentences. (LI) The student will communicate orally by asking and responding to academic questions using complete sentences. (i.e., who, what, where, when, why, how, which, whose).	2
IILS.2.6	(HI) The student will communicate orally by asking and responding to social questions using complete sentences.	2
IILS.2.7	(HI) The student will communicate orally by stating multi-step directions or commands that the listener can follow.	3
IIR.0.0	ELL Stage II: Grades 1_2 Reading	2
IIR.1.0	Standard 1: The student will demonstrate understanding of print concepts of the English Language.	1
IIR.1.4	(B) The student will demonstrate knowledge of print concepts by locating and identifying the title, author, illustrator, title page, and table of contents of a book. (PE)The student will demonstrate knowledge of print concepts by locating the front and back cover of a book.	1
IIR.1.5	(HI) The student will demonstrate knowledge of print concepts by alphabetizing a series of words to the [first or] second letter [with instructional support]. (E)The student will demonstrate knowledge of print concepts by organizing the letters of the alphabet in order with a visual model.	1
IIR.2.0	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	1
IIR.2.1	(E) The student will demonstrate knowledge of phonemic awareness by distinguishing between initial, medial, and final spoken sounds to produce words. (PE) The student will demonstrate knowledge of phonemic awareness by identifying the initial and final sound (not letters) of a spoken word.	1
IIR.2.4	(HI) The student will demonstrate knowledge of phonemic awareness by segmenting multi-syllable words into syllables.	1
IIR.2.5	(HI) The student will demonstrate knowledge of phonemic awareness by blending syllables to form multi-syllable words, using r- controlled vowel sounds, digraphs, and diphthongs.	2
IIR.2.6	(HI) The student will demonstrate knowledge of phonemic awareness by forming words by blending spoken simple onsets (/c/) and rimes (/at/). (B) The student will demonstrate knowledge of phonemic awareness by identifying rhyming words in response to oral prompt. (What rhymes with hat?).	1
IIR.2.7	(PE) The student will demonstrate knowledge of decoding by distinguishing letters from numbers and symbols.	1
IIR.2.9	(HI) The student will demonstrate knowledge of decoding by reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single	1

	letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels. (E) The student will demonstrate knowledge of decoding by producing letter sounds represented by the single-letter consonants and vowel graphemes. (PE) The student will demonstrate knowledge of decoding by repeating letter sounds represented by the single-letter consonants and vowels.	
IIR.2.11	(HI) The student will demonstrate knowledge of decoding by reading multi-syllabic words, using syllabication rules.	2
IIR.2.12	(HI) The student will demonstrate knowledge of decoding by identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech). (LI) The student will demonstrate knowledge of decoding by identifying base words that have been modified by inflectional endings.	2
IIR.2.15	(HI) The student will demonstrate knowledge of decoding by using knowledge of word order (syntax) and context to confirm decoding of text. (B) The student will demonstrate knowledge of decoding by using context to confirm decoding in a sentence.	2
IIR.4.0	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.	2
IIR.4.1	(HI) The student will demonstrate knowledge of reading comprehension by identifying the differences between fiction and nonfiction. (LI) The student will demonstrate knowledge of reading comprehension by identifying characteristics of literary selections that designate the text as fiction or nonfiction. (B) The student will demonstrate knowledge of reading comprehension by identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection.	2
IIR.4.2	(HI) The student will demonstrate knowledge of reading comprehension by comparing a prediction about an action or event to what actually occurred within a text. (LI) The student will demonstrate knowledge of reading comprehension by predicting what might happen next in a reading selection [based on cover, title, illustrations and text].	2
IIR.4.3	(HI) The student will demonstrate knowledge of reading comprehension by locating facts and answering questions about text.	1
IIR.4.7	(HI) The student will demonstrate knowledge of reading comprehension by summarizing the main idea and details from text, using complete sentences. (LI) The student will demonstrate knowledge of reading comprehension by paraphrasing the main idea and details from text, using complete sentences. (B) The student will demonstrate knowledge of reading comprehension by identifying the topic/main idea and key details from text heard or read, using sentence frames. (E) The student will demonstrate knowledge of reading comprehension by identifying the topic from text heard or read.	2
IIR.4.8	(HI) The student will demonstrate knowledge of reading comprehension by extracting and interpreting specific information from external text features of text. (LI) The student will demonstrate knowledge of reading comprehension by locating specific information from external text	2

	features of text. (B) The student will demonstrate knowledge of reading comprehension by identifying external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text.	
IIR.4.9	(HI) The student will demonstrate knowledge of reading comprehension by identifying the author's purpose for writing a book. (LI) The student will demonstrate knowledge of reading comprehension by identifying the purpose for reading specific books.	2
IIR.4.10	(HI) The student will demonstrate knowledge of reading comprehension by identifying cause and effect of specific events in a literary selection.	2
IIR.4.11	(HI) The student will demonstrate knowledge of reading comprehension by describing characters from a literary selection. (B) The student will demonstrate knowledge of reading comprehension by identifying characters from a literary selection heard or read.	2
IIR.4.12	(B) The student will demonstrate knowledge of reading comprehension by identifying the setting from a literary selection.	1
IIR.4.13	(HI) The student will demonstrate knowledge of reading comprehension by summarizing the key events from a literary selection. (LI) The student will demonstrate knowledge of reading comprehension by paraphrasing the key events or ideas from a literary selection. (B) The student will demonstrate knowledge of reading comprehension by identifying the key events or ideas from a literary selection with sentence frames.	2
IIR.4.14	(HI) The student will demonstrate knowledge of reading comprehension by identifying and describing the plot in a literary selection. (LI) The student will demonstrate knowledge of reading comprehension by identifying the plot (specific events, problem and solution) in a literary selection.	2
IIR.4.17	(HI) The student will demonstrate knowledge of reading comprehension by identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information.	2
IIR.4.18	(HI) The student will demonstrate knowledge of reading comprehension by interpreting signs, labels, symbols and captions within the environment.	2
IIR.4.19	(HI) The student will demonstrate knowledge of reading comprehension by locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text. (LI) The student will demonstrate knowledge of reading comprehension by identifying organizational features (e.g., titles, table of contents, heading bold print) of expository text.	1
IIW.0.0	ELL Stage II: Grades 1-2 Writing	2
IIW.1.0	Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.	2
IIW.1.1	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a narrative or short story that includes a main idea, character, setting and a sequence of events. (E) The student will express his or her thinking and ideas by using	2

	a variety of writing genres, as demonstrated by writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom. (PE) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by drawing pictures of an event or character from a story.	
IIW.1.3	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by completing a written summary of the key events or ideas of informational text using simple sentences.	2
IIW.1.4	(HI) The student will express his or her thinking and ideas by creating expository text using simple sentences based on research, observation, and/or experience.	3
IIW.1.5	(HI) The student will express his or her thinking and ideas by creating variety of functional texts using complete sentences.	3
IIW.1.6	(HI) The student will express his or her thinking and ideas by writing a friendly letter or thank you note that is organized and uses a proper format.	2
IIW.2.0	Standard 2: The student will identify and apply conventions of standard English in his or her communications.	1
IIW.2.3	(HI) The student will identify and apply conventions of standard English in his or her written communications by using common spelling patterns, simple prefixes (re-, un-), suffixes and regular inflectional endings (-ed) to spell words. (LI) The student will identify and apply conventions of standard English in his or her written communications by using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, -ly), to spell words. (B) The student will identify and apply conventions of standard English in his or her written communications by using common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words. (PE) The student will identify and apply conventions of standard English in his or her written communications by applying knowledge of letter-sound relationships to represent initial or final consonant sounds in a word.	1
IIW.2.5	(HI) The student will identify and apply conventions of standard English in his or her written communications by spelling high frequency words.	1
IIW.2.6	(HI) The student will identify and apply conventions of standard English in his or her written communications by capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles). (PE) The student will identify and apply conventions of standard English in his or her written communications by correctly printing first name with a capital letter.	1
IIW.2.7	(HI) The student will identify and apply conventions of standard English in his or her written communications by using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).	1
IIW.2.9	(HI) The student will identify and apply conventions of standard English in his or her written communications by using verb tenses (i.e., simple-	1

	present, past, future; present and past progressive) in a variety of writing.	
IIW.2.10	(HI) The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications.	1
IIW.2.11	(HI)The student will identify and apply conventions of standard English in his or her written communications by using noun, adverbial and/or prepositional phrases in sentences.	2
IIW.2.13	(HI) The student will identify and apply conventions of standard English in his or her written communications by using interrogative sentences in a variety of writing applications.	2
IIW3.0.0	Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.	2
IIW.3.1	(HI) Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas.	2

Table 5.14

*Group Consensus**AZELLA Assessable Standards Stage III (Grades 3-5) 2013, English Second Language, Grade 5*

Level	Description	DOK
IIILS.0.0	ELL Stage III: Grades 3-5 Listening and Speaking	2
IIILS.1.0	Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.	2
IIILS.1.1	(HI) The student will demonstrate understanding of oral communications by distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.	1
IIILS.1.2	(HI) The student will demonstrate understanding of oral communications by summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences. (LI) The student will demonstrate understanding of oral communications by paraphrasing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences. (B)The student will demonstrate understanding of oral communications by responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.	2
IIILS.1.3	(HI) The student will demonstrate understanding of oral communications by sequencing events from read-alouds, presentations and conversations in complete sentences. (E) The student will demonstrate understanding of oral communications by using pictures and key words to sequence a series of events from information shared in read-alouds, presentations and conversations. (PE) The student will demonstrate understanding of oral communications by sequencing a series of pictures from information shared in read-alouds, presentations and conversations.	2
IIILS.1.6	(HI) The student will demonstrate understanding of oral communications by responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, etc.) (LI) The student will demonstrate understanding of oral communications by responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.) (B) The student will demonstrate understanding of oral communications by responding to comprehension questions by comparing concepts and related facts using academic vocabulary.	3
IIILS.1.7	(HI) The student will demonstrate understanding of oral communications by following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc.). (LI)The student will demonstrate understanding of oral communications by following multi-step directions/ instructions containing prepositions	2

	and “frequency” adverbs (e.g., Never use a pen.). (B) The student will demonstrate understanding of oral communications by following multi-step directions/ instructions containing prepositions. (E) The student will demonstrate understanding of oral communications by following one- or two-step/ directions/ commands.	
IIILS.2.0	Standard 2: The student will express orally his or her own thinking and ideas.	2
IIILS.2.1	(HI) The student will communicate orally by producing sentences with accurate pronunciation, intonation, and stress.	2
IIILS.2.3	(HI)(LI)(B) The student will communicate orally by expressing one's own and responding to others' needs and emotions in complete sentences.	2
IIILS.2.4	(B) The student will communicate orally by participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.	2
IIILS.2.5	(HI) The student will communicate orally by asking and responding to academic questions in complete sentences. (LI) The student will communicate orally by asking and responding to academic questions (who, what, where, when, why, how, which, whose) in complete sentences.	2
IIILS.2.6	(HI) The student will communicate orally by stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences. (LI) The student will communicate orally by stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.	3
IIILS.2.7	(HI) The student will communicate orally by sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences. (B) The student will communicate orally by sharing personal experiences/stories supported by details and examples in complete sentences.	2
IIIR.0.0	ELL Stage III: Grades 3_5 Reading	2
IIIR.1.0	Standard 1: The student will demonstrate understanding of print concepts of the English Language.	1
IIIR.1.2	(B) The student will demonstrate knowledge of print concepts by identifying paragraphs and their distinguishing features.	1
IIIR.1.3	(HI) The student will demonstrate knowledge of print concepts by evaluating the usefulness of various print sources based on the organizational features for a given task. (LI) The student will demonstrate knowledge of print concepts by comparing and contrasting two or more print sources based on their organizational features. (B) The student will demonstrate knowledge of print concepts by identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and glossary).	2
IIIR.1.4	(LI) The student will demonstrate knowledge of print concepts by alphabetizing a series of words.	1
IIIR.2.0	Standard 2: The student will identify and manipulate the sounds of the	2

	English language and decode words, using knowledge of phonics, syllabication, and word parts."	
IIIR.2.3	(HI) The student will demonstrate knowledge of phonemic awareness by segmenting syllables in multi-syllabic words. (LI) The student will demonstrate knowledge of phonemic awareness by segmenting phonemes contained in consonant blends. (splat=/s/p/l/a/t/). (B) The student will demonstrate knowledge of phonemic awareness by segmenting one-syllable words into its phonemes. (dog = /d/?/o/?/g/). (E) The student will demonstrate knowledge of phonemic awareness by segmenting multi-syllabic words into syllables. (/but/ter/fly/)	1
IIIR.2.5	(HI) The student will demonstrate knowledge of phonemic awareness by generating a series of rhyming words. (B) The student will demonstrate knowledge of phonemic awareness by selecting rhyming words in response to an oral prompt. (What rhymes with hat? ?bat, sad, cat). (E) The student will demonstrate knowledge of phonemic awareness by distinguishing spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.) (PE) The student will demonstrate knowledge of phonemic awareness by recognizing the new spoken word when a specified phoneme is added, changed or removed.	2
IIIR.2.7	(HI) The student will demonstrate knowledge of decoding by applying knowledge of spelling pattern exceptions. (LI) The student will demonstrate knowledge of decoding by reading regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels. (B) The student will demonstrate knowledge of decoding by reading regularly spelled two-syllable words and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels. (E) The student will demonstrate knowledge of decoding by reading regularly spelled two-syllable and compound words including consonant blends. (bl, st, and tr). (PE) The student will demonstrate knowledge of decoding by reading regularly spelled one-syllable words represented by single letters.	2
IIIR.2.9	(HI) The student will demonstrate knowledge of decoding by applying knowledge of inflectional forms of words in context.(LI)The student will demonstrate knowledge of decoding by reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings. (E) The student will demonstrate knowledge of decoding by identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). (PE) The student will demonstrate knowledge of decoding by identifying base words (walk, clean, dress) that have been modified by inflectional endings.	1
IIIR.2.10	(HI) The student will demonstrate knowledge of decoding by applying knowledge of affixes to words in context. (B) The student will demonstrate knowledge of decoding by applying spelling rules for adding suffixes. (e.g., drop the final ?e? and add endings; double the final	1

	consonant when adding an ending; change the final ?y? to ?i,? etc.) (E) The student will demonstrate knowledge of decoding by reading given words with common prefixes, suffixes and roots including the endings -tion, -sion.	
IIIR.2.13	(HI) The student will demonstrate knowledge of decoding by using word order (syntax). (B) The student will demonstrate knowledge of decoding by recognizing and using word order (syntax).	2
IIIR.4.0	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.	2
IIIR.4.2	(HI) The student will demonstrate knowledge of reading comprehension by generating and confirming predictions about text for accuracy. (B)The student will demonstrate knowledge of reading comprehension by predicting what might happen next in a reading selection. (E) The student will demonstrate knowledge of reading comprehension by making predictions based on cover, title, illustrations and text.	2
IIIR.4.3	(HI) The student will demonstrate knowledge of reading comprehension by answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. (B) The student will demonstrate knowledge of reading comprehension by answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.	1
IIIR.4.7	(HI) The student will demonstrate knowledge of reading comprehension by summarizing the main idea and supporting details from text using appropriate academic vocabulary. (B) The student will demonstrate knowledge of reading comprehension by identifying the main idea and two-to-three details from text. (E) The student will demonstrate knowledge of reading comprehension by identifying two-to-three details from text heard or read.	2
IIIR.4.8	(HI) The student will demonstrate knowledge of reading comprehension by locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	2
IIIR.4.9	(B) The student will demonstrate knowledge of reading comprehension by identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	2
IIIR.4.10	(HI) The student will demonstrate knowledge of reading comprehension by locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	2
IIIR.4.11	(HI) The student will demonstrate knowledge of reading comprehension by identifying the author’s purpose for writing a book. (i.e., to entertain, to inform, to persuade)	2
IIIR.4.12	(HI) The student will demonstrate knowledge of reading comprehension by identifying the cause and effect relationship of two related events in a literary selection. (PE) The student will demonstrate knowledge of reading comprehension by identifying two events which are related within a literary selection.	2
IIIR.4.13	(HI) The student will demonstrate knowledge of reading comprehension	2

	by drawing conclusions from information implied or inferred in a literary selection.	
IIIR.4.14	(HI) The student will demonstrate knowledge of reading comprehension by describing the characters? traits and their motivations within a fictional text. (B) The student will demonstrate knowledge of reading comprehension by identifying characters and their traits within a fictional text. (PE) The student will demonstrate knowledge of reading comprehension by identifying characters within a fictional text heard or read.	3
IIIR.4.15	(HI) The student will demonstrate knowledge of reading comprehension by describing the setting using key words from a fictional text.	1
IIIR.4.16	(HI) The student will demonstrate knowledge of reading comprehension by identifying and describing the plot (specific events, problems and solutions) from a fictional text. (E) The student will demonstrate knowledge of reading comprehension by identifying the key events or ideas from a fictional text heard or read.	2
IIIR.4.17	(HI) The student will demonstrate knowledge of reading comprehension by relating illustrations to fictional text.	1
IIIR.4.18	(HI) The student will demonstrate knowledge of reading comprehension by comparing and contrasting two characters within a fictional text. (PE)The student will demonstrate knowledge of reading comprehension by identifying two characters within a fictional text heard or read.	2
IIIR.4.20	(HI) The student will demonstrate knowledge of reading comprehension by applying understanding of content vocabulary within math, science and social studies texts.	2
IIIR.4.21	(HI) The student will demonstrate knowledge of reading comprehension by following multi-step written directions to complete task/procedure.	2
IIIR.4.24	(HI) The student will demonstrate knowledge of reading comprehension by interpreting information from external text in nonfiction text for a specific purpose. (E) The student will demonstrate knowledge of reading comprehension by identifying and selecting external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs, tables, timelines, symbols, etc.) within nonfiction text for a specific purpose (e.g. "Which external text will tell me _____?").	3
IIIR.4.29	(HI) The student will demonstrate knowledge of reading comprehension by interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?"). (B) The student will demonstrate knowledge of reading comprehension by selecting a functional document for a specific purpose. (e.g., "Which document will tell me _____?"). (E) The student will demonstrate knowledge of reading comprehension by locating various facts in functional documents in response to questions. (e.g., menus, recipes, invitations, schedules, flyers, graphic organizers, etc.)	2
IIIR.4.31	(HI) The student will demonstrate knowledge of reading comprehension by distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)	2

IIIW.0.0	ELL Stage III: Grades 3-5 Writing	1
IIIW.1.0	Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.	3
IIIW.1.1	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.	3
IIIW.1.4	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing expository essay and informational reports that include topic sentences, main ideas, and relevant supporting details using appropriate transitions, varied sentence structure and precise academic vocabulary.	3
IIIW.1.5	(HI)The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., science text chapter, article, book, oral presentations, etc.). (E) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing the topic and/or main idea of familiar text (e.g., sentence frame: This paragraph is about _____.).	3
IIIW.1.6	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a variety of functional text that address audience, stated purpose and context: • Letters • [Thank-you notes] • [Messages] • [Invitations] • Directions • Procedures • Graphs/Tables • Brochures.	3
IIIW.1.7	(HI)The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader.	3
IIIW.2.0	Standard 2: The student will identify and apply conventions of standard English in his or her communications.	1
IIIW.2.1	(HI) (LI) The student will identify and apply conventions of standard English in his or her written communications by legibly writing numerals and upper and lower case letters of the alphabet .	1
IIIW.2.3	(HI) The student will identify and apply conventions of standard English in his or her written communications by spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals). (B) The student will identify and apply conventions of standard English in his or her written communications by spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).	1
IIIW.2.4	(HI) The student will identify and apply conventions of standard English in his or her written communications by using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations. (E) The student will	1

	identify and apply conventions of standard English in his or her written communications by using capitalization for the pronoun ?I,? sentence beginnings, and proper nouns (i.e., names, days, months).	
IIIW.2.5	(LI) The student will identify and apply conventions of standard English in his or her written communications by using punctuation for: ? sentence endings ? commas to punctuate items in a series and introductory words or phrases ? [semi-colons in a series, introductory clauses, dialogue and direct address] ? quotation marks for dialogue and titles ? colons to punctuate business letter salutations ? apostrophes to punctuate contractions and plural possessives.	1
IIIW.2.7	(HI) The student will identify and apply conventions of standard English in his or her written communications by using verb tenses (simple and progressive) in a variety of writing applications. (LI) The student will identify and apply conventions of standard English in his or her written communications by using verb tenses (simple and progressive) in a variety of writing applications. (B) The student will identify and apply conventions of standard English in his or her written communications by using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications.	1
IIIW.2.8	(HI) The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications.	1

Table 8.14

*Group Consensus**AZELLA Assessable Standards Stage IV (Grades 6-8) 2013, English Second Language, Grade 8*

Level	Description	DOK
IVLS.0.0	ELL Stage IV: Grades 6-8 Listening and Speaking	2
IVLS.1.0	Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.	2
IVLS.1.1	(HI)(LI)(B) The student will demonstrate knowledge of oral communications by distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (E) (PE) The student will demonstrate knowledge of oral communications by distinguishing phonemes in the initial, medial, and final positions of words.	1
IVLS.1.3	(HI) The student will demonstrate understanding of oral communications by making inferences and drawing conclusions using evidence from read-alouds (nonfiction and fiction) in complete sentences. (LI) The student will demonstrate understanding of oral communications by summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in complete sentences.	3
IVLS.1.5	(HI) The student will demonstrate understanding of oral communications by sequencing events from information presented in read-alouds, presentations, and conversations.	2
IVLS.1.6	(LI) The student will demonstrate understanding of oral communications by following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.	2
IVLS.2.0	Standard 2: The student will express orally his or her own thinking and ideas.	2
IVLS.2.1	(HI) The student will communicate orally by producing sentences with accurate pronunciation, intonation and stress.	1
IVLS.2.3	(HI) The student will communicate orally by expressing and justifying personal needs and emotions in complete sentences. (LI)(B) The student will communicate orally by expressing personal needs and emotions in complete sentences.(E) The student will communicate orally by expressing likes, dislikes, needs, wants and abilities using complete sentences.	2
IVLS.2.4	(HI) The student will communicate orally by participating in formal and informal conversation tasks using complete sentences.	1
IVLS.2.5	(HI) The student will communicate orally by sharing a personal experience/ story with descriptive language and supported by details and examples in complete sentences.	2
IVLS.2.6	(HI) The student will communicate orally by making predictions and inferences about academic content using complete sentences.	2
IVLS.2.7	(HI) The student will communicate orally by issuing a sequence of steps to carry out a familiar process using academic vocabulary. (LI)The student will communicate orally by issuing multiple step directions and	2

	instructions including time, location and movement. (B) The student will communicate orally by giving multiple step directions and instructions.	
IVR.0.0	ELL Stage IV: Grades 6-8 Reading	2
IVR.1.0	Standard 1: The student will demonstrate understanding of print concepts of the English Language.	1
IVR.1.3	(B) The student will demonstrate knowledge of print concepts by locating specific information using the organizational features of a book, a dictionary and a newspaper.	1
IVR.1.4	(HI) The student will demonstrate knowledge of print concepts by alphabetizing a series of words. (E) The student will demonstrate knowledge of print concepts by alphabetizing a series of words to the third letter.	1
IVR.2.0	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	1
IVR.2.6	(B) The student will demonstrate knowledge of decoding by applying knowledge of spelling pattern exceptions. (E) The student will demonstrate knowledge of decoding by decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels. (PE) The student will demonstrate knowledge of decoding by producing letter sounds represented by the single lettered consonants and vowels graphemes to decode common CVC words.	1
IVR.2.11	(HI) (LI)(B)(E) The student will demonstrate knowledge of decoding by applying knowledge of affixes to base words in context.	1
IVR.2.12	(HI) (LI)(B)(E) The student will demonstrate knowledge of decoding by reading high frequency words.	1
IVR.2.14	(HI) The student will demonstrate knowledge of decoding by applying knowledge of word order (syntax) to confirm decoding of text. (PE) The student will demonstrate knowledge of decoding by recognizing word order (syntax) in sentences (e.g., She lives in a shoe. Cats have nine lives.)	2
IVR.4.0	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.	2
IVR.4.3	(HI)The student will demonstrate knowledge of reading comprehension by generating and confirming predictions about text for accuracy. (LI)The student will demonstrate knowledge of reading comprehension by predicting text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, and key words). (B) The student will demonstrate knowledge of reading comprehension by predicting what might happen next in a reading selection. (E) The student will demonstrate knowledge of reading comprehension by making predictions based on cover, title, illustrations and text.	2
IVR.4.4	(HI) The student will demonstrate knowledge of reading comprehension by answering literal, inferential and personal response questions about text. (LI) The student will demonstrate knowledge of reading	2

	comprehension by answering literal and personal response questions about text.	
IVR.4.8	(HI) The student will demonstrate knowledge of reading comprehension by summarizing the main idea and supporting details from text using academic vocabulary. (E) The student will demonstrate knowledge of reading comprehension by identifying the main idea and two-to-three details.	2
IVR.4.9	(HI) The student will demonstrate knowledge of reading comprehension by locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text. (E) The student will demonstrate knowledge of reading comprehension by identifying signal words (e.g., first, next, finally) that indicate chronological order.	1
IVR.4.10	(HI) The student will demonstrate knowledge of reading comprehension by locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of).	1
IVR.4.11	(HI) The student will demonstrate knowledge of reading comprehension by locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since). (E) The student will demonstrate knowledge of reading comprehension by identifying signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).	1
IVR.4.12	(HI) The student will demonstrate knowledge of reading comprehension by determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain). (LI) The student will demonstrate knowledge of reading comprehension by determining the author's main purpose (e.g., to inform, to persuade, to entertain).	2
IVR.4.13	(HI) The student will demonstrate knowledge of reading comprehension by determining the cause and effect relationship between two related events in a literary selection.	2
IVR.4.14	(HI) The student will demonstrate knowledge of reading comprehension by drawing conclusions from information implied or inferred in a literary selection.	3
IVR.4.15	(HI) The student will demonstrate knowledge of reading comprehension by analyzing the motivations of the major and minor characters within a fictional text. (LI) The student will demonstrate knowledge of reading comprehension by describing the characteristics of the major and minor characters within a fictional text.	3
IVR.4.16	(HI) The student will demonstrate knowledge of reading comprehension by comparing, contrasting, and describing the connections between two characters within a fictional text.	3
IVR.4.17	(HI) The student will demonstrate knowledge of reading comprehension by analyzing the settings within a fictional text. (LI) The student will demonstrate knowledge of reading comprehension by distinguishing between settings within a fictional text. (B) The student will demonstrate knowledge of reading comprehension by describing the various settings within a fictional text.	3

IVR.4.19	(HI) The student will demonstrate knowledge of reading comprehension by describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text. (B) The student will demonstrate knowledge of reading comprehension by identifying the main problem or conflict of a plot in a fictional text. (E) The student will demonstrate knowledge of reading comprehension by identifying the plot (sequence of events) in a fictional text heard or read.	2
IVR.4.20	(HI) The student will demonstrate knowledge of reading comprehension by relating illustrations to fictional text.	1
IVR.4.21	(HI) The student will demonstrate knowledge of reading comprehension by applying understanding of content area vocabulary within math, science and social studies texts. (E) The student will demonstrate knowledge of reading comprehension by identifying content area vocabulary within math, science and social studies text.	2
IVR.4.22	(HI) The student will demonstrate knowledge of reading comprehension by following a set of written multi-step instructions to perform [unfamiliar] procedures, answer questions or solve problems in math, science and social studies. (E) The student will demonstrate knowledge of reading comprehension by following simple one-to-two step written instructions.	2
IVR.4.24	(HI) The student will demonstrate knowledge of reading comprehension by interpreting information from external text within nonfiction text for a specific purpose. (B) The student will demonstrate knowledge of reading comprehension by locating information from external text within nonfiction text for a specific purpose. (E) The student will demonstrate knowledge of reading comprehension by selecting external text (e.g., illustrations, photographs, charts, timelines, maps, diagrams, graphs, tables) within nonfiction text for a specific purpose.	2
IVR.4.28	(LI) The student will demonstrate knowledge of reading comprehension by locating information in functional documents (e.g., letters, memos, directories, search engines, manuals, recipes, graphic organizers). (B) The student will demonstrate knowledge of reading comprehension by interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers) for a specific purpose. (E) The student will demonstrate knowledge of reading comprehension by identifying functional documents (e.g., maps, graphs, tables, graphic organizers) in math, science and social studies. (PE) The student will demonstrate knowledge of reading comprehension by recognizing functional documents (e.g., maps, schedules, forms, menus and graphic organizers).	2
IVR.4.29	(HI) The student will demonstrate knowledge of reading comprehension by comparing and contrasting two items within an expository text.	2
IVR.4.30	(HI) The student will demonstrate knowledge of reading comprehension by distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. (B) The student will demonstrate knowledge of reading comprehension by identifying fact and opinion in persuasive text.	3

IVR.4.31	(HI) The student will demonstrate knowledge of reading comprehension by identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).	2
IVW.0.0	ELL Stage IV: Grades 6-8 Writing	3
IVW.1.0	Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.	3
IVW.1.1	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing one or more narrative paragraphs that include an engaging plot, developed characters, setting, figurative language, and dialogue as appropriate. (B) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting. (E) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing phrases and/or sentences about real or imagined events, observations or memories.	3
IVW.1.6	(HI)(LI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a variety of functional text that addresses audience, stated purpose and context.(B) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a variety of functional text that addresses the audience, stated purpose and context.	3
IVW.1.7	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a formal letter (e.g., business letter, letter to the principal or teacher) that presents information purposefully and follows a conventional format. (B) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context, and addressing an envelope.	3
IVW.1.8	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing an essay which states a clear position, convincing arguments and relevant evidence. (LI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing multiple paragraphs of persuasive text which state a clear position and relevant evidence. (B) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a persuasive paragraph using facts, ideas and concepts to influence the reader.	4
IVW.2.0	Standard 2: The student will identify and apply conventions of standard English in his or her communications.	1
IVW.2.2	(HI) The student will identify and apply conventions of standard English in his or her written communications by using common spelling patterns and generalizations to spell words (e.g., “i before e”, plurals of words ending with “y”, doubling of final consonant). (LI) The student will identify and apply conventions of standard English in his or her written	1

	communications by using common spelling of homonyms, inflectional endings (e.g., -ed, -ing, -er), prefixes (e.g., pre-, pro-, on-) and suffixes (e.g., -al, -ology). (B) The student will identify and apply conventions of standard English in his or her written communications by using common spelling of CVC (e.g., cat), CCVC (e.g., ship), CVCC (e.g., sink) words, r-controlled words (e.g., cart, burn), diphthongs (e.g., out, oil), digraphs (e.g., phone, meat) and irregular plurals (e.g., children). (E) The student will identify and apply conventions of standard English in his or her written communications by using common spelling of high frequency words, word families and rhyming words.	
IVW.2.3	(HI) The student will identify and apply conventions of standard English in his or her written communications by writing paragraphs using appropriate capitalization (e.g., proper nouns, pronoun ?I?, titles, abbreviations, words used as names, historical events). (B) The student will identify and apply conventions of standard English in his or her written communications by writing words and sentences using appropriate capitalization (e.g., proper nouns, pronoun ?I?, titles, abbreviations, words used as names).	1
IVW.2.4	(HI) The student will identify and apply conventions of standard English in his or her written communications by writing paragraphs using appropriate punctuation (e.g., ending punctuation:, periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources).	2
IVW.2.6	(HI) The student will identify and apply conventions of standard English in his or her written communications by using verb tenses (simple, progressive, perfect) in a variety of writing applications. (E) The student will identify and apply conventions of standard English in his or her written communications by using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.	1
IVW.2.7	(HI) The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	1
IVW.2.8	(HI) The student will identify and apply conventions of standard English in his or her written communications by using noun, adverbial and/or prepositional phrases in sentences.	2
IVW.3.0	Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.	3
IVW.3.4	(HI) Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by applying appropriate tools (e.g. resources, reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.	3

IVW.4.0	Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.	4
IVW.4.2	(HI) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution. (LI) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by writing paragraphs with a logical organizing principle, transitions and relevant supporting details. (B) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas. (PE) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by organizing content (e.g. captions, pictures) into a selected format that demonstrates sequencing (i.e., beginning, middle, end).	4

Table 12.14

*Group Consensus**AZELLA Assessable Standards Stage V (Grades 9-12) 2013, English Second Language, Grade 12*

Level	Description	DOK
VLS.0.0	ELL Stage V: Grades 9-12 Listening and Speaking	2
VLS.1.0	Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.	3
VLS.1.3	(HI) The student will demonstrate understanding of oral communications by making inferences and drawing conclusions using evidence from fiction and nonfiction read-alouds in complete sentences. (LI)The student will demonstrate understanding of oral communications by summarizing main ideas/concepts and supporting details from fiction and nonfiction read-alouds in complete sentences. (B) The student will demonstrate understanding of oral communications by responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and supporting details in complete sentences.	3
VLS.1.4	(HI) The student will demonstrate understanding of oral communications by sequencing events from read-alouds, presentations and conversations.	2
VLS.1.6	(HI)(LI) The student will demonstrate understanding of oral communications by responding to social conversations by rephrasing/ repeating information, asking questions and expressing one's thoughts. (B) The student will demonstrate understanding of oral communications by responding to social conversations by rephrasing/ repeating information, asking questions and expressing one's thoughts.	1
VLS.1.7	(HI) The student will demonstrate understanding of oral communications by offering and justifying opinions and ideas in response to questions and statements in academic discourse. (LI)(B) The student will demonstrate understanding of oral communications by responding in complete sentences to questions and statements in academic discussions by asking questions and sharing one's views on facts, ideas, and or events. (E) The student will demonstrate understanding of oral communications by responding in complete sentences to questions and statements in academic discussions by sharing one's views on facts, ideas, and/or events. (PE) The student will demonstrate understanding of oral communications by responding to comments and questions in academic discussions by using phrases and complete sentences.	3
VLS.1.8	(HI) The student will demonstrate understanding of oral communications by following multiple step directions, instructions, and procedures which include prepositional phrases.	2
VLS.2.0	Standard 2: The student will express orally his or her own thinking and ideas.	2
VLS.2.1	(HI) The student will communicate orally by producing sentences with accurate pronunciation, intonation, and stress.	1
VLS.2.3	(HI) The student will communicate orally by expressing and justifying one's needs and emotions in complete sentences. (LI)(B)(E) The student	1

	will communicate orally by expressing one's needs and emotions in complete sentences.	
VLS.2.4	(HI) The student will communicate orally by participating in formal and informal socio-functional communication tasks using complete sentences.	1
VLS.2.5	(HI) The student will communicate orally by asking and responding to academic questions (i.e., [agreeing/ disagreeing with others,] expressing probabilities, hypothetical questions, etc.) in complete sentences.	2
VLS.2.6	(HI) The student will communicate orally by sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	2
VLS.2.10	(HI) The student will communicate orally by providing multiple step directions/ instructions with specific details.	2
VR.0.0	ELL Stage V: Grades 9-12 Reading	2
VR.1.0	Standard 1: The student will demonstrate understanding of print concepts of the English Language.	1
VR.1.4	(B) The student will demonstrate knowledge of print concepts by locating and applying specific information by using the organizational features of a book/resource/ dictionary. (e.g., title, author, table of contents, index, glossary)	1
VR.1.5	(B) The student will demonstrate knowledge of print concepts by alphabetizing a series of words.	1
VR.2.0	Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	1
VR.2.9	(HI) The student will demonstrate knowledge of decoding by applying knowledge of inflectional endings, to include regular and irregular forms, in context. (B) The student will demonstrate knowledge of decoding by reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings. (E) The student will demonstrate knowledge of decoding by reading base words and inflectional endings and identifying their functions (i.e., tense, plurality, comparison and part of speech). (e.g., cleans = third-person singular present tense verb). (PE) The student will demonstrate knowledge of decoding by identifying base words (e.g., clean, walk) and inflectional endings (e.g., -s, -ed, -ing).	1
VR.2.10	(HI) The student will demonstrate knowledge of decoding by applying knowledge of affixes to base words in context.	1
VR.2.13	(E) The student will demonstrate knowledge of decoding by applying knowledge of word order (i.e., syntax) to confirm decoding of text. (PE) The student will demonstrate knowledge of decoding by recognizing word order (i.e., syntax) in sentences. (e.g., She lives in a shoe. Cats have nine lives.)	1
VR.4.0	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.	2
VR.4.4	(HI) The student will demonstrate knowledge of reading comprehension by answering literal, inferential, prediction, evaluation, and/or personal	2

	response questions about text.(B) The student will demonstrate knowledge of reading comprehension by answering literal questions about text. (e.g., who, what, when, where, when, why, which, and how)	
VR.4.8	(HI) The student will demonstrate knowledge of reading comprehension by summarizing the main idea (explicit or implicit) and supporting details in text. (B) The student will demonstrate knowledge of reading comprehension by determining the main idea (explicit and implicit) and supporting details in text.	2
VR.4.9	(HI) The student will demonstrate knowledge of reading comprehension by locating sequential/ chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	1
VR.4.10	(HI) The student will demonstrate knowledge of reading comprehension by locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	1
VR.4.11	(HI) The student will demonstrate knowledge of reading comprehension by identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	1
VR.4.12	(HI) The student will demonstrate knowledge of reading comprehension by determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	2
VR.4.14	(HI) The student will demonstrate knowledge of reading comprehension by drawing conclusions from information implied or inferred in a literary selection.	3
VR.4.15	(HI) The student will demonstrate knowledge of reading comprehension by analyzing the motivations of the major and minor characters in a fictional text. (LI) The student will demonstrate knowledge of reading comprehension by describing the characteristics of the major and minor characters in a fictional text.	3
VR.4.16	(HI) The student will demonstrate knowledge of reading comprehension by describing the setting from a fictional text. (PE) The student will demonstrate knowledge of reading comprehension by identifying the setting from a fictional text heard or read.	2
VR.4.17	(HI) The student will demonstrate knowledge of reading comprehension by describing the plot and its components. (e.g., [sequence of events], main events, conflict, rising action, climax, falling action and resolution.)	2
VR.4.18	(B) The student will demonstrate knowledge of reading comprehension by relating illustrations to fictional text.	1
VR.4.19	(HI) The student will demonstrate knowledge of reading comprehension by comparing, contrasting, and describing the connection between two characters within a fictional text.	2
VR.4.20	(LI) The student will demonstrate knowledge of reading comprehension by comparing, contrasting, and describing the connection between two settings within a fictional text. (B) The student will demonstrate knowledge of reading comprehension by comparing and contrasting two settings within a fictional text.	2
VR.4.21	(HI) The student will demonstrate knowledge of reading comprehension	2

	by applying understanding of content area vocabulary within math, science, and social studies texts. (B) The student will demonstrate knowledge of reading comprehension by applying understanding of content area vocabulary within math, science, and social studies texts. (E) The student will demonstrate knowledge of reading comprehension by identifying content area vocabulary, including grade-level math, science, and social studies.	
VR.4.22	(E) The student will demonstrate knowledge of reading comprehension by following a written multiple-step procedural task.	2
VR.4.25	(HI)(LI)(B) The student will demonstrate knowledge of reading comprehension by interpreting information from external text within nonfiction text for a specific purpose. (E) The student will demonstrate knowledge of reading comprehension by identifying and using external text within nonfiction text for a specific purpose.	2
VR.4.28	(HI)(LI) The student will demonstrate knowledge of reading comprehension by locating information from an organizational feature of a book for a specific purpose. (B) The student will demonstrate knowledge of reading comprehension by selecting an organizational feature of a book for a specific purpose. (E) The student will demonstrate knowledge of reading comprehension by identifying the purpose of organizational features of a book. (PE) The student will demonstrate knowledge of reading comprehension by identifying the organizational features of a book.	1
VR.4.29	(HI) The student will demonstrate knowledge of reading comprehension by interpreting information within functional documents [graphic organizers, manuals, recipes, memos, menus, directories, flyers, brochures, etc.].	2
VR.4.30	(HI)(LI)(B) The student will demonstrate knowledge of reading comprehension by determining information that is relevant, irrelevant, or missing in functional text.	3
VR.4.31	(HI) The student will demonstrate knowledge of reading comprehension by comparing and contrasting two items within an expository text.	2
VR.4.32	(HI) The student will demonstrate knowledge of reading comprehension by distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. (B) The student will demonstrate knowledge of reading comprehension by identifying fact and opinion in persuasive text.	3
VR.4.33	(HI) The student will demonstrate knowledge of reading comprehension by identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	2
VR.4.35	(HI) The student will demonstrate knowledge of reading comprehension by interpreting figurative language, including simile, metaphor, personification, hyperbole, symbolism, and imagery in a literary selection. (B) The student will demonstrate knowledge of reading comprehension by identifying different elements of figurative language, including simile, metaphor, and personification in a literary selection. (E)	3

	The student will demonstrate knowledge of reading comprehension by identifying words the author uses to create a visual image and rich auditory experience.	
VW.0.0	ELL Stage V: Grades 9-12 Writing	2
VW.1.0	Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.	3
VW.1.1	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate.	3
VW.1.3	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.(B) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion.	3
VW.1.4	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a process document that includes multiple step instructions with heading and sub headings.	3
VW.1.7	(HI) The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by writing a persuasive text that states a position/claim, supports arguments with evidence, and acknowledges and refutes opposing arguments.	4
VW.2.0	Standard 2: The student will identify and apply conventions of standard English in his or her communications.	1
VW.2.2	(HI) The student will identify and apply conventions of standard English in his or her written communications by spelling words correctly.	1
VW.2.3	(HI) The student will identify and apply conventions of standard English in his or her written communications by using capitalization at the beginning of sentences, proper nouns, the pronoun “I,” and proper adjectives, titles, and abbreviations.	1
VW.2.5	(HI) The student will identify and apply conventions of standard English in his or her written communications by using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives.	1
VW.2.6	(HI) The student will identify and apply conventions of standard English in his or her written communications by using quotation marks to punctuate dialogue, titles, and exact words from sources.	1
VW.2.7	(HI) The student will identify and apply conventions of standard English in his or her written communications by using colons to punctuate time, salutations, and sentences introducing lists.	1
VW.2.9	(HI) The student will identify and apply conventions of standard English in his or her written communications by using apostrophes to punctuate contractions, singular possessives, and plural possessives.	1

VW.2.13	(HI) The student will identify and apply conventions of standard English in his or her written communications by using verb tenses (simple, progressive, and perfect) in a variety of writing applications. (E) The student will identify and apply conventions of standard English in his or her written communications by using verb tenses (simple present, simple past, simple future and present progressive) in a variety of writing applications.	1
VW.2.14	(HI) The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications.	1
VW.2.15	(HI) The student will identify and apply conventions of standard English in his or her written communications by using noun, adverbial and/or prepositional phrases in sentences. (E) The student will identify and apply conventions of standard English in his or her written communications by using noun phrases in sentences.	2
VW.2.18	(HI)(LI)(B) The student will identify and apply conventions of standard English in his or her written communications by using interrogative sentences in a variety of writing applications.	2
VW.2.19	(HI)(LI)(B) The student will identify and apply conventions of standard English in his or her written communications by using exclamatory sentences in a variety of writing applications.	2
VW.2.20	(HI)(LI)(B) The student will identify and apply conventions of standard English in his or her written communications by using imperative sentences in a variety of writing applications.	2
VW.3.0	Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.	3
VW.3.10	(HI)(LI) Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by using a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency.	2
VW.3.12	(HI) Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	3
VW.4.0	Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.	2
VW.4.1	(HI) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by including an identifiable main idea, topic sentence, and/or thesis statement.	2
VW.4.5	(HI)(LI)The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by using an introduction to draw in the reader.	2
VW.4.6	(HI) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by using details to support the main idea, topic sentence, and/or thesis statement.	2
VW.4.7	(HI) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by using transitions among	2

	sentences, paragraphs, and ideas.	
VW.4.9	(HI) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by creating an ending that provides a sense of resolution or closure.	2
VW.4.13	(HI)(LI) The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by using figurative language to evoke clear images.	3
VW.5.0	Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.	3
VW.5.2	(HI) The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by locating and evaluating informational sources about a topic.	3

Appendix B

Data Analysis Tables

Arizona English Language Learners Assessment (AZELLA) and AZELLA Assessable Standards (2013)

Kindergarten Placement Test and Stages I–V, Forms A and B

2013

Brief Explanation of Data in the Alignment Tables by Column

NOTE: In WebbAlign tables and methodology descriptions, the term “standard” is used to refer to the reporting category, “goal” is used to refer to the mid-level expectation statements, and “objective” is used to refer to the unit to which reviewers code. Within WebbAlign reports, the term “standards” may also be used as an umbrella term, to refer to expectations in general. The AZELLA standards use the term “domain” to refer to the reporting category, “standard” for the mid-level statements, and “Performance Indicator (PI) to refer to the coding unit.

Tables *grade.1*

Goals #	Number of goals plus one for a generic goal for each standard.
Objective #	Average number of objectives for reviewers. If the number is greater than the actual number of objectives under a standard, then at least one reviewer coded an item to a generic objective because the reviewer did not find any objective in the standard that corresponded to the item.
Level	The Depth-of-Knowledge level coded by the reviewers for the objectives for each standard.
# of objectives by	
Level	The number of objectives coded at each level
% w/in std	
by Level	The percent of objectives coded at each level
Hits	
Mean & SD	Mean and standard deviation number of items reviewers coded as corresponding to standard. The total is the total number of coded hits.
Cat. Conc.	
Accept.	“Yes” indicates that the standard met the acceptable level for criterion. “Yes” if there were six or more items. “Weak” if mean is five to six. “No” if mean is less than five.

Tables *grade.2*

First five columns repeat columns from Table 1.

Level of Item w.r.t. Stand	Mean percent and standard deviation of items coded as “under” the Depth-of-Knowledge level of the corresponding objective, as “at” (the same) the Depth-of-Knowledge level of the corresponding objective, and as “above” the Depth-of-Knowledge level of the corresponding objective.
Depth-of- Know. Consistency Accept.	<p>“Yes” indicates that 50% or more of the items were rated as “at” or “above” the Depth-of-Knowledge level of the corresponding objectives.</p> <p>“Weak” indicates that 40% to 50% of the items were rated as “at” or “above” the Depth-of-Knowledge level of the corresponding objectives.</p> <p>“No” indicates that less than 40% items were rated as “at” or “above” the Depth-of-Knowledge level of the corresponding objectives.</p>

Tables *grade.3*

First five columns repeat columns from Table 1 and 2.

Range of

Standards

Standards Hit

Average number and standard deviation of the objectives hit coded by reviewers.

% of Total

Average percent and standard deviation of the total objectives that had at least one item coded.

Range of

Know.

Accept.

“Yes” indicates that 50% or more of the standards had at least one coded objective.

“Weak” indicates that 40% to 50% of the standards had at least one coded objective.

“No” indicates that 40% or less of the standards had at least one coded objective.

Balance

Index

% Hits in

Std/Ttl Hits

Average and standard deviation of the percent of the items hit for a standard of total number of hits (see total under the Hits column).

Index

Average and standard deviation of the Balance Index.

$$\text{Note: BALANCE INDEX} = 1 - \left(\sum_{k=1} \left| 1/(O) - I_{(k)} / (H) \right| \right) / 2$$

Where O = Total number of objectives hit for the standard

I_(k) = Number of items hit corresponding to objective (k)

H = Total number of items hit for the standard

Bal. of Rep

Accept.

“Yes” indicates that the Balance Index was .7 or above (items evenly distributed among standards).

“Weak” indicates that the Balance Index was .6 to .7 (a high percentage of items coded as corresponding to two or three standards).

“No” indicates that the Balance Index was .6 or less (a high percentage of items coded as corresponding to one standard.)

Tables *grade.4*

Summary if standard met the acceptable level for the four criteria by each standard.

Tables *grade.5*

The DOK value for each assessment item given by each reviewer. The intraclass correlation for the group of reviewers is given on the last row.

Tables *grade.6*

The DOK level and standard code assigned by each reviewer for each item.

Tables *grade.7*

This list for each item all of the objectives coded by the group of reviewers as corresponding to the item. Repeat of an objective indicates the number of reviewers who coded that objective as corresponding to the item.

Tables *grade.8*

This lists for each objective all of the items coded by the group of reviewers as corresponding to the objective. Repeat of an item indicates the number of reviewers who coded the item as corresponding to the objective.

Tables *grade.9*

This table summarizes the number of reviewers who coded an item as corresponding to an objective. It contains the same information as in Table 10.

Tables *grade.10*

This table can be used to compare the DOK level of an objective to the average DOK level of the items reviewers assigned to the objective. This table is helpful to identify items with a lower DOK level that should be replaced by an item with a higher DOK level to improve the Depth-of-Knowledge Consistency.

Table pre-K.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable*

Standards July 31 2013

Number of Assessment Items - 38

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
ILS.0.0 ELL Stage I: Kindergar...	2	9.83	1 2	6 3	66.67 33.33	31.83	1.83	YES
IR.0.0 ELL Stage I: Kindergart...	2	11.17	1 2	7 4	63.64 36.36	8.17	1.83	YES
IW.0.0 ELL Stage I: Kindergart...	3	9	1 2 3	7 1 1	77.78 11.11 11.11	2	0	NO
Total	7	30	1 2 3	20 8 1	69 28 3	42	0	

Table pre-K.2

*Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six
Reviewers*

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable

Standards July 31 2013

Number of Assessment Items - 38

Standards	Goals #	Objs #	Hits M	S.D	% Under	SD	% At	SD	% Above	SD	DOK Consistency
ILS.0.0 ELL Stage I: Kindergar...	2	9.83	31.83	1.83	24.94	7	67.85	10	7.21	9	YES
IR.0.0 ELL Stage I: Kindergart...	2	11.17	8.17	1.83	16.9	17	80.71	17	2.38	6	YES
IW.0.0 ELL Stage I: Kindergart...	3	9	2	0	100	0	0	0	0	0	NO
Total	7	30	42	0	26.59	5.9	67.46	7.8	5.95	7.9	
NT = Not Tested											

Table pre-K.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable

Standards July 31 2013

Number of Assessment Items - 38

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
ILS.0.0 ELL Stage I: Kindergarten...	2	9.83	31.83	1.83	6.83	0.98	69.91	10.64	YES	79	5	0.77	0.04	YES
IR.0.0 ELL Stage I: Kindergarten...	2	11.17	8.17	1.83	3.83	0.98	34.22	8.14	NO	16	5	0.8	0.01	YES
IW.0.0 ELL Stage I: Kindergarten...	3	9	2	0	1	0	11.11	0	NO	5	0	1	0	YES
Total	7	30	42	0	3.9	2.92	38.41	30		33	40	0.86	0.13	

Table pre-K.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable

Standards July 31 2013

Number of Assessment Items - 38

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
ILS.0.0 ELL Stage I: Kindergarten...	YES	YES	YES	YES
IR.0.0 ELL Stage I: Kindergarten...	YES	YES	NO	YES
IW.0.0 ELL Stage I: Kindergarten...	NO	NO	NO	YES

Table pre-K.5

Depth-of-Knowledge Levels by Item and Reviewers

Intraclass Correlation

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable

Standards July 31 2013

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	2	1	1	1
2	1	1	2	1	1	1
3	1	1	1	1	1	1
4	1	1	1	1	1	1
5	1	1	1	1	2	1
6	1	2	2	1	1	1
7	1	1	1	1	1	1
8	1	1	1	1	2	1
9	1	2	2	2	2	2
10	1	2	2	2	2	2
11	1	1	1	1	1	1
12	1	1	1	1	1	1
13	1	1	1	1	1	1
14	1	1	1	1	1	1
15	1	1	1	1	1	1
16	1	1	1	1	1	1
17	1	1	1	1	1	1
18	1	1	1	1	2	1
19	1	2	1	1	2	2
20	1	1	1	1	1	1
21	1	1	1	1	1	1
22	1	1	1	1	1	1
23	1	1	1	1	2	2
24	1	1	1	1	2	2
25	1	1	1	1	2	2
26	1	1	1	1	1	1
27	1	1	1	1	1	1
28	1	1	1	1	1	1
29	1	1	1	1	2	1
30	1	1	1	1	2	1
31	1	1	1	1	2	1
32	1	1	1	1	2	1
33	1	1	1	1	1	1

34	1	1	1	1	1	1
35	1	1	1	1	1	1
36	1	1	1	2	1	2
37	1	1	1	2	1	2
38	1	1	2	2	2	2

Intraclass correlation - 0.7569

Pairwise Comparison - 0.79

Table pre-K.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
1	1	ILS.2.7			1	ILS.2.7			2	ILS.2.7			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7		
2	1	ILS.2.7			1	ILS.2.7			2	ILS.2.7			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7		
3	1	ILS.2.9			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7		
4	1	ILS.2.9			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7		
5	1	ILS.2.7			1	ILS.2.7			1	ILS.2.7			1	ILS.2.7			2	ILS.2.7			1	ILS.2.7		
6	1	ILS.2.7			2	ILS.2.7			2	ILS.2.7			1	ILS.2.7			1	ILS.1.5			1	ILS.2.7		
7	1	ILS.1.5			1	ILS.1.5			1	ILS.1.5			1	ILS.1.5			1	ILS.1.5			1	ILS.1.5		
8	1	ILS.1.5			1	ILS.1.5			1	ILS.1.5			1	ILS.1.5			2	ILS.1.5			1	ILS.1.5		
9	1	ILS.1.5			2	ILS.1.5			2	ILS.1.5			2	ILS.1.5			2	ILS.1.5			2	ILS.1.5		
10	1	ILS.1.5			2	ILS.1.5			2	ILS.1.5			2	ILS.1.5			2	ILS.1.5			2	ILS.1.5		
11	1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9		
12	1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9		
13	1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9		
14	1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9		
15	1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9			1	ILS.2.9		
16	1	IW.1.1			1	IW.1.1			1	IW.1.1			1	IW.1.1			1	IW.1.1			1	IW.1.1		
17	1	IW.1.1			1	IW.1.1			1	IW.1.1			1	IW.1.1			1	IW.1.1			1	IW.1.1		
18	1	IR.3.5			1	IR.3.5			1	IR.3.5			1	IR.3.5			2	IR.3.5			1	IR.3.3		
19	1	ILS.1.3			2	ILS.1.4			1	ILS.1.4			1	IR.2.0			2	ILS.1.4			2	ILS.1.4		
20	1	IR.2.5			1	ILS.2.5			1	ILS.2.5			1	IR.2.1			1	ILS.2.5			1	ILS.2.5		
21	1	IR.2.5			1	ILS.2.5			1	ILS.2.9			1	IR.2.1			1	ILS.2.5			1	ILS.2.5		
22	1	IR.2.5			1	ILS.2.5			1	ILS.2.5			1	IR.2.1			1	ILS.2.5			1	ILS.2.5		
23	1	ILS.2.5			1	ILS.2.9			1	ILS.2.5			1	ILS.2.9			2	ILS.2.9			2	ILS.2.0		
24	1	ILS.2.9			1	ILS.2.9			1	ILS.2.5			1	ILS.2.9			2	ILS.2.9			2	ILS.2.0		
25	1	ILS.2.9			1	ILS.2.9			1	ILS.2.5			1	ILS.2.9			2	ILS.2.9			2	ILS.2.0		
26	1	ILS.2.5			1	ILS.1.1			1	ILS.1.1			1	ILS.2.5			1	ILS.1.1			1	ILS.2.5		

27	1	ILS.2.5			1	ILS.1.1			1	ILS.1.1			1	ILS.2.0			1	ILS.1.1			1	ILS.2.5		
28	1	ILS.2.5			1	ILS.1.1			1	ILS.1.1			1	ILS.2.5			1	ILS.1.1			1	ILS.2.5		
29	1	ILS.2.5			1	ILS.2.5			1	ILS.1.1			1	ILS.2.5			2	ILS.1.1			1	ILS.2.5		
30	1	ILS.2.5			1	ILS.2.5			1	ILS.1.1			1	ILS.2.0			2	ILS.1.1			1	ILS.2.5		
31	1	ILS.2.5			1	ILS.2.5			1	ILS.1.1			1	ILS.1.0			2	ILS.1.1			1	ILS.2.5		
32	1	ILS.2.5			1	ILS.2.5			1	ILS.1.1			1	ILS.1.0			2	ILS.2.0			1	ILS.2.5		
33	1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2		
34	1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.4			1	IR.2.2		
35	1	IR.2.1			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2		
36	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			2	ILS.2.0			1	ILS.1.3			2	ILS.1.3		
37	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			2	ILS.0.0			1	ILS.1.3			2	ILS.1.3		
38	1	IR.3.4			1	IR.3.4			2	IR.2.4			2	IR.3.4			2	IR.3.4			2	IR.3.4		
Objective Pairwise Comparison: 0.68																								
Standard Pairwise Comparison: 0.94																								

Table pre-K.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable Standards July 31 2013

	Low			Medium				High					
	0				9							15	
ILS.0.0	37(1)												
ILS.1.0	31(1)	32(1)											
ILS.1.1	32(1)	27(3)	28(3)	29(2)	30(2)	31(2)	26(3)						
ILS.1.3	19(1)	37(5)	36(5)										
ILS.1.4	19(4)												
ILS.1.5	6(1)	7(6)	8(6)	9(12)	10(12)								
ILS.2.0	25(1)	23(1)	24(1)	36(1)	30(1)	27(1)	32(1)						
ILS.2.5	32(3)	27(2)	28(3)	30(3)	29(4)	31(3)	24(1)	23(2)	25(1)	26(3)	20(4)	21(3)	22(4)
ILS.2.6													
ILS.2.7	6(5)	4(5)	5(6)	1(6)	2(6)	3(5)							
ILS.2.8													
ILS.2.9	3(1)	4(1)	21(1)	25(4)	23(3)	24(4)	11(6)	12(6)	13(6)	14(6)	15(6)		
IR.0.0													
IR.2.0	19(1)												
IR.2.1	20(1)	21(1)	22(1)	35(1)									
IR.2.2	35(5)	33(6)	34(5)										
IR.2.4	34(1)	38(3)											
IR.2.5	22(1)	21(1)	20(1)										
IR.2.7													
IR.2.10													
IR.3.0													
IR.3.3	18(1)												

IR.3.4	38(15)												
IR.3.5	18(5)												
IR.3.7													
IR.3.12													
IW.0.0													
IW.1.0													
IW.1.1	16(6)	17(6)											
IW.2.0													
IW.2.1													
IW.2.2													
IW.2.4													
IW.2.5													
IW.2.6													
IW.2.8													
IW.2.9													
IW.3.0													
IW.3.4													

Table pre-K.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable Standards July 31 2013

Low		Medium		High	
3		9		15	
1 LISTENING / SPEAKING	ILS.2.7:6				
2 LISTENING / SPEAKING	ILS.2.7:6				
3 LISTENING / SPEAKING	ILS.2.7:5	ILS.2.9:1			
4 LISTENING / SPEAKING	ILS.2.7:5	ILS.2.9:1			
5 LISTENING / SPEAKING	ILS.2.7:6				
6 LISTENING / SPEAKING	ILS.1.5:1	ILS.2.7:5			
7 LISTENING / SPEAKING	ILS.1.5:6				
8 LISTENING / SPEAKING	ILS.1.5:6				
9 LISTENING / SPEAKING	ILS.1.5:12				
10 LISTENING / SPEAKING	ILS.1.5:12				
11 LISTENING / SPEAKING	ILS.2.9:6				
12 LISTENING / SPEAKING	ILS.2.9:6				
13 LISTENING / SPEAKING	ILS.2.9:6				
14 LISTENING / SPEAKING	ILS.2.9:6				
15 LISTENING / SPEAKING	ILS.2.9:6				
16 PREWRITING	IW.1.1:6				
17 PREWRITING	IW.1.1:6				
18 PREREADING	IR.3.3:1	IR.3.5:5			
19 LISTENING / SPEAKING	ILS.1.3:1	ILS.1.4:4	IR.2.0:1		
20 LISTENING / SPEAKING	ILS.2.5:4	IR.2.1:1	IR.2.5:1		
21 LISTENING / SPEAKING	ILS.2.5:3	ILS.2.9:1	IR.2.1:1	IR.2.5:1	
22 LISTENING / SPEAKING	ILS.2.5:4	IR.2.1:1	IR.2.5:1		
23 LISTENING / SPEAKING	ILS.2.0:1	ILS.2.5:2	ILS.2.9:3		
24 LISTENING / SPEAKING	ILS.2.0:1	ILS.2.5:1	ILS.2.9:4		
25 LISTENING / SPEAKING	ILS.2.0:1	ILS.2.5:1	ILS.2.9:4		
26 LISTENING / SPEAKING	ILS.1.1:3	ILS.2.5:3			
27 LISTENING / SPEAKING	ILS.1.1:3	ILS.2.0:1	ILS.2.5:2		
28 LISTENING / SPEAKING	ILS.1.1:3	ILS.2.5:3			
29 LISTENING / SPEAKING	ILS.1.1:2	ILS.2.5:4			
30 LISTENING / SPEAKING	ILS.1.1:2	ILS.2.0:1	ILS.2.5:3		
31 LISTENING / SPEAKING	ILS.1.0:1	ILS.1.1:2	ILS.2.5:3		
32 LISTENING / SPEAKING	ILS.1.0:1	ILS.1.1:1	ILS.2.0:1	ILS.2.5:3	

33 PREREADING	IR.2.2:6			
34 PREREADING	IR.2.2:5	IR.2.4:1		
35 PREREADING	IR.2.1:1	IR.2.2:5		
36 LISTENING / SPEAKING	ILS.1.3:5	ILS.2.0:1		
37 LISTENING / SPEAKING	ILS.0.0:1	ILS.1.3:5		
38 PREREADING	IR.2.4:3	IR.3.4:15		

Table pre-K.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

ILS.0.0: [2]	37:(1)[2]										
ILS.1.0: [2]	31:(1)[1]	32:(1)[1]									
ILS.1.1: [1]	26:(3)[1]	27:(3)[1]	28:(3)[1]	29:(2)[2]	30:(2)[2]	31:(2)[2]	32:(1)[1]				
ILS.1.3: [1]	19:(1)[1]	36:(5)[1]	37:(5)[1]								
ILS.1.4: [2]	19:(4)[2]										
ILS.1.5: [2]	6:(1)[1]	7:(6)[1]	8:(6)[1]	9:(12)[2]	10:(12)[2]						
ILS.2.0: [2]	23:(1)[2]	24:(1)[2]	25:(1)[2]	27:(1)[1]	30:(1)[1]	32:(1)[2]	36:(1)[2]				
ILS.2.5: [1]	20:(4)[1]	21:(3)[1]	22:(4)[1]	23:(2)[1]	24:(1)[1]	25:(1)[1]	26:(3)[1]	27:(2)[1]	28:(3)[1]	29:(4)[1]	30:(3)[1]
	32:(3)[1]	31:(3)[1]									
ILS.2.6											
ILS.2.7: [2]	1:(6)[1]	2:(6)[1]	3:(5)[1]	4:(5)[1]	5:(6)[1]	6:(5)[1]					
ILS.2.8											
ILS.2.9: [1]	3:(1)[1]	4:(1)[1]	11:(6)[1]	12:(6)[1]	13:(6)[1]	14:(6)[1]	15:(6)[1]	21:(1)[1]	23:(3)[1]	24:(4)[1]	25:(4)[1]
IR.0.0											
IR.2.0: [2]	19:(1)[1]										
IR.2.1: [1]	20:(1)[1]	21:(1)[1]	22:(1)[1]	35:(1)[1]							
IR.2.2: [1]	33:(6)[1]	34:(5)[1]	35:(5)[1]								
IR.2.4: [2]	34:(1)[1]	38:(3)[2]									
IR.2.5: [1]	20:(1)[1]	21:(1)[1]	22:(1)[1]								
IR.2.7											
IR.2.10											
IR.3.0											
IR.3.3: [2]	18:(1)[1]										
IR.3.4: [2]	38:(15)[2]										
IR.3.5: [1]	18:(5)[1]										
IR.3.7											
IR.3.12											
IW.0.0											
IW.1.0											
IW.1.1: [2]	16:(6)[1]	17:(6)[1]									
IW.2.0											
IW.2.1											
IW.2.2											
IW.2.4											
IW.2.5											

IW.2.6											
IW.2.8											
IW.2.9											
IW.3.0											
IW.3.4											

Table K.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I*

Assessable Standards July 31 2013

Number of Assessment Items - 49

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
ILS.0.0 ELL Stage I: Kindergar...	2	9.33	1 2	6 3	66.67 33.33	28.67	1.63	YES
IR.0.0 ELL Stage I: Kindergart...	2	11.67	1 2	7 4	63.64 36.36	18	0	YES
IW.0.0 ELL Stage I: Kindergart...	3	9	1 2 3	7 1 1	77.78 11.11 11.11	24.67	7.45	YES
Total	7	30	1 2 3	20 8 1	69 28 3	71.34	8.55	

Table K.2

Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I Assessable Standards July 31 2013

Number of Assessment Items - 49

Standards	Goals #	Objs #	Hits M	S.D	% Under	SD	% At	SD	% Above	SD	DOK Consistency
ILS.0.0 ELL Stage I: Kindergar...	2	9.33	28.67	1.63	1.19	3	87.5	12	11.31	13	YES
IR.0.0 ELL Stage I: Kindergart...	2	11.67	18	0	15.74	6	72.22	15	12.04	10	YES
IW.0.0 ELL Stage I: Kindergart...	3	9	24.67	7.45	0	0	56.6	13	43.4	13	YES
Total	7	30	71.34	8.55	4.44	2.2	72.66	9.8	22.9	9.3	
NT = Not Tested											

Table K.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I Assessable Standards July 31 2013

Number of Assessment Items - 49

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
ILS.0.0 ELL Stage I: Kindergar...	2	9.33	28.67	1.63	8.5	0.84	91.11	8.29	YES	43	2	0.79	0.02	YES
IR.0.0 ELL Stage I: Kindergart...	2	11.67	18	0	10.5	1.05	89.9	6.6	YES	35	2	0.77	0.02	YES
IW.0.0 ELL Stage I: Kindergart...	3	9	24.67	7.45	6.67	0.82	74.07	9.07	YES	22	4	0.76	0.05	YES
Total	7	30	71.34	8.55	8.6	1.92	85.03	10		33	10	0.77	0.01	

Table K.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I

Assessable Standards July 31 2013

Number of Assessment Items - 60

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
ILS.0.0 ELL Stage I: Kindergar...	YES	YES	YES	YES
IR.0.0 ELL Stage I: Kindergart...	YES	YES	YES	YES
IW.0.0 ELL Stage I: Kindergart...	YES	YES	YES	YES

Table K.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
4	1	1	1	2	1	1
5	1	1	1	2	1	1
6	2	2	2	2	2	2
7	2	2	2	2	2	2
8	2	2	2	2	2	2
9	1	1	1	1	1	1
10	1	1	1	2	1	1
11	1	1	1	2	1	1
12	2	2	2	2	2	2
13	2	2	2	2	2	2
14	2	2	2	2	2	2
18	1	1	1	1	1	1
19	1	1	2	1	2	1
20	1	1	1	1	1	1
21	1	1	2	1	2	1
22	1	1	1	1	1	1
23	1	1	2	1	1	2
24	1	2	2	1	1	2
26	1	1	1	1	1	1
27	1	1	1	1	1	1
28	1	1	1	1	1	1
29	1	1	2	2	2	2
30	2	1	1	2	2	1
31	2	2	2	2	2	2
32	1	2	1	2	1	1
33	1	2	1	2	1	1
34	2	2	1	2	2	1
35	2	1	1	2	2	1
36	2	2	1	2	2	1
40	1	1	1	1	1	1

41	1	1	1	1	1	1
42	1	1	1	1	2	1
43	1	1	1	2	1	1
44	2	2	2	2	2	2
45	1	1	1	1	1	1
46	1	1	1	1	1	1
48	2	2	2	3	3	2
49	2	2	2	3	3	2
51	1	1	1	1	1	1
52	1	1	1	1	1	1
53	1	1	1	1	1	1
54	1	1	1	1	2	1
55	1	1	1	1	1	2
56	1	1	1	1	1	2
57	2	1	2	2	2	2
60	1	1	1	2	2	1

Intraclass correlation - 0.9719

Pairwise Comparison - 0.78

Table K.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
1	1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1		
2	1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1		
3	1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1		
4	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			2	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
5	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			2	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
6	2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
7	2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.3			2	ILS.1.4			2	ILS.1.4		
8	2	ILS.1.4			2	ILS.1.5			2	ILS.1.3			2	ILS.1.5			2	ILS.1.4			2	ILS.1.5		
9	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
10	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			2	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
11	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			2	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
12	2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
13	2	ILS.1.5			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
14	2	ILS.1.5			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
18	1	IR.2.1			1	IR.2.1			1	IR.2.1			1	IR.2.1			1	IR.2.1			1	IR.2.2		
19	1	IR.3.12			1	IR.3.12			2	IR.3.12			1	IR.3.12			2	IR.3.12			1	IR.3.12		
20	1	IR.2.5			1	IR.2.5			1	IR.2.5			1	IR.3.12			1	IR.3.12			1	IR.2.5		
21	1	IR.2.10			1	IR.2.10			2	IR.2.10			1	IR.2.10			2	IR.2.4			1	IR.2.10		
22	1	IR.2.7			1	IR.2.7			1	IR.2.7			1	IR.2.7			1	IR.2.7			1	IR.2.7		
23	1	IR.2.4			1	IR.2.4			2	IR.2.4			1	IR.2.4			1	IR.2.4			2	IR.2.4		
24	1	IR.2.4			2	IR.2.4			2	IR.2.4			1	IR.2.4			1	IR.2.4			2	IR.2.4		
26	1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2		
27	1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2		
28	1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2		
29	1	IR.3.4			1	IR.3.4			2	IR.3.4			2	IR.3.4			2	IR.3.4			2	IR.3.4		
30	2	IR.3.7			1	IR.3.7			1	IR.3.7			2	IR.3.7			2	IR.3.7			1	IR.3.7		

31	2	IR.3.4			2	IR.3.0			2	IR.3.4			2	IR.3.4			2	IR.3.4			2	IR.3.4		
32	1	IR.3.5			2	IR.3.3			1	IR.3.5			2	IR.3.5			1	IR.3.5			1	IR.3.5		
33	1	IR.3.5			2	IR.3.3			1	IR.3.5			2	IR.3.5			1	IR.3.5			1	IR.3.5		
34	2	IR.3.0			2	IR.3.5			1	IR.3.5			2	IR.3.5			2	IR.3.5			1	IR.3.5		
35	2	IR.3.5			1	IR.3.5			1	IR.3.5			2	IR.3.5			2	IR.3.5			1	IR.3.5		
36	2	IR.3.0			2	IR.3.5			1	IR.3.0			2	IR.3.3			2	IR.3.3			1	IR.3.0		
40	1	IW.2.1			1	IW.2.1			1	IW.2.1			1	IW.2.4			1	IW.2.1			1	IW.2.1		
41	1	IW.2.1	ILS.2.8	ILS.2.9	1	IW.2.1			1	IW.2.1			1	IW.2.5			1	IW.2.1			1	IW.2.1		
42	1	IW.2.4			1	IW.2.4			1	IW.2.4			1	IW.2.4			2	IW.2.4			1	IW.2.4		
43	1	IW.2.2			1	IW.2.2			1	IW.2.2			2	IW.1.1			1	IW.2.2			1	IW.2.2		
44	2	IW.2.9	IW.2.5	IW.2.6	2	IW.2.9	IW.2.5	IW.2.6	2	IW.2.9	IW.2.5	IW.2.6	2	IW.2.9			2	IW.2.9			2	IW.2.9	IW.2.5	IW.2.6
45	1	IW.2.6			1	IW.2.6			1	IW.2.6			1	IW.2.6			1	IW.2.6			1	IW.2.6		
46	1	IW.2.5			1	IW.2.5			1	IW.2.5			1	IW.2.5			1	IW.2.5			1	IW.2.5		
48	2	IW.1.1	IW.2.5	IW.2.6	2	IW.1.1			2	IW.1.1			3	IW.1.1			3	IW.1.1			2	IW.1.1	IW.2.5	IW.2.6
49	2	IW.1.1	IW.2.5	IW.2.6	2	IW.1.1			2	IW.1.1			3	IW.1.1			3	IW.1.1			2	IW.1.1	IW.2.5	IW.2.6
51	1	ILS.2.5			1	ILS.2.5			1	ILS.2.5			1	ILS.2.5			1	ILS.2.5			1	ILS.2.5		
52	1	ILS.2.5			1	ILS.2.5			1	ILS.2.5			1	ILS.2.9			1	ILS.2.5			1	ILS.2.5		
53	1	ILS.2.6			1	ILS.2.6			1	ILS.2.9			1	ILS.2.9			1	ILS.2.6			1	ILS.2.6		
54	1	ILS.2.6			1	ILS.2.6			1	ILS.2.6			1	ILS.2.6			2	ILS.2.6			1	ILS.2.6		
55	1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			2	ILS.2.8		
56	1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			2	ILS.2.8		
57	2	ILS.2.7			1	ILS.2.7			2	ILS.2.7			2	ILS.2.7			2	ILS.2.7			2	ILS.2.7		
60	1	ILS.2.5			1	ILS.2.0			1	ILS.2.0			2	ILS.2.5			2	ILS.2.5			1	ILS.2.5		
Objective Pairwise Comparison: 0.81																								
Standard Pairwise Comparison: 0.99																								

Table K.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I Assessable Standards July 31 2013

	Low		Medium		High		
	0		10.8			18	
ILS.0.0							
ILS.1.0							
ILS.1.1	1(6)	2(6)	3(6)				
ILS.1.3	4(6)	5(6)	9(6)	10(6)	11(6)	7(1)	8(1)
ILS.1.4	8(2)	7(5)	14(5)	12(6)	13(5)	6(6)	
ILS.1.5	13(1)	14(1)	8(3)				
ILS.2.0	60(8)						
ILS.2.5	60(16)	51(6)	52(5)				
ILS.2.6	54(6)	53(4)					
ILS.2.7	57(12)						
ILS.2.8	55(12)	56(12)	41(2)				
ILS.2.9	52(1)	53(2)	41(2)				
IR.0.0							
IR.2.0							
IR.2.1	18(5)						
IR.2.2	18(1)	26(6)	27(6)	28(6)			
IR.2.4	21(1)	23(6)	24(6)				
IR.2.5	20(4)						
IR.2.7	22(6)						
IR.2.10	21(5)						
IR.3.0	31(1)	34(1)	36(3)				
IR.3.3	36(2)	33(1)	32(1)				
IR.3.4	31(5)	29(6)					

IR.3.5	33(5)	36(1)	34(5)	35(6)	32(5)		
IR.3.7	30(6)						
IR.3.12	20(2)	19(6)					
IW.0.0							
IW.1.0							
IW.1.1	43(2)	48(18)	49(18)				
IW.2.0							
IW.2.1	41(10)	40(10)					
IW.2.2	43(10)						
IW.2.4	42(12)	40(2)					
IW.2.5	41(2)	46(6)	48(6)	49(6)	44(8)		
IW.2.6	45(6)	48(6)	49(6)	44(8)			
IW.2.8							
IW.2.9	44(12)						
IW.3.0							
IW.3.4							

Table K.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I Assessable Standards July 31 2013

Low		Medium		High
3.6		10.8		18
1 LISTENING 1	ILS.1.1:6			
2 LISTENING 2	ILS.1.1:6			
3 LISTENING 3	ILS.1.1:6			
4 LISTENING 4	ILS.1.3:6			
5 LISTENING 5	ILS.1.3:6			
6 LISTENING 6	ILS.1.4:6			
7 LISTENING 7	ILS.1.3:1	ILS.1.4:5		
8 LISTENING 8	ILS.1.3:1	ILS.1.4:2	ILS.1.5:3	
9 LISTENING 9	ILS.1.3:6			
10 LISTENING 10	ILS.1.3:6			
11 LISTENING 11	ILS.1.3:6			
12 LISTENING 12	ILS.1.4:6			
13 LISTENING 13	ILS.1.4:5	ILS.1.5:1		
14 LISTENING 14	ILS.1.4:5	ILS.1.5:1		
18 PREREADING 1	IR.2.1:5	IR.2.2:1		
19 PREREADING 2	IR.3.12:6			
20 PREREADING 3	IR.2.5:4	IR.3.12:2		
21 PREREADING 4	IR.2.4:1	IR.2.10:5		
22 PREREADING 5	IR.2.7:6			
23 PREREADING 6	IR.2.4:6			
24 PREREADING 7	IR.2.4:6			
26 PREREADING 9	IR.2.2:6			
27 PREREADING 10	IR.2.2:6			
28 PREREADING 11	IR.2.2:6			
29 PREREADING 12	IR.3.4:6			
30 PREREADING 13	IR.3.7:6			
31 PREREADING 14	IR.3.0:1	IR.3.4:5		
32 PREREADING 15	IR.3.3:1	IR.3.5:5		
33 PREREADING 16	IR.3.3:1	IR.3.5:5		
34 PREREADING 17	IR.3.0:1	IR.3.5:5		
35 PREREADING 18	IR.3.5:6			
36 PREREADING 19	IR.3.0:3	IR.3.3:2	IR.3.5:1	

40 PREWRITING 1	IW.2.1:10	IW.2.4:2		
41 PREWRITING 2	ILS.2.8:2	ILS.2.9:2	IW.2.1:10	IW.2.5:2
42 PREWRITING 3	IW.2.4:12			
43 PREWRITING 4	IW.1.1:2	IW.2.2:10		
44 PREWRITING 5	IW.2.5:8	IW.2.6:8	IW.2.9:12	
45 PREWRITING 6	IW.2.6:6			
46 PREWRITING 7	IW.2.5:6			
48 PREWRITING 9	IW.1.1:18	IW.2.5:6	IW.2.6:6	
49 PREWRITING 10	IW.1.1:18	IW.2.5:6	IW.2.6:6	
51 SPEAKING 1	ILS.2.5:6			
52 SPEAKING 2	ILS.2.5:5	ILS.2.9:1		
53 SPEAKING 3	ILS.2.6:4	ILS.2.9:2		
54 SPEAKING 4	ILS.2.6:6			
55 SPEAKING 5	ILS.2.8:12			
56 SPEAKING 6	ILS.2.8:12			
57 SPEAKING 7	ILS.2.7:12			
60 SPEAKING 10	ILS.2.0:8	ILS.2.5:16		

Table K.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

ILS.0.0							
ILS.1.0							
ILS.1.1: [1]	1:(6)[1]	2:(6)[1]	3:(6)[1]				
ILS.1.3: [1]	4:(6)[1]	5:(6)[1]	7:(1)[2]	8:(1)[2]	9:(6)[1]	10:(6)[1]	11:(6)[1]
ILS.1.4: [2]	6:(6)[2]	7:(5)[2]	8:(2)[2]	12:(6)[2]	13:(5)[2]	14:(5)[2]	
ILS.1.5: [2]	8:(3)[2]	13:(1)[2]	14:(1)[2]				
ILS.2.0: [2]	60:(8)[1]						
ILS.2.5: [1]	51:(6)[1]	52:(5)[1]	60:(16)[2]				
ILS.2.6: [1]	53:(4)[1]	54:(6)[1]					
ILS.2.7: [2]	57:(12)[2]						
ILS.2.8: [1]	41:(2)[1]	55:(12)[1]	56:(12)[1]				
ILS.2.9: [1]	41:(2)[1]	52:(1)[1]	53:(2)[1]				
IR.0.0							
IR.2.0							
IR.2.1: [1]	18:(5)[1]						
IR.2.2: [1]	18:(1)[1]	26:(6)[1]	27:(6)[1]	28:(6)[1]			
IR.2.4: [2]	21:(1)[2]	23:(6)[1]	24:(6)[2]				
IR.2.5: [1]	20:(4)[1]						
IR.2.7: [1]	22:(6)[1]						
IR.2.10: [1]	21:(5)[1]						
IR.3.0: [2]	31:(1)[2]	34:(1)[2]	36:(3)[1]				
IR.3.3: [2]	32:(1)[2]	33:(1)[2]	36:(2)[2]				
IR.3.4: [2]	29:(6)[2]	31:(5)[2]					
IR.3.5: [1]	32:(5)[1]	33:(5)[1]	34:(5)[2]	35:(6)[2]	36:(1)[2]		

IR.3.7: [1]	30:(6)[2]						
IR.3.12: [2]	19:(6)[1]	20:(2)[1]					
IW.0.0							
IW.1.0							
IW.1.1: [2]	43:(2)[2]	48:(18)[2]	49:(18)[2]				
IW.2.0							
IW.2.1: [1]	40:(10)[1]	41:(10)[1]					
IW.2.2: [1]	43:(10)[1]						
IW.2.4: [1]	40:(2)[1]	42:(12)[1]					
IW.2.5: [1]	41:(2)[1]	44:(8)[2]	46:(6)[1]	48:(6)[2]	49:(6)[2]		
IW.2.6: [1]	44:(8)[2]	45:(6)[1]	48:(6)[2]	49:(6)[2]			
IW.2.8							
IW.2.9: [1]	44:(12)[2]						
IW.3.0							
IW.3.4							

Table K.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I
Assessable Standards July 31 2013
Number of Assessment Items - 49*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
ILS.0.0 ELL Stage I: Kindergar...	2	9.33	1 2	6 3	66.67 33.33	26	3.1	YES
IR.0.0 ELL Stage I: Kindergart...	2	11.33	1 2	7 4	63.64 36.36	18.17	0.41	YES
IW.0.0 ELL Stage I: Kindergart...	3	9	1 2 3	7 1 1	77.78 11.11 11.11	25.17	8.54	YES
Total	7	29.66	1 2 3	20 8 1	69 28 3	69.34	7	

Table K.2

*Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I
Assessable Standards July 31 2013
Number of Assessment Items - 49*

Standards	Goals #	Objs #	Hits M	S.D	% Under	SD	% At	SD	% Above	SD	DOK Consistency
ILS.0.0 ELL Stage I: Kindergar...	2	9.33	26	3.1	7.52	12	82.58	10	9.9	8	YES
IR.0.0 ELL Stage I: Kindergart...	2	11.33	18.17	0.41	17.5	7	71.49	18	11.01	14	YES
IW.0.0 ELL Stage I: Kindergart...	3	9	25.17	8.54	0	0	61.83	14	38.17	14	YES
Total	7	29.66	69.34	7	7.21	5.1	71.88	7.9	20.91	8.8	
NT = Not Tested											

Table K.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I

Assessable Standards July 31 2013

Number of Assessment Items - 49

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
ILS.0.0 ELL Stage I: Kindergar...	2	9.33	26	3.1	7.5	1.05	80.19	8.56	YES	41	4	0.79	0.03	YES
IR.0.0 ELL Stage I: Kindergart...	2	11.33	18.17	0.41	9.83	0.98	86.87	8.99	YES	36	2	0.71	0.03	YES
IW.0.0 ELL Stage I: Kindergart...	3	9	25.17	8.54	6.83	1.17	75.93	12.99	YES	23	6	0.71	0.03	YES
Total	7	29.66	69.34	7	8.1	1.58	81	6		33	9	0.74	0.05	

Table K.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I

Assessable Standards July 31 2013

Number of Assessment Items - 49

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
ILS.0.0 ELL Stage I: Kindergar...	YES	YES	YES	YES
IR.0.0 ELL Stage I: Kindergart...	YES	YES	YES	YES
IW.0.0 ELL Stage I: Kindergart...	YES	YES	YES	YES

Table K.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
4	1	1	2	2	2	2
5	1	1	1	2	1	1
6	1	1	1	2	2	2
7	1	1	1	2	1	1
8	2	2	2	2	2	2
9	1	1	2	2	2	2
10	1	1	1	2	1	1
11	2	2	2	2	2	2
12	1	2	2	2	2	2
13	1	2	2	2	2	2
14	1	1	1	2	1	1
18	1	1	1	1	1	1
19	1	1	2	1	1	1
20	1	1	1	1	1	1
21	1	1	2	1	2	1
22	1	1	1	1	1	1
23	1	1	2	1	1	2
24	1	1	2	1	1	2
26	1	1	1	1	1	1
27	1	1	1	1	1	1
28	1	1	1	1	1	1
29	1	1	1	2	1	1
30	1	1	2	2	2	2
31	2	2	2	2	1	2
32	1	2	1	2	1	1
33	1	2	1	2	1	1
34	1	2	1	2	2	1
35	1	1	1	2	1	1
36	1	1	1	2	1	1
40	1	1	1	1	1	1

41	1	1	1	1	1	1
42	1	1	1	1	2	1
43	1	1	1	1	1	1
44	2	2	2	2	2	2
45	1	1	1	1	1	1
46	1	1	1	1	1	1
48	3	2	2	3	3	2
49	2	2	2	2	2	2
51	1	1	1	1	1	1
52	1	1	1	1	1	1
53	1	1	1	1	2	1
54	1	1	1	1	1	1
55	1	1	1	1	1	2
56	1	1	1	1	1	2
57	2	1	2	2	2	2
60	1	1	1	2	2	1

Intraclass correlation - 0.9667

Pairwise Comparison - 0.76

Table K.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
1	1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1		
2	1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1		
3	1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1			1	ILS.1.1		
4	1	ILS.1.4			1	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
5	1	ILS.1.4			1	ILS.1.3			1	ILS.1.3			2	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
6	1	ILS.1.4			1	ILS.1.4			1	ILS.1.3			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
7	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			2	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
8	2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
9	1	ILS.1.4			1	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.5		
10	1	ILS.1.3			1	ILS.1.3			1	ILS.1.3			2	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
11	2	ILS.1.1			2	ILS.1.3			2	ILS.1.3			2	ILS.1.3			2	ILS.1.3			2	ILS.1.3		
12	1	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
13	1	ILS.1.5			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4			2	ILS.1.4		
14	1	ILS.1.1			1	ILS.1.3			1	ILS.1.3			2	ILS.1.3			1	ILS.1.3			1	ILS.1.3		
18	1	IR.2.1			1	IR.2.1			1	IR.2.1			1	IR.2.1			1	IR.2.1			1	IR.2.2		
19	1	IR.3.12			1	IR.3.12			2	IR.3.12			1	IR.3.12			1	IR.3.12			1	IR.3.12		
20	1	IR.2.5			1	IR.2.5			1	IR.2.5	IR.3.12		1	IR.3.12			1	IR.3.12			1	IR.2.5		
21	1	IR.2.10			1	IR.2.10			2	IR.2.10			1	IR.2.10			2	IR.2.4			1	IR.2.10		
22	1	IR.2.7			1	IR.2.7			1	IR.2.7			1	IR.2.7			1	IR.2.7			1	IR.2.7		
23	1	IR.2.4			1	IR.2.4			2	IR.2.4			1	IR.2.4			1	IR.2.4			2	IR.2.4		
24	1	IR.2.4			1	IR.2.4			2	IR.2.4			1	IR.2.4			1	IR.2.4			2	IR.2.4		
26	1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2		
27	1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2		
28	1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2			1	IR.2.2		
29	1	IR.3.5			1	IR.3.5			1	IR.3.5			2	IR.3.5			1	IR.3.5			1	IR.3.5		
30	1	IR.3.4			1	IR.3.4			2	IR.3.4			2	IR.3.4			2	IR.3.4			2	IR.3.4		

31	2	IR.3.7			2	IR.3.7			2	IR.3.7			2	IR.3.7			1	IR.3.7			2	IR.3.0		
32	1	IR.3.5			2	IR.3.3			1	IR.3.5			2	IR.3.5			1	IR.3.5			1	IR.3.5		
33	1	IR.3.5			2	IR.3.3			1	IR.3.5			2	IR.3.5			1	IR.3.5			1	IR.3.5		
34	1	IR.3.5			2	IR.3.5			1	IR.3.0			2	IR.3.5			2	IR.3.3			1	IR.3.5		
35	1	IR.3.5			1	IR.3.5			1	IR.3.5			2	IR.3.5			1	IR.3.5			1	IR.3.5		
36	1	IR.3.5			1	IR.3.5			1	IR.3.5			2	IR.3.5			1	IR.3.5			1	IR.3.5		
40	1	IW.2.1			1	IW.2.1			1	IW.2.1			1	IW.2.4			1	IW.2.1			1	IW.2.1		
41	1	IW.2.1	IW.2.8	IW.2.9	1	IW.2.1			1	IW.2.1			1	IW.2.5			1	IW.2.1			1	IW.2.1		
42	1	IW.2.4			1	IW.2.4			1	IW.2.4			1	IW.2.4			2	IW.2.4			1	IW.2.4		
43	1	IW.2.2			1	IW.2.2			1	IW.2.2			1	IW.2.4			1	IW.2.2			1	IW.2.2		
44	2	IW.2.9			2	IW.2.9			2	IW.2.9			2	IW.2.9			2	IW.2.9			2	IW.2.9		
45	1	IW.2.5			1	IW.2.6			1	IW.2.6			1	IW.2.6			1	IW.2.6			1	IW.2.6		
46	1	IW.2.5			1	IW.2.5			1	IW.2.5			1	IW.2.5			1	IW.2.5			1	IW.2.5		
48	3	IW.1.1	IW.2.6	IW.2.5	2	IW.1.1			2	IW.2.9	IW.2.2		3	IW.1.1			3	IW.1.1			2	IW.1.1	IW.2.5	IW.2.8
49	2	IW.1.1	IW.2.5	IW.2.6	2	IW.1.1			2	IW.2.9			2	IW.1.1			2	IW.1.1			2	IW.1.1	IW.2.5	IW.2.8
51	1	IW.2.5			1	ILS.2.5			1	ILS.2.5			1	IW.2.5			1	ILS.2.5			1	ILS.2.5		
52	1	IW.2.5			1	ILS.2.5			1	ILS.2.5			1	IW.2.5			1	ILS.2.5			1	ILS.2.5		
53	1	ILS.2.6			1	ILS.2.6			1	ILS.2.6			1	ILS.2.9			2	ILS.2.6			1	ILS.2.6		
54	1	ILS.2.6			1	ILS.2.6			1	ILS.2.9			1	ILS.2.9			1	ILS.2.6			1	ILS.2.6		
55	1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			2	ILS.2.8		
56	1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			1	ILS.2.8			2	ILS.2.8		
57	2	ILS.2.7			1	ILS.2.7			2	ILS.2.7			2	ILS.2.7			2	ILS.2.7			2	ILS.2.7		
60	1	IW.2.5			1	ILS.2.0			1	ILS.2.0			2	IW.2.5			2	ILS.2.7			1	ILS.2.5		

Objective Pairwise Comparison: 0.78

Standard Pairwise Comparison: 0.97

Table K.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I Assessable Standards July 31 2013

	Low			Medium			High	
	0			9			15	
ILS.0.0								
ILS.1.0								
ILS.1.1	1(6)	2(6)	3(6)	11(1)	14(1)			
ILS.1.3	14(5)	11(5)	7(6)	5(5)	6(1)	10(6)		
ILS.1.4	6(5)	5(1)	8(6)	9(5)	4(6)	12(6)	13(5)	
ILS.1.5	13(1)	9(1)						
ILS.2.0	60(8)							
ILS.2.5	60(4)	51(4)	52(4)					
ILS.2.6	53(5)	54(4)						
ILS.2.7	57(12)	60(4)						
ILS.2.8	55(12)	56(12)						
ILS.2.9	53(1)	54(2)						
IR.0.0								
IR.2.0								
IR.2.1	18(5)							
IR.2.2	18(1)	26(6)	27(6)	28(6)				
IR.2.4	21(1)	23(6)	24(6)					
IR.2.5	20(4)							
IR.2.7	22(6)							
IR.2.10	21(5)							
IR.3.0	31(1)	34(1)						
IR.3.3	34(1)	32(1)	33(1)					
IR.3.4	30(6)							

IR.3.5	33(5)	32(5)	34(4)	35(6)	36(6)	29(6)		
IR.3.7	31(5)							
IR.3.12	19(6)	20(3)						
IW.0.0								
IW.1.0								
IW.1.1	48(15)	49(15)						
IW.2.0								
IW.2.1	40(10)	41(10)						
IW.2.2	43(10)	48(3)						
IW.2.4	42(12)	43(2)	40(2)					
IW.2.5	41(2)	45(1)	46(6)	51(2)	52(2)	60(8)	49(6)	48(6)
IW.2.6	45(5)	48(3)	49(3)					
IW.2.8	41(2)	48(3)	49(3)					
IW.2.9	49(3)	48(3)	44(12)	41(2)				
IW.3.0								
IW.3.4								

Table K.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I Assessable Standards July 31 2013

Low		Medium		High	
3		9		15	
1 LISTENING 1	ILS.1.1:6				
2 LISTENING 2	ILS.1.1:6				
3 LISTENING 3	ILS.1.1:6				
4 LISTENING 4	ILS.1.4:6				
5 LISTENING 5	ILS.1.3:5	ILS.1.4:1			
6 LISTENING 6	ILS.1.3:1	ILS.1.4:5			
7 LISTENING 7	ILS.1.3:6				
8 LISTENING 8	ILS.1.4:6				
9 LISTENING 9	ILS.1.4:5	ILS.1.5:1			
10 LISTENING 10	ILS.1.3:6				
11 LISTENING 11	ILS.1.1:1	ILS.1.3:5			
12 LISTENING 12	ILS.1.4:6				
13 LISTENING 13	ILS.1.4:5	ILS.1.5:1			
14 LISTENING 14	ILS.1.1:1	ILS.1.3:5			
18 PREREADING 1	IR.2.1:5	IR.2.2:1			
19 PREREADING 2	IR.3.12:6				
20 PREREADING 3	IR.2.5:4	IR.3.12:3			
21 PREREADING 4	IR.2.4:1	IR.2.10:5			
22 PREREADING 5	IR.2.7:6				
23 PREREADING 6	IR.2.4:6				
24 PREREADING 7	IR.2.4:6				
26 PREREADING 9	IR.2.2:6				
27 PREREADING 10	IR.2.2:6				
28 PREREADING 11	IR.2.2:6				
29 PREREADING 12	IR.3.5:6				
30 PREREADING 13	IR.3.4:6				
31 PREREADING 14	IR.3.0:1	IR.3.7:5			
32 PREREADING 15	IR.3.3:1	IR.3.5:5			
33 PREREADING 16	IR.3.3:1	IR.3.5:5			
34 PREREADING 17	IR.3.0:1	IR.3.3:1	IR.3.5:4		
35 PREREADING 18	IR.3.5:6				
36 PREREADING 19	IR.3.5:6				

40 PREWRITING 1	IW.2.1:10	IW.2.4:2				
41 PREWRITING 2	IW.2.1:10	IW.2.5:2	IW.2.8:2	IW.2.9:2		
42 PREWRITING 3	IW.2.4:12					
43 PREWRITING 4	IW.2.2:10	IW.2.4:2				
44 PREWRITING 5	IW.2.9:12					
45 PREWRITING 6	IW.2.5:1	IW.2.6:5				
46 PREWRITING 7	IW.2.5:6					
48 PREWRITING 9	IW.1.1:15	IW.2.2:3	IW.2.5:6	IW.2.6:3	IW.2.8:3	IW.2.9:3
49 PREWRITING 10	IW.1.1:15	IW.2.5:6	IW.2.6:3	IW.2.8:3	IW.2.9:3	
51 SPEAKING 1	ILS.2.5:4	IW.2.5:2				
52 SPEAKING 2	ILS.2.5:4	IW.2.5:2				
53 SPEAKING 3	ILS.2.6:5	ILS.2.9:1				
54 SPEAKING 4	ILS.2.6:4	ILS.2.9:2				
55 SPEAKING 5	ILS.2.8:12					
56 SPEAKING 6	ILS.2.8:12					
57 SPEAKING 7	ILS.2.7:12					
60 SPEAKING 10	ILS.2.0:8	ILS.2.5:4	ILS.2.7:4	IW.2.5:8		

Table K.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

ILS.0.0								
ILS.1.0								
ILS.1.1: [1]	1:(6)[1]	2:(6)[1]	3:(6)[1]	11:(1)[2]	14:(1)[1]			
ILS.1.3: [1]	5:(5)[1]	6:(1)[1]	7:(6)[1]	10:(6)[1]	11:(5)[2]	14:(5)[1]		
ILS.1.4: [2]	4:(6)[2]	5:(1)[1]	6:(5)[2]	8:(6)[2]	9:(5)[2]	12:(6)[2]	13:(5)[2]	
ILS.1.5: [2]	9:(1)[2]	13:(1)[1]						
ILS.2.0: [2]	60:(8)[1]							
ILS.2.5: [1]	51:(4)[1]	52:(4)[1]	60:(4)[1]					
ILS.2.6: [1]	53:(5)[1]	54:(4)[1]						
ILS.2.7: [2]	57:(12)[2]	60:(4)[2]						
ILS.2.8: [1]	55:(12)[1]	56:(12)[1]						
ILS.2.9: [1]	53:(1)[1]	54:(2)[1]						
IR.0.0								
IR.2.0								
IR.2.1: [1]	18:(5)[1]							
IR.2.2: [1]	18:(1)[1]	26:(6)[1]	27:(6)[1]	28:(6)[1]				
IR.2.4: [2]	21:(1)[2]	23:(6)[1]	24:(6)[1]					
IR.2.5: [1]	20:(4)[1]							
IR.2.7: [1]	22:(6)[1]							
IR.2.10: [1]	21:(5)[1]							
IR.3.0: [2]	31:(1)[2]	34:(1)[1]						
IR.3.3: [2]	32:(1)[2]	33:(1)[2]	34:(1)[2]					
IR.3.4: [2]	30:(6)[2]							
IR.3.5: [1]	29:(6)[1]	32:(5)[1]	33:(5)[1]	34:(4)[2]	35:(6)[1]	36:(6)[1]		

IR.3.7: [1]	31:(5)[2]							
IR.3.12: [2]	19:(6)[1]	20:(3)[1]						
IW.0.0								
IW.1.0								
IW.1.1: [2]	48:(15)[3]	49:(15)[2]						
IW.2.0								
IW.2.1: [1]	40:(10)[1]	41:(10)[1]						
IW.2.2: [1]	43:(10)[1]	48:(3)[2]						
IW.2.4: [1]	40:(2)[1]	42:(12)[1]	43:(2)[1]					
IW.2.5: [1]	41:(2)[1]	45:(1)[1]	46:(6)[1]	48:(6)[2]	49:(6)[2]	51:(2)[1]	52:(2)[1]	60:(8)[2]
IW.2.6: [1]	45:(5)[1]	48:(3)[3]	49:(3)[2]					
IW.2.8: [1]	41:(2)[1]	48:(3)[2]	49:(3)[2]					
IW.2.9: [1]	41:(2)[1]	44:(12)[2]	48:(3)[2]	49:(3)[2]				
IW.3.0								
IW.3.4								

Table 2.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II
Assessable Standards July 31 2013
Number of Assessment Items - 60*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
IILS.0.0 ELL Stage II: Grades ...	2	12	1 2 3	2 8 1	18.18 72.73 9.09	49.33	3.2	YES
IIR.0.0 ELL Stage II: Grades 1...	3	25	1 2	10 15	40 60	21	1.67	YES
IIW.0.0 ELL Stage II: Grades 1...	3	14.67	1 2 3	6 6 2	42.86 42.86 14.29	25.17	7.11	YES
Total	8	51.67	1 2 3	18 29 3	36 58 6	95.5	6.12	

Table 2.2

*Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six
Reviewers
AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II
Assessable Standards July 31 2013
Number of Assessment Items - 60*

Standards	Goals #	Objs #	Hits M	S.D	% Under	SD	% At	SD	% Above	SD	DOK Consistency
IILS.0.0 ELL Stage II: Grades ...	2	12	49.33	3.2	25.37	10	74.63	10	0	0	YES
IIR.0.0 ELL Stage II: Grades 1...	3	25	21	1.67	14.29	4	71.35	13	14.36	13	YES
IIW.0.0 ELL Stage II: Grades 1...	3	14.67	25.17	7.11	2.83	2	65.21	22	31.97	22	YES
Total	8	51.67	95.5	6.12	16.75	4.8	70.33	13.7	12.91	10	
NT = Not Tested											

Table 2.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II

Assessable Standards July 31 2013

Number of Assessment Items - 60

Standards	Goals #	Objs #	% Total		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
IILS.0.0 ELL Stage II: Grades ...	2	12	49.33	3.2	9.5	0.84	79.17	6.97	YES	39	2	0.71	0.04	YES
IIR.0.0 ELL Stage II: Grades 1...	3	25	21	1.67	12.33	1.63	49.33	6.53	WEAK	33	2	0.74	0.03	YES
IIW.0.0 ELL Stage II: Grades 1...	3	14.67	25.17	7.11	9	0.89	61.27	4.37	YES	27	3	0.73	0.05	YES
Total	8	51.67	95.5	6.12	10.3	1.8	63.26	15		33	6	0.73	0.02	

Table 2.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II

Assessable Standards July 31 2013

Number of Assessment Items - 60

Standards	Alignment Criteria			
	Categorical Concurrency	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
IILS.0.0 ELL Stage II: Grades ...	YES	YES	YES	YES
IIR.0.0 ELL Stage II: Grades 1...	YES	YES	WEAK	YES
IIW.0.0 ELL Stage II: Grades 1...	YES	YES	YES	YES

Table 2.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
4	1	1	1	1	1	1
5	1	1	1	1	1	1
6	1	1	1	1	1	1
7	2	2	2	2	1	2
8	2	2	2	2	2	2
9	2	2	2	2	1	2
10	2	2	2	2	1	2
11	2	2	2	2	2	2
12	2	2	2	2	2	2
16	2	2	2	2	2	2
17	2	2	2	2	2	2
18	1	1	1	1	2	1
19	1	1	1	1	1	2
21	1	1	1	1	1	1
22	1	1	1	1	1	1
23	1	1	2	2	2	1
24	2	2	2	2	1	1
25	2	2	2	2	2	1
26	1	1	1	2	1	1
27	1	1	1	1	1	1
31	2	1	2	2	2	1
32	2	2	2	2	2	2
33	2	2	2	2	2	2
34	2	1	1	2	1	1
35	2	2	1	2	2	2
36	2	2	2	2	2	2
37	2	1	2	1	2	2
38	1	1	2	1	1	1
39	2	2	2	2	2	2
40	1	1	1	2	1	1

41	1	1	1	1	1	1
44	1	1	1	1	2	1
45	1	1	1	1	2	1
46	1	1	1	1	1	1
49	1	1	1	1	1	1
50	1	2	1	1	2	1
51	1	1	1	1	1	1
52	1	1	1	1	1	1
53	1	1	1	1	1	1
54	1	1	2	2	1	1
55	1	2	1	1	2	1
56	1	1	1	1	1	1
57	1	1	1	1	2	1
58	1	2	1	1	2	1
59	3	2	2	2	2	3
60	3	3	3	3	3	3
61	1	1	1	1	1	1
62	1	1	1	1	1	1
63	1	2	2	1	2	1
66	2	2	2	1	2	2
67	2	2	2	2	2	2
68	2	2	2	2	2	2
69	2	3	3	2	2	2
70	2	2	2	2	1	2
71	2	2	2	2	2	2
72	2	2	2	2	2	2
73	1	1	1	2	1	1

Intraclass correlation - 0.9781

Pairwise Comparison - 0.80

Table 2.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1	Obj	S2	Obj	DOK	Obj	S1	Obj	S2	Obj	DOK	Obj	S1	Obj	S2	Obj	DOK	Obj	S1	Obj	S2	Obj
1	1	IILS.1.1					1	IILS.1.1					1	IILS.1.1					1	IILS.1.1				
2	1	IILS.1.1					1	IILS.1.1					1	IILS.1.1					1	IILS.1.1				
3	1	IILS.1.1					1	IILS.1.1					1	IILS.1.1					1	IILS.1.1				
4	1	IILS.1.1					1	IILS.1.1					1	IILS.1.1					1	IILS.1.1				
5	1	IILS.1.1					1	IILS.1.1					1	IILS.1.1					1	IILS.1.1				
6	1	IILS.1.6					1	IILS.1.1					1	IILS.1.1					1	IILS.1.1				
7	2	IILS.1.2					2	IILS.1.2					2	IILS.1.2					1	IILS.1.2				
8	2	IILS.1.2					2	IILS.1.2					2	IILS.1.2					2	IILS.1.2				
9	2	IILS.1.2					2	IILS.1.2					2	IILS.1.3					1	IILS.1.1				
10	2	IILS.1.3					2	IILS.1.3					2	IILS.1.3					1	IILS.1.3				
11	2	IILS.1.7					2	IILS.1.3					2	IILS.1.3					2	IILS.1.3				
12	2	IILS.1.2					2	IILS.1.2					2	IILS.1.2					2	IILS.1.3				
16	2	IILS.1.7					2	IILS.1.7					2	IILS.1.7					2	IILS.1.7				
17	2	IILS.1.6					2	IILS.1.6					2	IILS.1.6					2	IILS.1.6				
18	1	IIR.4.18					1	IIR.4.18					1	IIR.2.7					2	IIR.2.7				
19	1	IIR.4.18					1	IIR.4.18					1	IIR.2.7					1	IIR.4.18				
21	1	IIR.4.18					1	IIR.2.6					1	IIR.2.6					1	IIR.2.6				
22	1	IIR.1.5					1	IIR.1.5					1	IIR.1.5					1	IIR.1.5				
23	1	IIR.2.12					1	IIR.2.12					2	IIR.2.12					2	IIR.2.12				
24	2	IIR.2.15					2	IIR.2.15					2	IIR.2.12					1	IIR.2.15				
25	2	IIR.4.17					2	IIR.4.2					2	IIR.4.2					2	IIR.4.17				
26	1	IIR.4.19					1	IIR.4.19					2	IIR.4.19					1	IIR.4.19				
27	1	IIR.4.19					1	IIR.1.4					1	IIR.1.4					1	IIR.1.4				
31	2	IIR.4.3					1	IIR.4.3					2	IIR.4.3					2	IIR.4.3				
32	2	IIR.4.11					2	IIR.4.11					2	IIR.4.11					2	IIR.4.11				
33	2	IIR.4.2					2	IIR.4.2					2	IIR.4.11					2	IIR.4.2				

34	2	IIR.4.3			1	IIR.4.10			1	IIR.4.3			2	IIR.4.9			1	IIR.4.3			1	IIR.4.3		
35	2	IIR.4.11			2	IIR.4.11			1	IIR.4.11			2	IIR.4.11			2	IIR.4.11			2	IIR.4.11		
36	2	IIR.4.3			2	IIR.4.7			2	IIR.4.9			2	IIR.4.9			2	IIR.4.9			2	IIR.4.9		
37	2	IIR.4.3			1	IIR.4.3			2	IIR.4.3			1	IIR.4.3			2	IIR.4.3			2	IIR.4.3		
38	1	IIR.4.3			1	IIR.4.3			2	IIR.4.3			1	IIR.4.3			1	IIR.4.3			1	IIR.4.3		
39	2	IIR.4.3			2	IIR.4.7			2	IIR.4.7			2	IIR.4.7			2	IIR.4.7			2	IIR.4.7		
40	1	IIR.4.3			1	IIR.4.3			1	IIR.4.3			2	IIR.4.3			1	IIR.4.3			1	IIR.4.3		
41	1	IIR.4.3			1	IIR.4.3			1	IIR.4.3			1	IIR.4.3			1	IIR.4.3			1	IIR.4.3		
44	1	IIW.2.3			1	IIW.2.5			1	IIW.2.5			1	IIW.2.5			2	IIW.2.3			1	IIW.2.5		
45	1	IIW.2.7			1	IIW.2.7			1	IIW.2.7			1	IIW.2.7			2	IIW.2.7			1	IIW.2.7		
46	1	IIW.2.6			1	IIW.2.6			1	IIW.2.6			1	IIW.2.6			1	IIW.2.6			1	IIW.2.6		
49	1	IIW.2.10			1	IIW.2.9			1	IIW.2.10			1	IIW.2.9			1	IIW.2.9			1	IIW.2.10		
50	1	IIW.2.10			2	IIW.2.0			1	IIW.2.0			1	IIW.2.10			2	IIW.2.0			1	IIW.2.0		
51	1	IIW.2.9			1	IIW.2.9			1	IIW.2.9			1	IIW.2.9			1	IIW.2.10			1	IIW.2.9		
52	1	IIW.2.9			1	IIW.2.10			1	IIW.2.9			1	IIW.2.9			1	IIW.2.10			1	IIW.2.10		
53	1	IIW.2.9			1	IIW.2.10			1	IIW.2.9			1	IIW.2.9			1	IIW.2.9			1	IIW.2.9		
54	1	IIW.2.11			1	IIW.2.11			2	IIW.2.11			2	IIW.2.11			1	IIW.2.11			1	IIW.2.11		
55	1	IIW.2.5			2	IIW.2.5			1	IIW.2.5			1	IIW.2.5			2	IIW.2.5			1	IIW.2.5		
56	1	IIW.2.7			1	IIW.2.10			1	IIW.2.9			1	IIW.2.9			1	IIW.2.10			1	IIW.2.10		
57	1	IIW.2.10			1	IIW.2.10			1	IIW.2.9			1	IIW.2.9			2	IIW.2.10			1	IIW.2.10		
58	1	IIW.2.5			2	IIW.2.5			1	IIW.2.5			1	IIW.2.9			2	IIW.2.5			1	IIW.2.5		
59	3	IIW.1.1	IIW.2.6	IIW.2.7	2	IIW.1.1			2	IIW.1.1	IIW.2.5	IIW.2.6	2	IIW.1.1			2	IIW.1.1			3	IIW.1.1	IIW.3.1	IIW.2.7
60	3	IIW.1.1	IIW.2.6	IIW.2.7	3	IIW.1.4			3	IIW.1.4	IIW.2.5	IIW.2.7	3	IIW.1.4			3	IIW.1.4			3	IIW.1.4	IIW.3.1	
61	1	IILS.2.0			1	IILS.2.0			1	IILS.2.0			1	IIR.2.11			1	IILS.2.0			1	IILS.2.0		
62	1	IILS.2.0			1	IILS.2.0			1	IILS.2.0			1	IIR.2.11			1	IILS.2.0			1	IILS.2.0		
63	1	IILS.2.0			2	IILS.2.0			2	IILS.2.0			1	IILS.2.0			2	IILS.2.0			1	IILS.2.0		
66	2	IIW.2.6			2	IILS.2.6			2	IILS.2.6			1	IILS.2.5			2	IILS.2.5			2	IILS.2.6		
67	2	IILS.1.7			2	IILS.2.6			2	IILS.2.6			2	IILS.2.5			2	IILS.2.5			2	IILS.2.6		
68	2	IIR.2.9			2	IILS.2.5			2	IILS.2.5			2	IILS.2.5			2	IILS.2.5			2	IILS.2.5		
69	2	IILS.2.7			3	IILS.2.7			3	IILS.2.7			2	IILS.2.3			2	IILS.2.5			2	IILS.2.7		
70	2	IILS.2.7			2	IILS.2.7			2	IILS.2.7			2	IILS.2.6			1	IILS.2.7			2	IILS.2.7		
71	2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6		

72	2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6		
73	1	IILS.2.6			1	IILS.2.2			1	IILS.2.2			2	IILS.2.6			1	IILS.2.2			1	IILS.2.2		

Objective Pairwise Comparison: 0.74

Standard Pairwise Comparison: 0.98

Table 2.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II Assessable Standards July 31 2013

	Low			Medium			High	
	0			14.4			24	
IILS.0.0								
IILS.1.0								
IILS.1.1	9(1)	1(6)	2(6)	3(6)	4(6)	5(6)	6(5)	
IILS.1.2	9(4)	7(6)	8(6)	12(5)				
IILS.1.3	12(1)	9(1)	10(6)	11(5)				
IILS.1.6	6(1)	17(6)						
IILS.1.7	16(6)	11(1)	67(4)					
IILS.2.0	61(5)	62(5)	63(18)					
IILS.2.1								
IILS.2.2	73(16)							
IILS.2.3	69(4)							
IILS.2.5	66(8)	69(4)	67(8)	68(20)				
IILS.2.6	67(12)	70(4)	73(8)	71(24)	72(24)	66(12)		
IILS.2.7	70(20)	69(16)						
IIR.0.0								
IIR.1.0								
IIR.1.4	27(5)							
IIR.1.5	22(6)							
IIR.2.0								
IIR.2.1								
IIR.2.4								
IIR.2.5								
IIR.2.6	21(5)							

IIR.2.7	19(1)	18(3)						
IIR.2.9	68(4)							
IIR.2.11	62(1)	61(1)						
IIR.2.12	23(6)	24(1)						
IIR.2.15	24(5)							
IIR.4.0								
IIR.4.1								
IIR.4.2	25(2)	33(5)						
IIR.4.3	36(1)	31(6)	34(4)	37(6)	38(6)	39(1)	40(6)	41(6)
IIR.4.7	39(5)	36(1)						
IIR.4.8								
IIR.4.9	36(4)	34(1)						
IIR.4.10	34(1)							
IIR.4.11	35(6)	32(6)	33(1)					
IIR.4.12								
IIR.4.13								
IIR.4.14								
IIR.4.17	25(4)							
IIR.4.18	18(3)	19(5)	21(1)					
IIR.4.19	26(6)	27(1)						
IIW.0.0								
IIW.1.0								
IIW.1.1	59(18)	60(3)						
IIW.1.3								
IIW.1.4	60(15)							
IIW.1.5								
IIW.1.6								
IIW.2.0	50(4)							

IIW.2.3	44(2)							
IIW.2.5	44(4)	55(6)	58(5)	59(3)	60(3)			
IIW.2.6	46(6)	66(4)	60(3)	59(6)				
IIW.2.7	56(1)	45(6)	59(6)	60(6)				
IIW.2.9	56(2)	58(1)	57(2)	51(5)	52(3)	53(5)	49(3)	
IIW.2.10	49(3)	50(2)	53(1)	52(3)	51(1)	57(4)	56(3)	
IIW.2.11	54(6)							
IIW.2.13								
IIW3.0.0								
IIW.3.1	59(3)	60(3)						

Table 2.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II Assessable Standards July 31 2013

Low		Medium		High	
4.8		14.4		24	
1 LISTENING 1	IILS.1.1:6				
2 LISTENING 2	IILS.1.1:6				
3 LISTENING 3	IILS.1.1:6				
4 LISTENING 4	IILS.1.1:6				
5 LISTENING 5	IILS.1.1:6				
6 LISTENING 6	IILS.1.1:5	IILS.1.6:1			
7 LISTENING 7	IILS.1.2:6				
8 LISTENING 8	IILS.1.2:6				
9 LISTENING 9	IILS.1.1:1	IILS.1.2:4	IILS.1.3:1		
10 LISTENING 10	IILS.1.3:6				
11 LISTENING 11	IILS.1.3:5	IILS.1.7:1			
12 LISTENING 12	IILS.1.2:5	IILS.1.3:1			
16 LISTENING 16	IILS.1.7:6				
17 LISTENING 17	IILS.1.6:6				
18 READING 1	IIR.2.7:3	IIR.4.18:3			
19 READING 2	IIR.2.7:1	IIR.4.18:5			
21 READING 4	IIR.2.6:5	IIR.4.18:1			
22 READING 5	IIR.1.5:6				
23 READING 6	IIR.2.12:6				
24 READING 7	IIR.2.12:1	IIR.2.15:5			
25 READING 8	IIR.4.2:2	IIR.4.17:4			
26 READING 9	IIR.4.19:6				
27 READING 10	IIR.1.4:5	IIR.4.19:1			
31 READING 14	IIR.4.3:6				
32 READING 15	IIR.4.11:6				
33 READING 16	IIR.4.2:5	IIR.4.11:1			
34 READING 17	IIR.4.3:4	IIR.4.9:1	IIR.4.10:1		
35 READING 18	IIR.4.11:6				
36 READING 19	IIR.4.3:1	IIR.4.7:1	IIR.4.9:4		
37 READING 20	IIR.4.3:6				
38 READING 21	IIR.4.3:6				
39 READING 22	IIR.4.3:1	IIR.4.7:5			

40 READING 23	IIR.4.3:6					
41 READING 24	IIR.4.3:6					
44 WRITING 3	IIW.2.3:2	IIW.2.5:4				
45 WRITING 4	IIW.2.7:6					
46 WRITING 5	IIW.2.6:6					
49 WRITING 8	IIW.2.9:3	IIW.2.10:3				
50 WRITING 9	IIW.2.0:4	IIW.2.10:2				
51 WRITING 10	IIW.2.9:5	IIW.2.10:1				
52 WRITING 11	IIW.2.9:3	IIW.2.10:3				
53 WRITING 12	IIW.2.9:5	IIW.2.10:1				
54 WRITING 13	IIW.2.11:6					
55 WRITING 14	IIW.2.5:6					
56 WRITING 15	IIW.2.7:1	IIW.2.9:2	IIW.2.10:3			
57 WRITING 16	IIW.2.9:2	IIW.2.10:4				
58 WRITING 17	IIW.2.5:5	IIW.2.9:1				
59 WRITING 18	IIW.1.1:18	IIW.2.5:3	IIW.2.6:6	IIW.2.7:6	IIW.3.1:3	
60 WRITING 19	IIW.1.1:3	IIW.1.4:15	IIW.2.5:3	IIW.2.6:3	IIW.2.7:6	IIW.3.1:3
61 ORAL READING 1	IILS.2.0:5	IIR.2.11:1				
62 ORAL READING 2	IILS.2.0:5	IIR.2.11:1				
63 ORAL READING 3	IILS.2.0:18					
66 SPEAKING 6	IILS.2.5:8	IILS.2.6:12	IIW.2.6:4			
67 SPEAKING 7	IILS.1.7:4	IILS.2.5:8	IILS.2.6:12			
68 SPEAKING 8	IILS.2.5:20	IIR.2.9:4				
69 SPEAKING 9	IILS.2.3:4	IILS.2.5:4	IILS.2.7:16			
70 SPEAKING 10	IILS.2.6:4	IILS.2.7:20				
71 SPEAKING 11	IILS.2.6:24					
72 SPEAKING 12	IILS.2.6:24					
73 SPEAKING 13	IILS.2.2:16	IILS.2.6:8				

Table 2.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

IIIS.0.0								
IIIS.1.0								
IIIS.1.1: [1]	1:(6)[1]	2:(6)[1]	3:(6)[1]	4:(6)[1]	5:(6)[1]	6:(5)[1]	9:(1)[1]	
IIIS.1.2: [2]	7:(6)[2]	8:(6)[2]	9:(4)[2]	12:(5)[2]				
IIIS.1.3: [2]	9:(1)[2]	10:(6)[2]	11:(5)[2]	12:(1)[2]				
IIIS.1.6: [2]	6:(1)[1]	17:(6)[2]						
IIIS.1.7: [2]	11:(1)[2]	16:(6)[2]	67:(4)[2]					
IIIS.2.0: [3]	61:(5)[1]	62:(5)[1]	63:(18)[2]					
IIIS.2.1								
IIIS.2.2: [2]	73:(16)[1]							
IIIS.2.3: [2]	69:(4)[2]							
IIIS.2.5: [2]	66:(8)[2]	67:(8)[2]	68:(20)[2]	69:(4)[2]				
IIIS.2.6: [2]	66:(12)[2]	67:(12)[2]	70:(4)[2]	71:(24)[2]	72:(24)[2]	73:(8)[2]		
IIIS.2.7: [3]	69:(16)[2]	70:(20)[2]						
IIR.0.0								
IIR.1.0								
IIR.1.4: [1]	27:(5)[1]							
IIR.1.5: [1]	22:(6)[1]							
IIR.2.0								
IIR.2.1								
IIR.2.4								
IIR.2.5								
IIR.2.6: [1]	21:(5)[1]							
IIR.2.7: [1]	18:(3)[1]	19:(1)[1]						

IIR.2.9: [1]	68:(4)[2]							
IIR.2.11: [2]	61:(1)[1]	62:(1)[1]						
IIR.2.12: [2]	23:(6)[2]	24:(1)[2]						
IIR.2.15: [2]	24:(5)[2]							
IIR.4.0								
IIR.4.1								
IIR.4.2: [2]	25:(2)[2]	33:(5)[2]						
IIR.4.3: [1]	31:(6)[2]	34:(4)[1]	36:(1)[2]	37:(6)[2]	38:(6)[1]	39:(1)[2]	40:(6)[1]	41:(6)[1]
IIR.4.7: [2]	36:(1)[2]	39:(5)[2]						
IIR.4.8								
IIR.4.9: [2]	34:(1)[2]	36:(4)[2]						
IIR.4.10: [2]	34:(1)[1]							
IIR.4.11: [2]	32:(6)[2]	33:(1)[2]	35:(6)[2]					
IIR.4.12								
IIR.4.13								
IIR.4.14								
IIR.4.17: [2]	25:(4)[2]							
IIR.4.18: [2]	18:(3)[1]	19:(5)[1]	21:(1)[1]					
IIR.4.19: [1]	26:(6)[1]	27:(1)[1]						
IIW.0.0								
IIW.1.0								
IIW.1.1: [2]	59:(18)[2]	60:(3)[3]						
IIW.1.3								
IIW.1.4: [3]	60:(15)[3]							
IIW.1.5								
IIW.1.6								
IIW.2.0: [3]	50:(4)[2]							
IIW.2.3: [1]	44:(2)[2]							
IIW.2.5: [1]	44:(4)[1]	55:(6)[1]	58:(5)[1]	59:(3)[2]	60:(3)[3]			

IIW.2.6: [1]	46:(6)[1]	59:(6)[2]	60:(3)[3]	66:(4)[2]				
IIW.2.7: [1]	45:(6)[1]	56:(1)[1]	59:(6)[3]	60:(6)[3]				
IIW.2.9: [1]	49:(3)[1]	51:(5)[1]	52:(3)[1]	53:(5)[1]	56:(2)[1]	57:(2)[1]	58:(1)[1]	
IIW.2.10: [1]	49:(3)[1]	50:(2)[1]	51:(1)[1]	52:(3)[1]	53:(1)[1]	56:(3)[1]	57:(4)[1]	
IIW.2.11: [2]	54:(6)[1]							
IIW.2.13								
IIW3.0.0								
IIW.3.1: [2]	59:(3)[3]	60:(3)[3]						

Table 2.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II
Assessable Standards July 31 2013
Number of Assessment Items - 60*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
IILS.0.0 ELL Stage II: Grades ...	2	11.83	1 2 3	2 8 1	18.18 72.73 9.09	50.17	1.6	YES
IIR.0.0 ELL Stage II: Grades 1...	3	25	1 2	10 15	40 60	20.67	1.21	YES
IIW.0.0 ELL Stage II: Grades 1...	3	14.17	1 2 3	6 6 2	42.86 42.86 14.29	24.17	6.15	YES
Total	8	51	1 2 3	18 29 3	36 58 6	95.01	5.9	

Table 2.2

*Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six
Reviewers
AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II
Assessable Standards July 31 2013
Number of Assessment Items - 60*

Standards	Goals #	Objs #	Hits M	S.D	% Under	SD	% At	SD	% Above	SD	DOK Consistency
IILS.0.0 ELL Stage II: Grades ...	2	11.83	50.17	1.6	25.63	6	74.37	6	0	0	YES
IIR.0.0 ELL Stage II: Grades 1...	3	25	20.67	1.21	16.08	6	74.39	12	9.53	8	YES
IIW.0.0 ELL Stage II: Grades 1...	3	14.17	24.17	6.15	11.03	16	62.95	25	26.02	19	YES
Total	8	51	95.01	5.9	19.47	5.2	70.88	10	9.65	7	
NT = Not Tested											

Table 2.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II

Assessable Standards July 31 2013

Number of Assessment Items - 60

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
IILS.0.0 ELL Stage II: Grades ...	2	11.83	50.17	1.6	9.33	1.21	78.66	8.08	YES	40	2	0.68	0.06	WEAK
IIR.0.0 ELL Stage II: Grades 1...	3	25	20.67	1.21	14	0.89	56	3.58	YES	33	1	0.77	0.03	YES
IIW.0.0 ELL Stage II: Grades 1...	3	14.17	24.17	6.15	8.67	0.52	61.19	3.55	YES	27	3	0.76	0.06	YES
Total	8	51	95.01	5.9	10.7	2.91	65.28	12		33	6	0.74	0.05	

Table 2.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II

Assessable Standards July 31 2013

Number of Assessment Items - 60

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
IILS.0.0 ELL Stage II: Grades ...	YES	YES	YES	WEAK
IIR.0.0 ELL Stage II: Grades 1...	YES	YES	YES	YES
IIW.0.0 ELL Stage II: Grades 1...	YES	YES	YES	YES

Table 2.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
4	1	1	1	1	1	1
5	1	1	1	1	1	1
6	1	1	1	1	1	1
7	2	2	2	2	2	2
8	1	1	1	1	1	1
9	2	2	2	2	2	2
10	2	2	2	2	2	2
14	2	2	2	2	2	2
15	2	2	2	2	2	2
16	2	2	2	2	2	2
17	2	2	2	2	2	2
18	1	1	1	1	2	1
19	2	1	1	1	1	2
20	1	1	1	1	1	1
22	1	1	1	1	1	1
23	1	1	2	2	1	1
24	2	2	1	2	1	1
26	2	2	2	2	2	1
27	1	1	1	2	1	1
28	1	1	1	1	1	1
31	2	1	1	2	2	1
32	2	2	2	2	1	1
33	2	2	2	2	2	2
34	2	2	2	2	2	2
35	2	2	2	2	2	2
36	2	2	2	2	2	2
37	2	1	2	1	2	2
38	1	1	2	1	2	1
39	2	2	2	2	2	2
40	1	1	2	2	1	1

41	2	1	2	2	1	1
44	1	1	1	1	2	1
45	1	1	1	1	2	1
46	1	1	1	1	1	1
49	1	1	1	1	1	1
50	1	1	1	1	1	1
51	1	1	1	1	1	1
52	1	1	1	1	1	1
53	1	1	1	1	1	1
54	1	1	1	2	1	1
55	1	2	1	1	2	1
56	1	1	1	1	1	1
57	1	1	1	1	2	1
58	1	2	1	1	2	1
59	3	2	3	3	2	3
60	3	2	2	2	1	2
61	1	1	1	2	1	1
62	1	1	1	1	1	1
63	1	2	1	1	2	1
66	2	2	2	1	2	2
67	2	2	2	2	2	2
68	2	1	2	2	2	2
69	2	3	3	2	2	2
70	2	2	2	2	1	2
71	2	2	2	2	2	2
72	2	2	2	2	2	2
73	1	1	1	2	1	1

Intraclass correlation - 0.9761

Pairwise Comparison - 0.80

Table 2.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
1	1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1		
2	1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1		
3	1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1		
4	1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1		
5	1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1		
6	1	IILS.1.6			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1			1	IILS.1.1		
7	2	IILS.1.2			2	IILS.1.2			2	IILS.1.2			2	IILS.1.2			2	IILS.1.2			2	IILS.1.2		
8	1	IILS.1.7			1	IILS.1.7			1	IILS.1.7			1	IILS.1.7			1	IILS.1.7			1	IILS.1.7		
9	2	IILS.1.2			2	IILS.1.2			2	IILS.1.2			2	IILS.1.2			2	IILS.1.2			2	IILS.1.2		
10	2	IILS.1.3			2	IILS.1.3			2	IILS.1.3			2	IILS.1.2			2	IILS.1.3			2	IILS.1.3		
14	2	IILS.1.3			2	IILS.1.3			2	IILS.1.3			2	IILS.1.3			2	IILS.1.3			2	IILS.1.3		
15	2	IILS.1.3			2	IILS.1.3			2	IILS.1.3			2	IILS.1.3			2	IILS.1.3			2	IILS.1.3		
16	2	IILS.1.7			2	IILS.1.7			2	IILS.1.7			2	IILS.1.7			2	IILS.1.7			2	IILS.1.7		
17	2	IILS.1.6			2	IILS.1.6			2	IILS.1.6			2	IILS.1.6			2	IILS.1.6			2	IILS.1.6		
18	1	IIR.4.18			1	IIR.4.18			1	IIR.4.18			1	IIR.2.7			2	IIR.4.18			1	IIR.2.7		
19	2	IIR.4.18			1	IIR.4.18			1	IIR.4.18			1	IIR.2.7			1	IIR.4.18			2	IIR.4.18		
20	1	IIR.2.6			1	IIR.2.6			1	IIR.2.6			1	IIR.2.6			1	IIR.2.6			1	IIR.2.6		
22	1	IIR.1.5			1	IIR.1.5			1	IIR.1.5			1	IIR.1.5			1	IIR.1.5			1	IIR.1.5		
23	1	IIR.2.12			1	IIR.2.12			2	IIR.2.12			2	IIR.2.12			1	IIR.2.12			1	IIR.2.12		
24	2	IIR.2.15			2	IIR.2.15			1	IIR.2.12			2	IIR.2.15			1	IIR.2.15			1	IIR.2.15		
26	2	IIR.4.17			2	IIR.4.17			2	IIR.4.17			2	IIR.4.17			2	IIR.4.17			1	IIR.4.17		
27	1	IIR.4.19			1	IIR.4.19			1	IIR.4.19			2	IIR.4.19			1	IIR.4.19			1	IIR.4.19		
28	1	IIR.1.4			1	IIR.1.4			1	IIR.1.4			1	IIR.1.4			1	IIR.1.4			1	IIR.1.4		
31	2	IIR.4.3			1	IIR.4.3			1	IIR.4.3			2	IIR.4.7			2	IIR.4.13			1	IIR.4.3		
32	2	IIR.4.3			2	IIR.4.11			2	IIR.4.11			2	IIR.4.11			1	IIR.4.11			1	IIR.4.11		
33	2	IIR.4.2			2	IIR.4.2			2	IIR.4.2			2	IIR.4.2			2	IIR.4.2			2	IIR.4.2		

34	2	IIR.4.14			2	IIR.4.14			2	IIR.4.14			2	IIR.4.7			2	IIR.4.7			2	IIR.4.14		
35	2	IIR.4.2			2	IIR.4.2			2	IIR.4.2			2	IIR.4.2			2	IIR.4.2			2	IIR.4.2		
36	2	IIR.4.9			2	IIR.4.7			2	IIR.4.9			2	IIR.4.9			2	IIR.4.9			2	IIR.4.9		
37	2	IIR.4.3			1	IIR.4.3			2	IIR.4.3			1	IIR.4.3			2	IIR.4.3			2	IIR.4.3		
38	1	IIR.4.3			1	IIR.4.3			2	IIR.4.3			1	IIR.4.3			2	IIR.4.3			1	IIR.4.3		
39	2	IIR.4.7			2	IIR.4.7			2	IIR.4.7			2	IIR.4.7			2	IIR.4.7			2	IIR.4.7		
40	1	IIR.4.3			1	IIR.4.3			2	IIR.4.3			2	IIR.4.8			1	IIR.4.3			1	IIR.4.3		
41	2	IIR.4.3			1	IIR.4.3			2	IIR.4.3			2	IIR.4.8			1	IIR.4.3			1	IIR.4.3		
44	1	IIW.2.5			1	IIW.2.3			1	IIW.2.5			1	IIW.2.5			2	IIW.2.3			1	IIW.2.5		
45	1	IIW.2.7			1	IIW.2.7			1	IIW.2.7			1	IIW.2.3			2	IIW.2.7			1	IIW.2.7		
46	1	IIW.2.6			1	IIW.2.6			1	IIW.2.6			1	IIW.2.6			1	IIW.2.6			1	IIW.2.6		
49	1	IIW.2.10			1	IIW.2.10			1	IIW.2.10			1	IIW.2.10			1	IIW.2.10			1	IIW.2.10		
50	1	IIW.2.10			1	IIW.2.10			1	IIW.2.10			1	IIW.2.10			1	IIW.2.10			1	IIW.2.10		
51	1	IIW.2.9			1	IIW.2.9			1	IIW.2.10			1	IIW.2.9			1	IIW.2.9			1	IIW.2.10		
52	1	IIW.2.11			1	IIW.2.11			1	IIW.2.10			1	IIW.2.9			1	IIW.2.11			1	IIW.2.11		
53	1	IIW.2.9			1	IIW.2.9			1	IIW.2.10			1	IIW.2.9			1	IIW.2.9			1	IIW.2.9		
54	1	IIW.2.9			1	IIW.2.11			1	IIW.2.11			2	IIW.2.11			1	IIW.2.11			1	IIW.2.11		
55	1	IIW.2.5			2	IIW.2.5			1	IIW.2.5			1	IIW.2.5			2	IIW.2.5			1	IIW.2.5		
56	1	IIW.2.9			1	IIW.2.9			1	IIW.2.9			1	IIW.2.9			1	IIW.2.10			1	IIW.2.9		
57	1	IIW.2.10			1	IIW.2.10			1	IIW.2.10			1	IIW.2.10			2	IIW.2.10			1	IIW.2.10		
58	1	IIW.2.5			2	IIW.2.5			1	IIW.2.5			1	IIW.2.5			2	IIW.2.5			1	IIW.2.5		
59	3	IIW.1.4	IIW.2.6	IIW.2.7	2	IIW.1.3			3	IIW.1.4	IIW.3.1		3	IIW.1.4			2	IIW.1.4			3	IIW.1.3	IIW.2.10	IIW.2.9
60	3	IIW.1.1	IIW.2.6	IIW.2.7	2	IIW.1.1			2	IIW.1.1	IIW.2.5		2	IIW.1.1			1	IIW.1.1			2	IIW.1.1	IIW.2.9	IIW.2.10
61	1	IILS.2.0			1	IILS.2.0			1	IILS.2.0			2	IILS.2.6			1	IILS.2.0			1	IILS.2.0		
62	1	IIW.2.0			1	IILS.2.0			1	IILS.2.0			1	IIR.2.11			1	IILS.2.0			1	IILS.2.0		
63	1	IIR.2.11			2	IILS.2.0			1	IILS.2.0			1	IILS.2.5			2	IILS.2.0			1	IILS.2.0		
66	2	IILS.2.5			2	IILS.2.6			2	IILS.2.5			1	IILS.2.5			2	IILS.2.5			2	IILS.2.6		
67	2	IILS.2.5			2	IILS.2.5			2	IILS.2.5			2	IILS.2.5			2	IILS.2.5			2	IILS.2.5		
68	2	IILS.2.6			1	IILS.2.6			2	IILS.2.6			2	IILS.2.5			2	IILS.2.6			2	IILS.2.6		
69	2	IILS.2.7			3	IILS.2.7			3	IILS.2.7			2	IILS.2.5			2	IILS.2.5			2	IILS.2.7		
70	2	IILS.2.7			2	IILS.2.7			2	IILS.2.7			2	IILS.2.6			1	IILS.2.7			2	IILS.2.6		
71	2	IILS.2.6			2	IILS.2.5			2	IILS.2.5			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6		

72	2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6			2	IILS.2.6		
73	1	IILS.2.6			1	IILS.2.2			1	IILS.2.2			2	IILS.2.6			1	IILS.2.2			1	IILS.2.2		
Objective Pairwise Comparison: 0.78																								
Standard Pairwise Comparison: 0.98																								

Table 2.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II Assessable Standards July 31 2013

	Low			Medium			High		
	0			14.4				24	
IILS.0.0									
IILS.1.0									
IILS.1.1	1(6)	2(6)	3(6)	4(6)	5(6)	6(5)			
IILS.1.2	9(6)	10(1)	7(6)						
IILS.1.3	14(6)	15(6)	10(5)						
IILS.1.6	6(1)	17(6)							
IILS.1.7	8(6)	16(6)							
IILS.2.0	61(5)	62(4)	63(12)						
IILS.2.1									
IILS.2.2	73(16)								
IILS.2.3									
IILS.2.5	66(16)	63(3)	71(8)	67(24)	68(4)	69(8)			
IILS.2.6	70(8)	68(20)	71(16)	72(24)	73(8)	66(8)	61(1)		
IILS.2.7	70(16)	69(16)							
IIR.0.0									
IIR.1.0									
IIR.1.4	28(6)								
IIR.1.5	22(6)								
IIR.2.0									
IIR.2.1									
IIR.2.4									
IIR.2.5									
IIR.2.6	20(6)								

IIR.2.7	18(2)	19(1)							
IIR.2.9									
IIR.2.11	63(3)	62(1)							
IIR.2.12	23(6)	24(1)							
IIR.2.15	24(5)								
IIR.4.0									
IIR.4.1									
IIR.4.2	33(6)	35(6)							
IIR.4.3	31(4)	32(1)	37(6)	38(6)	41(5)	40(5)			
IIR.4.7	39(6)	31(1)	36(1)	34(2)					
IIR.4.8	41(1)	40(1)							
IIR.4.9	36(5)								
IIR.4.10									
IIR.4.11	32(5)								
IIR.4.12									
IIR.4.13	31(1)								
IIR.4.14	34(4)								
IIR.4.17	26(6)								
IIR.4.18	18(4)	19(5)							
IIR.4.19	27(6)								
IIW.0.0									
IIW.1.0									
IIW.1.1	60(18)								
IIW.1.3	59(6)								
IIW.1.4	59(12)								
IIW.1.5									
IIW.1.6									
IIW.2.0	62(1)								

IIW.2.3	44(2)	45(1)							
IIW.2.5	55(6)	58(6)	44(4)	60(3)					
IIW.2.6	46(6)	60(3)	59(3)						
IIW.2.7	45(5)	60(3)	59(3)						
IIW.2.9	51(4)	54(1)	52(1)	53(5)	56(5)	60(3)	59(3)		
IIW.2.10	56(1)	57(6)	53(1)	52(1)	51(2)	49(6)	50(6)	59(3)	60(3)
IIW.2.11	52(4)	54(5)							
IIW.2.13									
IIW3.0.0									
IIW.3.1	59(3)								

Table 2.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II Assessable Standards July 31 2013

Low		Medium		High	
4.8		14.4		24	
1 LISTENING 1	IILS.1.1:6				
2 LISTENING 2	IILS.1.1:6				
3 LISTENING 3	IILS.1.1:6				
4 LISTENING 4	IILS.1.1:6				
5 LISTENING 5	IILS.1.1:6				
6 LISTENING 6	IILS.1.1:5	IILS.1.6:1			
7 LISTENING 7	IILS.1.2:6				
8 LISTENING 8	IILS.1.7:6				
9 LISTENING 9	IILS.1.2:6				
10 LISTENING 10	IILS.1.2:1	IILS.1.3:5			
14 LISTENING 14	IILS.1.3:6				
15 LISTENING 15	IILS.1.3:6				
16 LISTENING 16	IILS.1.7:6				
17 LISTENING 17	IILS.1.6:6				
18 READING 1	IIR.2.7:2	IIR.4.18:4			
19 READING 2	IIR.2.7:1	IIR.4.18:5			
20 READING 3	IIR.2.6:6				
22 READING 5	IIR.1.5:6				
23 READING 6	IIR.2.12:6				
24 READING 7	IIR.2.12:1	IIR.2.15:5			
26 READING 9	IIR.4.17:6				
27 READING 10	IIR.4.19:6				
28 READING 11	IIR.1.4:6				
31 READING 14	IIR.4.3:4	IIR.4.7:1	IIR.4.13:1		
32 READING 15	IIR.4.3:1	IIR.4.11:5			
33 READING 16	IIR.4.2:6				
34 READING 17	IIR.4.7:2	IIR.4.14:4			
35 READING 18	IIR.4.2:6				
36 READING 19	IIR.4.7:1	IIR.4.9:5			
37 READING 20	IIR.4.3:6				
38 READING 21	IIR.4.3:6				
39 READING 22	IIR.4.7:6				
40 READING 23	IIR.4.3:5	IIR.4.8:1			

41 READING 24	IIR.4.3:5	IIR.4.8:1					
44 WRITING 3	IIW.2.3:2	IIW.2.5:4					
45 WRITING 4	IIW.2.3:1	IIW.2.7:5					
46 WRITING 5	IIW.2.6:6						
49 WRITING 8	IIW.2.10:6						
50 WRITING 9	IIW.2.10:6						
51 WRITING 10	IIW.2.9:4	IIW.2.10:2					
52 WRITING 11	IIW.2.9:1	IIW.2.10:1	IIW.2.11:4				
53 WRITING 12	IIW.2.9:5	IIW.2.10:1					
54 WRITING 13	IIW.2.9:1	IIW.2.11:5					
55 WRITING 14	IIW.2.5:6						
56 WRITING 15	IIW.2.9:5	IIW.2.10:1					
57 WRITING 16	IIW.2.10:6						
58 WRITING 17	IIW.2.5:6						
59 WRITING 18	IIW.1.3:6	IIW.1.4:12	IIW.2.6:3	IIW.2.7:3	IIW.2.9:3	IIW.2.10:3	IIW.3.1:3
60 WRITING 19	IIW.1.1:18	IIW.2.5:3	IIW.2.6:3	IIW.2.7:3	IIW.2.9:3	IIW.2.10:3	
61 ORAL READING 1	IILS.2.0:5	IILS.2.6:1					
62 ORAL READING 2	IILS.2.0:4	IIR.2.11:1	IIW.2.0:1				
63 ORAL READING 3	IILS.2.0:12	IILS.2.5:3	IIR.2.11:3				
66 SPEAKING 6	IILS.2.5:16	IILS.2.6:8					
67 SPEAKING 7	IILS.2.5:24						
68 SPEAKING 8	IILS.2.5:4	IILS.2.6:20					
69 SPEAKING 9	IILS.2.5:8	IILS.2.7:16					
70 SPEAKING 10	IILS.2.6:8	IILS.2.7:16					
71 SPEAKING 11	IILS.2.5:8	IILS.2.6:16					
72 SPEAKING 12	IILS.2.6:24						
73 SPEAKING 13	IILS.2.2:16	IILS.2.6:8					

Table 2.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

IILS.0.0									
IILS.1.0									
IILS.1.1: [1]	1:(6)[1]	2:(6)[1]	3:(6)[1]	4:(6)[1]	5:(6)[1]	6:(5)[1]			
IILS.1.2: [2]	7:(6)[2]	9:(6)[2]	10:(1)[2]						
IILS.1.3: [2]	10:(5)[2]	14:(6)[2]	15:(6)[2]						
IILS.1.6: [2]	6:(1)[1]	17:(6)[2]							
IILS.1.7: [2]	8:(6)[1]	16:(6)[2]							
IILS.2.0: [3]	61:(5)[1]	62:(4)[1]	63:(12)[2]						
IILS.2.1									
IILS.2.2: [2]	73:(16)[1]								
IILS.2.3									
IILS.2.5: [2]	63:(3)[1]	66:(16)[2]	67:(24)[2]	68:(4)[2]	69:(8)[2]	71:(8)[2]			
IILS.2.6: [2]	61:(1)[2]	66:(8)[2]	68:(20)[2]	70:(8)[2]	71:(16)[2]	72:(24)[2]	73:(8)[2]		
IILS.2.7: [3]	69:(16)[2]	70:(16)[2]							
IIR.0.0									
IIR.1.0									
IIR.1.4: [1]	28:(6)[1]								
IIR.1.5: [1]	22:(6)[1]								
IIR.2.0									
IIR.2.1									
IIR.2.4									
IIR.2.5									
IIR.2.6: [1]	20:(6)[1]								
IIR.2.7: [1]	18:(2)[1]	19:(1)[1]							

IIR.2.9									
IIR.2.11: [2]	62:(1)[1]	63:(3)[1]							
IIR.2.12: [2]	23:(6)[1]	24:(1)[1]							
IIR.2.15: [2]	24:(5)[2]								
IIR.4.0									
IIR.4.1									
IIR.4.2: [2]	33:(6)[2]	35:(6)[2]							
IIR.4.3: [1]	31:(4)[1]	32:(1)[2]	37:(6)[2]	38:(6)[1]	40:(5)[1]	41:(5)[1]			
IIR.4.7: [2]	31:(1)[2]	34:(2)[2]	36:(1)[2]	39:(6)[2]					
IIR.4.8: [2]	40:(1)[2]	41:(1)[2]							
IIR.4.9: [2]	36:(5)[2]								
IIR.4.10									
IIR.4.11: [2]	32:(5)[2]								
IIR.4.12									
IIR.4.13: [2]	31:(1)[2]								
IIR.4.14: [2]	34:(4)[2]								
IIR.4.17: [2]	26:(6)[2]								
IIR.4.18: [2]	18:(4)[1]	19:(5)[1]							
IIR.4.19: [1]	27:(6)[1]								
IIW.0.0									
IIW.1.0									
IIW.1.1: [2]	60:(18)[2]								
IIW.1.3: [2]	59:(6)[2]								
IIW.1.4: [3]	59:(12)[3]								
IIW.1.5									
IIW.1.6									
IIW.2.0: [3]	62:(1)[1]								
IIW.2.3: [1]	44:(2)[2]	45:(1)[1]							
IIW.2.5: [1]	44:(4)[1]	55:(6)[1]	58:(6)[1]	60:(3)[2]					

IIW.2.6: [1]	46:(6)[1]	59:(3)[3]	60:(3)[3]						
IIW.2.7: [1]	45:(5)[1]	59:(3)[3]	60:(3)[3]						
IIW.2.9: [1]	51:(4)[1]	52:(1)[1]	53:(5)[1]	54:(1)[1]	56:(5)[1]	59:(3)[3]	60:(3)[2]		
IIW.2.10: [1]	49:(6)[1]	50:(6)[1]	51:(2)[1]	52:(1)[1]	53:(1)[1]	56:(1)[1]	57:(6)[1]	59:(3)[3]	60:(3)[2]
IIW.2.11: [2]	52:(4)[1]	54:(5)[1]							
IIW.2.13									
IIW3.0.0									
IIW.3.1: [2]	59:(3)[3]								

Table 5.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III*

Assessable Standards July 31 2013

Number of Assessment Items - 66

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
IIILS.0.0 ELL Stage III: Grade...	2	12	1 2 3	1 8 2	9.09 72.73 18.18	54	8.92	YES
IIIR.0.0 ELL Stage III: Grades...	3	28.17	1 2 3	8 18 2	28.57 64.29 7.14	26.67	4.46	YES
IIIW.0.0 ELL Stage III: Grades...	2	11	1 3	6 5	54.55 45.45	33.67	11.6	YES
Total	7	51.17	1 2 3	15 26 9	30 52 18	114.34	17.47	

Table 5.2

Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

Number of Assessment Items - 66

Standards	Goals #	Objs #	Hits M	S.D	% Under	SD	% At	SD	% Above	SD	DOK Consistency
IIILS.0.0 ELL Stage III: Grade...	2	12	54	8.92	17.2	10	72.17	12	10.63	14	YES
IIIR.0.0 ELL Stage III: Grades...	3	28.17	26.67	4.46	22.6	14	68.03	15	9.37	4	YES
IIIW.0.0 ELL Stage III: Grades...	2	11	33.67	11.6	4.84	8	73.59	23	21.57	22	YES
Total	7	51.17	114.34	17.47	15.31	6.3	69.24	14.5	15.45	12.9	
NT = Not Tested											

Table 5.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III

Assessable Standards July 31 2013

Number of Assessment Items - 66

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
IIILS.0.0 ELL Stage III: Grade...	2	12	54	8.92	10.5	0.55	87.5	4.56	YES	36	4	0.71	0.06	YES
IIIR.0.0 ELL Stage III: Grades...	3	28.17	26.67	4.46	14.83	1.94	52.63	6.5	YES	35	2	0.75	0.04	YES
IIIW.0.0 ELL Stage III: Grades...	2	11	33.67	11.6	7.17	0.41	65.15	3.71	YES	28	2	0.78	0.06	YES
Total	7	51.17	114.34	17.47	10.8	3.84	68.43	18		33	5	0.75	0.04	

Table 5.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III

Assessable Standards July 31 2013

Number of Assessment Items - 66

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
IIILS.0.0 ELL Stage III: Grade...	YES	YES	YES	YES
IIIR.0.0 ELL Stage III: Grades...	YES	YES	YES	YES
IIIW.0.0 ELL Stage III: Grades...	YES	YES	YES	YES

Table 5.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
5	2	2	2	2	1	1
7	2	2	2	2	2	2
8	2	2	2	2	2	2
10	2	3	3	2	2	2
11	2	2	2	2	2	2
12	2	2	2	2	2	2
13	2	3	2	2	2	2
14	2	2	2	2	2	2
15	2	2	2	2	2	2
16	2	2	3	2	2	2
17	2	2	3	2	2	2
18	1	1	2	1	1	1
19	1	1	1	1	1	1
20	1	1	1	1	1	1
22	2	2	2	2	2	1
23	1	1	1	1	2	1
25	1	1	2	1	1	2
27	1	1	1	1	1	1
28	2	2	1	2	1	2
29	2	2	2	2	2	2
30	2	3	3	2	2	3
31	2	3	2	2	2	2
32	3	2	3	2	2	2
36	1	1	1	1	1	1
37	1	1	1	2	2	2
38	2	2	2	2	2	2
39	2	1	2	2	2	2
40	1	1	1	2	2	1
41	1	2	1	2	2	1
42	2	2	2	3	3	2

43	2	2	1	2	2	2
44	2	2	2	1	1	1
45	2	2	2	2	2	2
46	2	2	2	2	2	2
48	1	1	1	1	1	1
49	1	1	1	1	1	1
50	1	1	1	1	1	2
51	1	1	1	1	1	1
52	1	1	1	1	1	1
53	1	1	1	1	1	1
56	1	1	1	1	2	1
57	2	2	1	1	1	1
58	2	2	1	1	2	1
59	1	2	1	1	2	1
60	1	1	1	1	2	1
61	1	1	1	1	1	1
62	1	1	2	1	1	1
63	1	1	2	1	1	1
64	1	1	2	1	1	1
65	1	1	2	1	1	1
66	3	3	3	2	3	3
67	3	3	2	3	3	3
68	1	2	1	1	1	1
69	1	1	1	1	2	2
70	1	1	1	1	2	1
71	1	2	2	2	2	2
72	2	2	2	2	2	2
74	2	3	2	2	2	2
75	2	3	3	2	3	2
76	2	3	3	2	3	3
78	2	2	3	2	3	2
79	2	2	3	2	2	3
80	1	1	1	1	1	2

Intraclass correlation - 0.9757

Pairwise Comparison - 0.72

Table 5.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
1	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.3			1	IIILS.1.1			1	IIILS.1.1		
2	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.3			1	IIILS.1.1			1	IIILS.1.1		
3	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.3			1	IIILS.1.1			1	IIILS.1.1		
5	2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			1	IIILS.1.2			1	IIILS.1.3		
7	2	IIILS.1.7			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.2			2	IIILS.1.7			2	IIILS.1.3		
8	2	IIILS.1.7			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3		
10	2	IIILS.1.6			3	IIILS.1.6			3	IIILS.1.6			2	IIILS.1.2			2	IIILS.1.6			2	IIILS.1.6		
11	2	IIILS.1.7			2	IIILS.1.7			2	IIILS.1.7			2	IIILS.1.7			2	IIILS.1.7			2	IIILS.1.7		
12	2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.6			2	IIILS.1.3			2	IIILS.1.3		
13	2	IIILS.1.3			3	IIILS.1.7			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3		
14	2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.6			2	IIILS.1.7			2	IIILS.1.3		
15	2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.6			2	IIILS.1.7			2	IIILS.1.2		
16	2	IIILS.1.2			2	IIILS.1.2			3	IIILS.1.2			2	IIILS.1.3			2	IIILS.1.2			2	IIILS.1.2		
17	2	IIILS.1.2			2	IIILS.1.2			3	IIILS.1.2			2	IIILS.1.3			2	IIILS.1.2			2	IIILS.1.2		
18	1	IIIR.2.5			1	IIIR.2.5			2	IIIR.2.5			1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.5		
19	1	IIIR.2.9			1	IIIR.2.9			1	IIIR.4.24			1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.10		
20	1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.10			1	IIIR.2.9			1	IIIR.2.9		
22	2	IIIR.2.13			2	IIIR.2.9			2	IIIR.2.13			2	IIIR.2.13			2	IIIR.2.9			1	IIIR.2.9		
23	1	IIIR.1.4			1	IIIR.1.4			1	IIIR.1.4			1	IIIR.1.4			2	IIIR.1.4			1	IIIR.1.4		
25	1	IIIR.4.24			1	IIIR.4.24			2	IIIR.4.24			1	IIIR.1.3			1	IIIR.2.9			2	IIIR.4.24		
27	1	IIIR.4.15			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3		
28	2	IIIR.4.17			2	IIIR.4.2			1	IIIR.4.17			2	IIIR.4.3			1	IIIR.4.17			2	IIIR.4.17		
29	2	IIIR.4.2			2	IIIR.4.2			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.2		
30	2	IIIR.4.13			3	IIIR.4.13			3	IIIR.4.12	IIIR.4.13	IIIR.4.14	2	IIIR.4.13			2	IIIR.4.14			3	IIIR.4.14		
31	2	IIIR.4.14			3	IIIR.4.14			2	IIIR.4.12	IIIR.4.13	IIIR.4.14	2	IIIR.4.13			2	IIIR.4.12			2	IIIR.4.14		
32	3	IIIR.4.13			2	IIIR.4.13			3	IIIR.4.12	IIIR.4.13		2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.13		

36	1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3	IIIR.4.20	IIIR.4.21	1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3		
37	1	IIIR.4.8			1	IIIR.4.8			1	IIIR.4.29	IIIR.4.20	IIIR.4.21	2	IIIR.4.8			2	IIIR.4.8			2	IIIR.4.8		
38	2	IIIR.4.10			2	IIIR.4.9			2	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.12			2	IIIR.4.10		
39	2	IIIR.4.24			1	IIIR.1.3			2	IIIR.4.24	IIIR.4.20		2	IIIR.4.24			2	IIIR.4.29			2	IIIR.4.24		
40	1	IIIR.4.20	IIIR.4.24		1	IIIR.4.24			1	IIIR.4.24			2	IIIR.4.20			2	IIIR.4.24			1	IIIR.4.24		
41	1	IIIR.4.8			2	IIIR.4.10			1	IIIR.4.8			2	IIIR.4.10			2	IIIR.4.8			1	IIIR.4.8		
42	2	IIIR.4.11			2	IIIR.4.11			2	IIIR.4.11			3	IIIR.4.11			3	IIIR.4.11			2	IIIR.4.11		
43	2	IIIR.4.7			2	IIIR.4.7			1	IIIR.4.7			2	IIIR.4.13			2	IIIR.4.7			2	IIIR.4.7		
44	2	IIIR.4.7			2	IIIR.4.13			2	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3		
45	2	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10		
46	2	IIIR.4.20			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.20			2	IIIR.4.20			2	IIIR.4.20		
48	1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.1			1	IIIW.2.3		
49	1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.4	IIIW.2.5		1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5		
50	1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			2	IIIW.2.5		
51	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.3			1	IIIW.2.4			1	IIIW.2.4		
52	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.5		
53	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.3			1	IIIW.2.4			1	IIIW.2.4		
56	1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.3			2	IIIW.2.7			1	IIIW.2.7		
57	2	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.5			1	IIIW.2.3		
58	2	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3		
59	1	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			2	IIIW.2.7			1	IIIW.2.3		
60	1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7	IIIW.2.8		1	IIIW.2.8			2	IIIW.2.8			1	IIIW.2.7		
61	1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7	IIIW.2.8		1	IIIW.2.3			1	IIIW.2.8			1	IIIW.2.7		
62	1	IIIW.2.7			1	IIIW.2.8			2	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.8		
63	1	IIIW.2.7			1	IIIW.2.8			2	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7		
64	1	IIIW.2.7			1	IIIW.2.8			2	IIIW.2.7	IIIW.2.8		1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7		
65	1	IIIW.2.7			1	IIIW.2.8			2	IIIW.2.7	IIIW.2.8		1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7	IIIW.2.8	
66	3	IIIW.1.4	IIIW.2.3	IIIW.2.4	3	IIIW.1.4			3	IIIW.1.4	IIIW.2.3	IIIW.2.4	2	IIIW.1.4	IIILS.2.3	IIILS.2.4	3	IIIW.1.4			3	IIIW.1.5		
67	3	IIIW.1.1	IIIW.2.3	IIIW.2.4	3	IIIW.1.1			2	IIIW.1.1	IIIW.2.4	IIIW.2.5	3	IIIW.1.1			3	IIIW.1.1			3	IIIW.1.1		
68	1	IIILS.2.0	IIIR.2.0		2	IIILS.2.0			1	IIILS.2.0			1	IIILS.2.0			1	IIILS.2.0			1	IIILS.2.0		
69	1	IIILS.2.0	IIIR.2.0		1	IIILS.2.1			1	IIILS.2.0			1	IIILS.2.0			2	IIILS.2.0			2	IIILS.2.1		
70	1	IIILS.2.0	IIIR.2.0		1	IIILS.2.1			1	IIILS.2.0			1	IIILS.2.0			2	IIILS.2.0			1	IIILS.2.1		

71	1	IIILS.2.5			2	IIILS.2.5	IIILS.2.1	2	IIILS.2.1			2	IIILS.2.5			2	IIILS.2.5		2	IIIR.2.5		
72	2	IIILS.2.4			2	IIILS.2.4	IIILS.2.1	2	IIILS.2.4	IIILS.2.1		2	IIILS.2.4	IIILS.2.4		2	IIILS.2.4		2	IIIR.2.5		
74	2	IIILS.2.5			3	IIILS.1.6		2	IIILS.2.1	IIILS.2.5		2	IIILS.2.5			2	IIILS.2.5		2	IIILS.2.5		
75	2	IIILS.2.4			3	IIILS.1.6		3	IIILS.2.4			2	IIILS.2.4			3	IIILS.2.4		2	IIILS.2.4		
76	2	IIILS.2.4			3	IIILS.2.6		3	IIILS.2.1	IIILS.2.7		2	IIILS.2.6			3	IIILS.2.6		3	IIILS.2.6		
78	2	IIILS.2.4			2	IIILS.2.4	IIILS.2.1	3	IIILS.2.7			2	IIILS.2.4			3	IIILS.2.4		2	IIILS.2.4		
79	2	IIILS.2.7			2	IIILS.2.3		3	IIILS.2.4			2	IIILS.2.6			2	IIILS.2.7		3	IIILS.2.7		
80	1	IIILS.2.1			1	IIILS.2.1		1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1		2	IIILS.2.1		
Objective Pairwise Comparison: 0.56																						
Standard Pairwise Comparison: 0.98																						

Table 5.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

	Low			Medium			High				
	0			18					30		
IIILS.0.0											
IIILS.1.0											
IIILS.1.1	1(5)	2(5)	3(5)								
IIILS.1.2	5(1)	7(1)	10(1)	15(4)	16(5)	17(5)					
IIILS.1.3	17(1)	16(1)	13(5)	14(4)	12(5)	7(3)	8(5)	5(5)	3(1)	2(1)	1(1)
IIILS.1.6	12(1)	10(5)	14(1)	15(1)	74(4)	75(4)					
IIILS.1.7	15(1)	14(1)	13(1)	11(6)	8(1)	7(2)					
IIILS.2.0	68(6)	69(4)	70(4)								
IIILS.2.1	70(2)	69(2)	74(4)	76(4)	80(24)	78(4)	72(8)	71(8)			
IIILS.2.3	79(4)	66(5)									
IIILS.2.4	79(4)	78(20)	76(4)	75(20)	72(24)	66(5)					
IIILS.2.5	71(16)	74(20)									
IIILS.2.6	76(16)	79(4)									
IIILS.2.7	79(12)	78(4)	76(4)								
IIIR.0.0											
IIIR.1.0											
IIIR.1.2											
IIIR.1.3	25(1)	39(1)									
IIIR.1.4	23(6)										
IIIR.2.0	68(1)	69(1)	70(1)								
IIIR.2.3											
IIIR.2.5	18(4)	71(4)	72(4)								
IIIR.2.7											

IIIR.2.9	18(2)	19(4)	22(3)	20(5)	25(1)						
IIIR.2.10	20(1)	19(1)									
IIIR.2.13	22(3)										
IIIR.4.0											
IIIR.4.2	28(1)	29(3)									
IIIR.4.3	28(1)	27(5)	36(6)	44(4)							
IIIR.4.7	44(1)	43(5)									
IIIR.4.8	37(5)	41(4)									
IIIR.4.9	38(1)										
IIIR.4.10	38(4)	41(2)	45(6)								
IIIR.4.11	42(6)										
IIIR.4.12	32(1)	38(1)	30(1)	31(2)							
IIIR.4.13	29(3)	46(2)	43(1)	44(1)	32(6)	30(4)	31(2)				
IIIR.4.14	30(3)	31(4)									
IIIR.4.15	27(1)										
IIIR.4.16											
IIIR.4.17	28(4)										
IIIR.4.18											
IIIR.4.20	46(4)	40(2)	36(1)	39(1)	37(1)						
IIIR.4.21	36(1)	37(1)									
IIIR.4.24	39(4)	25(4)	19(1)	40(5)							
IIIR.4.29	39(1)	37(1)									
IIIR.4.31											
IIIW.0.0											
IIIW.1.0											
IIIW.1.1	67(30)										
IIIW.1.4	66(25)										
IIIW.1.5	66(5)										

IIIW.1.6											
IIIW.1.7											
IIIW.2.0											
IIIW.2.1	48(1)										
IIIW.2.3	48(5)	51(1)	56(1)	53(1)	58(6)	59(5)	57(5)	61(1)	67(5)	66(10)	
IIIW.2.4	53(5)	51(5)	52(5)	49(1)	67(10)	66(10)					
IIIW.2.5	50(6)	52(1)	57(1)	49(6)	67(5)						
IIIW.2.7	61(3)	62(3)	63(5)	64(4)	65(4)	56(4)	59(1)	60(4)			
IIIW.2.8	56(1)	63(1)	62(3)	61(3)	64(3)	65(4)	60(3)				

Table 5.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

	Low	Medium	High			
	6	18	30			
1 LISTENING 1	IIILS.1.1:5	IIILS.1.3:1				
2 LISTENING 2	IIILS.1.1:5	IIILS.1.3:1				
3 LISTENING 3	IIILS.1.1:5	IIILS.1.3:1				
5 LISTENING 5	IIILS.1.2:1	IIILS.1.3:5				
7 LISTENING 7	IIILS.1.2:1	IIILS.1.3:3	IIILS.1.7:2			
8 LISTENING 8	IIILS.1.3:5	IIILS.1.7:1				
10 LISTENING 10	IIILS.1.2:1	IIILS.1.6:5				
11 LISTENING 11	IIILS.1.7:6					
12 LISTENING 12	IIILS.1.3:5	IIILS.1.6:1				
13 LISTENING 13	IIILS.1.3:5	IIILS.1.7:1				
14 LISTENING 14	IIILS.1.3:4	IIILS.1.6:1	IIILS.1.7:1			
15 LISTENING 15	IIILS.1.2:4	IIILS.1.6:1	IIILS.1.7:1			
16 LISTENING 16	IIILS.1.2:5	IIILS.1.3:1				
17 LISTENING 17	IIILS.1.2:5	IIILS.1.3:1				
18 READING 1	IIIR.2.5:4	IIIR.2.9:2				
19 READING 2	IIIR.2.9:4	IIIR.2.10:1	IIIR.4.24:1			
20 READING 3	IIIR.2.9:5	IIIR.2.10:1				
22 READING 5	IIIR.2.9:3	IIIR.2.13:3				
23 READING 6	IIIR.1.4:6					
25 READING 8	IIIR.1.3:1	IIIR.2.9:1	IIIR.4.24:4			
27 READING 10	IIIR.4.3:5	IIIR.4.15:1				
28 READING 11	IIIR.4.2:1	IIIR.4.3:1	IIIR.4.17:4			
29 READING 12	IIIR.4.2:3	IIIR.4.13:3				
30 READING 13	IIIR.4.12:1	IIIR.4.13:4	IIIR.4.14:3			
31 READING 14	IIIR.4.12:2	IIIR.4.13:2	IIIR.4.14:4			
32 READING 15	IIIR.4.12:1	IIIR.4.13:6				
36 READING 19	IIIR.4.3:6	IIIR.4.20:1	IIIR.4.21:1			
37 READING 20	IIIR.4.8:5	IIIR.4.20:1	IIIR.4.21:1	IIIR.4.29:1		
38 READING 21	IIIR.4.9:1	IIIR.4.10:4	IIIR.4.12:1			
39 READING 22	IIIR.1.3:1	IIIR.4.20:1	IIIR.4.24:4	IIIR.4.29:1		
40 READING 23	IIIR.4.20:2	IIIR.4.24:5				
41 READING 24	IIIR.4.8:4	IIIR.4.10:2				
42 READING 25	IIIR.4.11:6					
43 READING 26	IIIR.4.7:5	IIIR.4.13:1				

44 READING 27	IIIR.4.3:4	IIIR.4.7:1	IIIR.4.13:1			
45 READING 28	IIIR.4.10:6					
46 READING 29	IIIR.4.13:2	IIIR.4.20:4				
48 WRITING 2	IIIW.2.1:1	IIIW.2.3:5				
49 WRITING 3	IIIW.2.4:1	IIIW.2.5:6				
50 WRITING 4	IIIW.2.5:6					
51 WRITING 5	IIIW.2.3:1	IIIW.2.4:5				
52 WRITING 6	IIIW.2.4:5	IIIW.2.5:1				
53 WRITING 7	IIIW.2.3:1	IIIW.2.4:5				
56 WRITING 10	IIIW.2.3:1	IIIW.2.7:4	IIIW.2.8:1			
57 WRITING 11	IIIW.2.3:5	IIIW.2.5:1				
58 WRITING 12	IIIW.2.3:6					
59 WRITING 13	IIIW.2.3:5	IIIW.2.7:1				
60 WRITING 14	IIIW.2.7:4	IIIW.2.8:3				
61 WRITING 15	IIIW.2.3:1	IIIW.2.7:3	IIIW.2.8:3			
62 WRITING 16	IIIW.2.7:3	IIIW.2.8:3				
63 WRITING 17	IIIW.2.7:5	IIIW.2.8:1				
64 WRITING 18	IIIW.2.7:4	IIIW.2.8:3				
65 WRITING 19	IIIW.2.7:4	IIIW.2.8:4				
66 WRITING 20	IIILS.2.3:5	IIILS.2.4:5	IIIW.1.4:25	IIIW.1.5:5	IIIW.2.3:10	IIIW.2.4:10
67 WRITING 21	IIIW.1.1:30	IIIW.2.3:5	IIIW.2.4:10	IIIW.2.5:5		
68 ORAL READING 1	IIILS.2.0:6	IIIR.2.0:1				
69 ORAL READING 2	IIILS.2.0:4	IIILS.2.1:2	IIIR.2.0:1			
70 ORAL READING 3	IIILS.2.0:4	IIILS.2.1:2	IIIR.2.0:1			
71 SPEAKING 4	IIILS.2.1:8	IIILS.2.5:16	IIIR.2.5:4			
72 SPEAKING 5	IIILS.2.1:8	IIILS.2.4:20	IIIR.2.5:4			
74 SPEAKING 7	IIILS.1.6:4	IIILS.2.1:4	IIILS.2.5:20			
75 SPEAKING 8	IIILS.1.6:4	IIILS.2.4:20				
76 SPEAKING 9	IIILS.2.1:4	IIILS.2.4:4	IIILS.2.6:16	IIILS.2.7:4		
78 SPEAKING 11	IIILS.2.1:4	IIILS.2.4:20	IIILS.2.7:4			
79 SPEAKING 12	IIILS.2.3:4	IIILS.2.4:4	IIILS.2.6:4	IIILS.2.7:12		
80 SPEAKING 13	IIILS.2.1:24					

Table 5.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

IIILS.0.0											
IIILS.1.0											
IIILS.1.1: [1]	1:(5)[1]	2:(5)[1]	3:(5)[1]								
IIILS.1.2: [2]	5:(1)[1]	7:(1)[2]	10:(1)[2]	15:(4)[2]	16:(5)[2]	17:(5)[2]					
IIILS.1.3: [2]	1:(1)[1]	2:(1)[1]	3:(1)[1]	5:(5)[2]	7:(3)[2]	8:(5)[2]	12:(5)[2]	13:(5)[2]	14:(4)[2]	16:(1)[2]	17:(1)[2]
IIILS.1.6: [3]	10:(5)[2]	12:(1)[2]	14:(1)[2]	15:(1)[2]	74:(4)[3]	75:(4)[3]					
IIILS.1.7: [2]	7:(2)[2]	8:(1)[2]	11:(6)[2]	13:(1)[3]	14:(1)[2]	15:(1)[2]					
IIILS.2.0: [3]	68:(6)[1]	69:(4)[1]	70:(4)[1]								
IIILS.2.1: [2]	69:(2)[2]	70:(2)[1]	71:(8)[2]	72:(8)[2]	74:(4)[2]	76:(4)[3]	78:(4)[2]	80:(24)[1]			
IIILS.2.3: [2]	66:(5)[2]	79:(4)[2]									
IIILS.2.4: [2]	66:(5)[2]	72:(20)[2]	75:(20)[2]	76:(4)[2]	78:(20)[2]	79:(4)[3]					
IIILS.2.5: [2]	71:(16)[2]	74:(20)[2]									
IIILS.2.6: [3]	76:(16)[3]	79:(4)[2]									
IIILS.2.7: [2]	76:(4)[3]	78:(4)[3]	79:(12)[2]								
IIIR.0.0											
IIIR.1.0											
IIIR.1.2											
IIIR.1.3: [2]	25:(1)[1]	39:(1)[1]									
IIIR.1.4: [1]	23:(6)[1]										
IIIR.2.0: [3]	68:(1)[1]	69:(1)[1]	70:(1)[1]								
IIIR.2.3											
IIIR.2.5: [2]	18:(4)[1]	71:(4)[2]	72:(4)[2]								
IIIR.2.7											
IIIR.2.9: [1]	18:(2)[1]	19:(4)[1]	20:(5)[1]	22:(3)[2]	25:(1)[1]						

IIIR.2.10: [1]	19:(1)[1]	20:(1)[1]									
IIIR.2.13: [2]	22:(3)[2]										
IIIR.4.0											
IIIR.4.2: [2]	28:(1)[2]	29:(3)[2]									
IIIR.4.3: [1]	27:(5)[1]	28:(1)[2]	36:(6)[1]	44:(4)[1]							
IIIR.4.7: [2]	43:(5)[2]	44:(1)[2]									
IIIR.4.8: [2]	37:(5)[2]	41:(4)[1]									
IIIR.4.9: [2]	38:(1)[2]										
IIIR.4.10: [2]	38:(4)[2]	41:(2)[2]	45:(6)[2]								
IIIR.4.11: [2]	42:(6)[2]										
IIIR.4.12: [2]	30:(1)[3]	31:(2)[2]	32:(1)[3]	38:(1)[2]							
IIIR.4.13: [2]	29:(3)[2]	30:(4)[2]	31:(2)[2]	32:(6)[2]	43:(1)[2]	44:(1)[2]	46:(2)[2]				
IIIR.4.14: [3]	30:(3)[3]	31:(4)[2]									
IIIR.4.15: [1]	27:(1)[1]										
IIIR.4.16											
IIIR.4.17: [1]	28:(4)[2]										
IIIR.4.18											
IIIR.4.20: [2]	36:(1)[1]	37:(1)[1]	39:(1)[2]	40:(2)[2]	46:(4)[2]						
IIIR.4.21: [2]	36:(1)[1]	37:(1)[1]									
IIIR.4.24: [3]	19:(1)[1]	25:(4)[2]	39:(4)[2]	40:(5)[1]							
IIIR.4.29: [2]	37:(1)[1]	39:(1)[2]									
IIIR.4.31											
IIIW.0.0											
IIIW.1.0											
IIIW.1.1: [3]	67:(30)[3]										
IIIW.1.4: [3]	66:(25)[3]										
IIIW.1.5: [3]	66:(5)[3]										
IIIW.1.6											
IIIW.1.7											

IIIW.2.0											
IIIW.2.1: [1]	48:(1)[1]										
IIIW.2.3: [1]	48:(5)[1]	51:(1)[1]	53:(1)[1]	56:(1)[1]	57:(5)[1]	58:(6)[2]	59:(5)[1]	61:(1)[1]	66:(10)[3]	67:(5)[3]	
IIIW.2.4: [1]	49:(1)[1]	51:(5)[1]	52:(5)[1]	53:(5)[1]	66:(10)[3]	67:(10)[2]					
IIIW.2.5: [1]	49:(6)[1]	50:(6)[1]	52:(1)[1]	57:(1)[1]	67:(5)[2]						
IIIW.2.7: [1]	56:(4)[1]	59:(1)[2]	60:(4)[1]	61:(3)[1]	62:(3)[1]	63:(5)[1]	64:(4)[1]	65:(4)[1]			
IIIW.2.8: [1]	56:(1)[1]	60:(3)[1]	61:(3)[1]	62:(3)[1]	63:(1)[1]	64:(3)[1]	65:(4)[1]				

Table 5.1 (Group 6-12)

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and
AZELLA Stage III Assessable Standards July 31 2013
Number of Assessment Items - 66*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
IIILS.0.0 ELL Stage III: Grade...	2	11	1 2 3	1 8 2	9.09 72.73 18.18	50.17	1.6	YES
IIIR.0.0 ELL Stage III: Grades...	3	28	1 2 3	8 18 2	28.57 64.29 7.14	25.33	2.07	YES
IIIW.0.0 ELL Stage III: Grades...	2	11.17	1 3	6 5	54.55 45.45	26.5	1.22	YES
Total	7	50.17	1 2 3	15 26 9	30 52 18	102	1.55	

Table 5.2 (Group 6-12)

*Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six Reviewers
DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and
AZELLA Stage III Assessable Standards July 31 2013
Number of Assessment Items - 66*

Standards	Goals #	Objs #	Hits M	S.D	% Under	SD	% At	SD	% Above	SD	DOK Consistency
IIILS.0.0 ELL Stage III: Grade...	2	11	50.17	1.6	26.69	9	70.59	11	2.72	7	YES
IIIR.0.0 ELL Stage III: Grades...	3	28	25.33	2.07	26.42	13	61.8	13	11.78	5	YES
IIIW.0.0 ELL Stage III: Grades...	2	11.17	26.5	1.22	0	0	98.78	2	1.22	2	YES
Total	7	50.17	102	1.55	19.77	3.6	75.65	5.2	4.58	4.2	
NT = Not Tested											

Table 5.3 (Group 6-12)

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and

AZELLA Stage III Assessable Standards July 31 2013

Number of Assessment Items - 66

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
IIILS.0.0 ELL Stage III: Grade...	2	11	50.17	1.6	9.67	1.03	87.88	9.39	YES	37	1	0.76	0.06	YES
IIIR.0.0 ELL Stage III: Grades...	3	28	25.33	2.07	16.17	2.04	57.74	7.29	YES	36	2	0.74	0.03	YES
IIIW.0.0 ELL Stage III: Grades...	2	11.17	26.5	1.22	7.17	0.41	64.27	4.66	YES	27	2	0.79	0.05	YES
Total	7	50.17	102	1.55	11	4.65	69.96	16		33	6	0.76	0.03	

Table 5.4 (Group 6-12)

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and

AZELLA Stage III Assessable Standards July 31 2013

Number of Assessment Items - 66

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
IIILS.0.0 ELL Stage III: Grade...	YES	YES	YES	YES
IIIR.0.0 ELL Stage III: Grades...	YES	YES	YES	YES
IIIW.0.0 ELL Stage III: Grades...	YES	YES	YES	YES

Table 5.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and**AZELLA Stage III Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	1	1	2	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
5	1	1	2	2	2	1
7	1	1	2	2	2	2
8	1	1	2	1	2	2
10	2	2	2	2	2	2
11	2	2	2	1	2	2
12	2	2	2	1	2	2
13	2	2	2	1	2	2
14	2	2	1	1	2	2
15	2	2	2	1	2	2
16	2	2	2	2	2	2
17	2	2	2	2	2	1
18	1	1	1	2	1	2
19	1	1	1	2	1	1
20	1	1	1	1	1	1
22	1	2	1	2	2	2
23	1	1	1	1	1	1
25	2	1	1	1	1	1
27	1	1	1	1	1	1
28	1	1	1	1	1	1
29	2	2	2	2	2	2
30	2	2	3	3	2	3
31	2	2	2	2	2	2
32	2	2	2	2	2	2
36	1	2	1	1	1	1
37	1	1	1	1	1	1
38	2	1	2	2	1	2
39	2	2	1	2	2	2
40	1	2	2	1	1	1
41	2	2	2	1	1	1
42	2	2	2	2	2	3

43	2	2	2	2	2	2
44	1	1	1	1	1	1
45	2	2	2	1	1	2
46	2	2	2	2	2	2
48	1	1	1	1	1	1
49	1	1	1	1	1	1
50	1	1	1	1	1	1
51	1	1	1	1	1	1
52	1	1	1	1	1	1
53	1	1	1	1	1	1
56	1	1	1	1	1	1
57	1	1	1	1	1	1
58	1	1	1	2	1	1
59	1	1	1	1	1	2
60	1	1	1	1	1	1
61	1	1	1	1	1	1
62	1	1	1	1	1	1
63	1	1	1	1	1	1
64	1	1	1	1	1	1
65	1	1	1	1	1	1
66	3	3	3	3	3	3
67	3	3	3	3	3	3
68	1	1	1	1	1	1
69	1	1	1	1	1	1
70	1	1	1	1	1	1
71	2	1	2	2	2	2
72	2	2	2	2	2	2
74	2	2	3	2	2	2
75	2	2	2	2	2	2
76	2	3	2	2	3	2
78	2	3	2	2	2	2
79	2	3	1	2	2	1
80	1	2	1	1	1	2

Intraclass correlation - 0.9785

Pairwise Comparison - 0.80

Table 5.6

*DOK Levels and Objectives Code by Each Reviewer**DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
1	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			2	IIILS.1.3			1	IIILS.1.1		
2	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1		
3	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1		
5	1	IIILS.1.3			1	IIILS.1.6			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			1	IIILS.1.3		
7	1	IIILS.1.3			1	IIILS.1.6			2	IIILS.1.7	IIILS.1.3		2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.7	IIILS.1.3	
8	1	IIILS.1.7			1	IIILS.1.6			2	IIILS.1.3	IIILS.1.7		1	IIILS.1.3			2	IIILS.1.7	IIILS.2.6		2	IIILS.1.3		
10	2	IIILS.1.3			2	IIILS.1.6			2	IIILS.1.6			2	IIILS.1.6			2	IIILS.1.2			2	IIILS.1.6		
11	2	IIILS.1.3			2	IIILS.1.6			2	IIILS.1.3			1	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.7		
12	2	IIILS.1.3			2	IIILS.1.6			2	IIILS.1.2			1	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3		
13	2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			1	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3		
14	2	IIILS.1.3			2	IIILS.1.6			1	IIILS.1.3			1	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.7		
15	2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.6			1	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2	IIILS.1.6	
16	2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.3		
17	2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			1	IIILS.1.2		
18	1	IIIR.2.5			1	IIIR.2.5			1	IIIR.2.5			2	IIIR.2.5			1	IIIR.2.5			2	IIIR.2.5		
19	1	IIIR.2.10			1	IIIR.2.7			1	IIIR.2.10			2	IIIR.2.9			1	IIIR.2.7			1	IIIR.2.10		
20	1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.10			1	IIIR.2.10			1	IIIR.2.10		
22	1	IIIR.2.9			2	IIIR.2.9			1	IIIR.2.9			2	IIIR.2.9			2	IIIR.2.9			2	IIIR.2.9		
23	1	IIIR.1.4			1	IIIR.1.4			1	IIIR.1.4			1	IIIR.1.4			1	IIIR.1.3			1	IIIR.1.4		
25	2	IIIR.1.3			1	IIIR.1.3			1	IIIR.1.3			1	IIIR.1.3			1	IIIR.4.29			1	IIIR.2.9		
27	1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3	IIIR.4.15	IIIR.4.8	1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3		
28	1	IIIR.4.17			1	IIIR.4.17			1	IIIR.4.17			1	IIIR.4.17			1	IIIR.4.17			1	IIIR.4.17		
29	2	IIIR.4.13			2	IIIR.4.2			2	IIIR.4.2			2	IIIR.4.2			2	IIIR.4.13			2	IIIR.4.2		
30	2	IIIR.4.3			2	IIIR.4.3			3	IIIR.4.14			3	IIIR.4.14			2	IIIR.4.14			3	IIIR.4.14		
31	2	IIIR.4.3			2	IIIR.4.3			2	IIIR.4.3			2	IIIR.4.3			2	IIIR.4.3			2	IIIR.4.3		
32	2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.3		

36	1	IIIR.4.3			2	IIIR.4.3			1	IIIR.4.21			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.21		
37	1	IIIR.4.3			1	IIIR.4.8			1	IIIR.4.21			1	IIIR.4.3			1	IIIR.4.8			1	IIIR.4.8		
38	2	IIIR.4.10			1	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10			1	IIIR.4.10			2	IIIR.4.10		
39	2	IIIR.4.24			2	IIIR.4.24			1	IIIR.4.24			2	IIIR.4.24			2	IIIR.4.24			2	IIIR.4.24		
40	1	IIIR.4.3			2	IIIR.4.3			2	IIIR.4.3			1	IIIR.4.3			1	IIIR.1.3			1	IIIR.4.13		
41	2	IIIR.4.10			2	IIIR.4.10	IIIR.4.8		2	IIIR.4.10			1	IIIR.4.10			1	IIIR.4.8			1	IIIR.4.8		
42	2	IIIR.4.11			2	IIIR.4.11			2	IIIR.4.11			2	IIIR.4.11			2	IIIR.4.11			3	IIIR.4.11		
43	2	IIIR.4.7			2	IIIR.4.7			2	IIIR.4.7			2	IIIR.4.7			2	IIIR.4.7			2	IIIR.4.7		
44	1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3		
45	2	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10			1	IIIR.4.10			1	IIIR.4.8			2	IIIR.4.10		
46	2	IIIR.4.20			2	IIIR.4.20			2	IIIR.4.20			2	IIIR.4.20			2	IIIR.4.20			2	IIIR.4.20		
48	1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3		
49	1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.4	IIIW.2.1		1	IIIW.2.5			1	IIIW.2.5		
50	1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5		
51	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4		
52	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4		
53	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4		
56	1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7	IIIW.2.8		1	IIIW.2.7			1	IIIW.2.4	IIIW.2.4	
57	1	IIIW.2.3			1	IIIW.2.0			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.7		
58	1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3			1	IIIR.2.7		
59	1	IIIW.2.3			1	IIIW.2.8			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			2	IIIW.2.7		
60	1	IIIW.2.8			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.8	IIIW.2.7		1	IIIW.2.7			1	IIIW.2.8		
61	1	IIIW.2.8			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.8		
62	1	IIIW.2.8			1	IIIW.2.8			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.7		
63	1	IIIW.2.8			1	IIIW.2.8			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7		
64	1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.7		
65	1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7		
66	3	IIIW.1.4			3	IIIW.1.1			3	IIIW.1.4			3	IIIW.1.4			3	IIIW.1.4			3	IIIW.1.6		
67	3	IIIW.1.1			3	IIIW.1.1			3	IIIW.1.1			3	IIIW.1.1			3	IIIW.1.1			3	IIIW.1.1		
68	1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1			1	IIILS.1.1		
69	1	IIILS.2.1			1	IIILS.2.1	IIIR.2.3		1	IIIR.2.7			1	IIILS.2.1			1	IIILS.2.1	IIIR.2.3		1	IIILS.2.1		
70	1	IIILS.2.1			1	IIILS.2.1	IIIR.2.3		1	IIIR.2.7			1	IIILS.2.1			1	IIILS.2.1	IIIR.2.3		1	IIILS.2.1		

71	2	IIILS.2.3			1	IIILS.2.3			2	IIILS.2.3			2	IIILS.2.3			2	IIILS.2.3				
72	2	IIILS.2.4			2	IIILS.2.1			2	IIILS.2.5			2	IIILS.2.4			2	IIILS.2.7			2	IIILS.2.4
74	2	IIILS.2.5			2	IIILS.2.1			3	IIILS.1.6			2	IIILS.2.5			2	IIILS.1.6			2	IIILS.2.5
75	2	IIILS.2.4	IIILS.2.7		2	IIILS.2.1			2	IIILS.2.4			2	IIILS.2.4			2	IIILS.2.7			2	IIILS.2.4
76	2	IIILS.2.6			3	IIILS.2.6			2	IIILS.2.6			2	IIILS.2.6			3	IIILS.2.6			2	IIILS.2.5
78	2	IIILS.2.7			3	IIILS.2.7			2	IIILS.2.3			2	IIILS.2.4			2	IIILS.2.7			2	IIILS.2.4
79	2	IIILS.2.7			3	IIILS.2.7			1	IIILS.2.7			2	IIILS.2.7			2	IIILS.2.7			1	IIIR.2.7
80	1	IIILS.2.1			2	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1			2	IIILS.2.1
Objective Pairwise Comparison: 0.65																						
Standard Pairwise Comparison: 0.97																						

Table 5.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

	Low			Medium			High			
	0			18					30	
IIILS.0.0										
IIILS.1.0										
IIILS.1.1	2(6)	3(6)	1(5)	68(1)						
IIILS.1.2	10(1)	12(1)	15(5)	17(6)	16(5)					
IIILS.1.3	16(1)	12(4)	13(6)	14(4)	10(1)	11(4)	8(3)	1(1)	5(5)	7(5)
IIILS.1.6	7(1)	5(1)	8(1)	11(1)	10(4)	14(1)	12(1)	74(8)	15(2)	
IIILS.1.7	14(1)	11(1)	7(2)	8(3)						
IIILS.2.0										
IIILS.2.1	74(4)	70(5)	72(4)	68(5)	69(5)	75(4)	80(24)			
IIILS.2.3	78(4)	71(24)								
IIILS.2.4	72(12)	78(8)	75(16)							
IIILS.2.5	72(4)	74(12)	76(4)							
IIILS.2.6	76(20)	8(1)								
IIILS.2.7	72(4)	78(12)	79(20)	75(12)						
IIIR.0.0										
IIIR.1.0										
IIIR.1.2										
IIIR.1.3	23(1)	25(4)	40(1)							
IIIR.1.4	23(5)									
IIIR.2.0										
IIIR.2.3	70(2)	69(2)								
IIIR.2.5	18(6)									

IIIR.2.7	19(2)	58(1)	79(4)	70(1)	69(1)					
IIIR.2.9	22(6)	20(3)	19(1)	25(1)						
IIIR.2.10	19(3)	20(3)								
IIIR.2.13										
IIIR.4.0										
IIIR.4.2	29(4)									
IIIR.4.3	37(2)	31(6)	32(1)	36(4)	44(6)	40(4)	30(2)	27(6)		
IIIR.4.7	43(6)									
IIIR.4.8	45(1)	37(3)	41(3)	27(1)						
IIIR.4.9										
IIIR.4.10	45(5)	41(4)	38(6)							
IIIR.4.11	42(6)									
IIIR.4.12										
IIIR.4.13	32(5)	40(1)	29(2)							
IIIR.4.14	30(4)									
IIIR.4.15	27(1)									
IIIR.4.16										
IIIR.4.17	28(6)									
IIIR.4.18										
IIIR.4.20	46(6)									
IIIR.4.21	37(1)	36(2)								
IIIR.4.24	39(6)									
IIIR.4.29	25(1)									
IIIR.4.31										
IIIW.0.0										
IIIW.1.0										
IIIW.1.1	66(5)	67(30)								
IIIW.1.4	66(20)									

IIIW.1.5										
IIIW.1.6	66(5)									
IIIW.1.7										
IIIW.2.0	57(1)									
IIIW.2.1	49(1)									
IIIW.2.3	57(4)	58(5)	59(4)	48(6)						
IIIW.2.4	49(1)	51(6)	52(6)	53(6)	56(2)					
IIIW.2.5	49(5)	50(6)								
IIIW.2.7	56(5)	59(1)	57(1)	65(5)	61(2)	62(2)	63(3)	64(4)	60(3)	
IIIW.2.8	64(2)	63(3)	62(4)	61(4)	65(1)	60(4)	59(1)	56(1)		

Table 5.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

	Low	Medium	High	
	6	18	30	
1 LISTENING 1	IIILS.1.1:5	IIILS.1.3:1		
2 LISTENING 2	IIILS.1.1:6			
3 LISTENING 3	IIILS.1.1:6			
5 LISTENING 5	IIILS.1.3:5	IIILS.1.6:1		
7 LISTENING 7	IIILS.1.3:5	IIILS.1.6:1	IIILS.1.7:2	
8 LISTENING 8	IIILS.1.3:3	IIILS.1.6:1	IIILS.1.7:3	IIILS.2.6:1
10 LISTENING 10	IIILS.1.2:1	IIILS.1.3:1	IIILS.1.6:4	
11 LISTENING 11	IIILS.1.3:4	IIILS.1.6:1	IIILS.1.7:1	
12 LISTENING 12	IIILS.1.2:1	IIILS.1.3:4	IIILS.1.6:1	
13 LISTENING 13	IIILS.1.3:6			
14 LISTENING 14	IIILS.1.3:4	IIILS.1.6:1	IIILS.1.7:1	
15 LISTENING 15	IIILS.1.2:5	IIILS.1.6:2		
16 LISTENING 16	IIILS.1.2:5	IIILS.1.3:1		
17 LISTENING 17	IIILS.1.2:6			
18 READING 1	IIIR.2.5:6			
19 READING 2	IIIR.2.7:2	IIIR.2.9:1	IIIR.2.10:3	
20 READING 3	IIIR.2.9:3	IIIR.2.10:3		
22 READING 5	IIIR.2.9:6			
23 READING 6	IIIR.1.3:1	IIIR.1.4:5		
25 READING 8	IIIR.1.3:4	IIIR.2.9:1	IIIR.4.29:1	
27 READING 10	IIIR.4.3:6	IIIR.4.8:1	IIIR.4.15:1	
28 READING 11	IIIR.4.17:6			
29 READING 12	IIIR.4.2:4	IIIR.4.13:2		
30 READING 13	IIIR.4.3:2	IIIR.4.14:4		
31 READING 14	IIIR.4.3:6			
32 READING 15	IIIR.4.3:1	IIIR.4.13:5		
36 READING 19	IIIR.4.3:4	IIIR.4.21:2		
37 READING 20	IIIR.4.3:2	IIIR.4.8:3	IIIR.4.21:1	
38 READING 21	IIIR.4.10:6			
39 READING 22	IIIR.4.24:6			
40 READING 23	IIIR.1.3:1	IIIR.4.3:4	IIIR.4.13:1	
41 READING 24	IIIR.4.8:3	IIIR.4.10:4		

42 READING 25	IIIR.4.11:6			
43 READING 26	IIIR.4.7:6			
44 READING 27	IIIR.4.3:6			
45 READING 28	IIIR.4.8:1	IIIR.4.10:5		
46 READING 29	IIIR.4.20:6			
48 WRITING 2	IIIW.2.3:6			
49 WRITING 3	IIIW.2.1:1	IIIW.2.4:1	IIIW.2.5:5	
50 WRITING 4	IIIW.2.5:6			
51 WRITING 5	IIIW.2.4:6			
52 WRITING 6	IIIW.2.4:6			
53 WRITING 7	IIIW.2.4:6			
56 WRITING 10	IIIW.2.4:1	IIIW.2.7:5	IIIW.2.8:1	
57 WRITING 11	IIIW.2.0:1	IIIW.2.3:4	IIIW.2.7:1	
58 WRITING 12	IIIR.2.7:1	IIIW.2.3:5		
59 WRITING 13	IIIW.2.3:4	IIIW.2.7:1	IIIW.2.8:1	
60 WRITING 14	IIIW.2.7:3	IIIW.2.8:4		
61 WRITING 15	IIIW.2.7:2	IIIW.2.8:4		
62 WRITING 16	IIIW.2.7:2	IIIW.2.8:4		
63 WRITING 17	IIIW.2.7:3	IIIW.2.8:3		
64 WRITING 18	IIIW.2.7:4	IIIW.2.8:2		
65 WRITING 19	IIIW.2.7:5	IIIW.2.8:1		
66 WRITING 20	IIIW.1.1:5	IIIW.1.4:20	IIIW.1.6:5	
67 WRITING 21	IIIW.1.1:30			
68 ORAL READING 1	IIILS.1.1:1	IIILS.2.1:5		
69 ORAL READING 2	IIILS.2.1:5	IIIR.2.3:2	IIIR.2.7:1	
70 ORAL READING 3	IIILS.2.1:5	IIIR.2.3:2	IIIR.2.7:1	
71 SPEAKING 4	IIILS.2.3:24			
72 SPEAKING 5	IIILS.2.1:4	IIILS.2.4:12	IIILS.2.5:4	IIILS.2.7:4
74 SPEAKING 7	IIILS.1.6:8	IIILS.2.1:4	IIILS.2.5:12	
75 SPEAKING 8	IIILS.2.1:4	IIILS.2.4:16	IIILS.2.7:12	
76 SPEAKING 9	IIILS.2.5:4	IIILS.2.6:20		
78 SPEAKING 11	IIILS.2.3:4	IIILS.2.4:8	IIILS.2.7:12	
79 SPEAKING 12	IIILS.2.7:20	IIIR.2.7:4		
80 SPEAKING 13	IIILS.2.1:24			

Table 5.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

IIILS.0.0										
IIILS.1.0										
IIILS.1.1: [1]	1:(5)[1]	2:(6)[1]	3:(6)[1]	68:(1)[1]						
IIILS.1.2: [2]	10:(1)[2]	12:(1)[2]	15:(5)[2]	16:(5)[2]	17:(6)[2]					
IIILS.1.3: [2]	1:(1)[2]	5:(5)[2]	7:(5)[2]	8:(3)[2]	10:(1)[2]	11:(4)[2]	12:(4)[2]	13:(6)[2]	14:(4)[2]	16:(1)[2]
IIILS.1.6: [3]	5:(1)[1]	7:(1)[1]	8:(1)[1]	10:(4)[2]	11:(1)[2]	12:(1)[2]	14:(1)[2]	15:(2)[2]	74:(8)[2]	
IIILS.1.7: [2]	7:(2)[2]	8:(3)[2]	11:(1)[2]	14:(1)[2]						
IIILS.2.0										
IIILS.2.1: [2]	68:(5)[1]	69:(5)[1]	70:(5)[1]	72:(4)[2]	74:(4)[2]	75:(4)[2]	80:(24)[1]			
IIILS.2.3: [2]	71:(24)[2]	78:(4)[2]								
IIILS.2.4: [2]	72:(12)[2]	75:(16)[2]	78:(8)[2]							
IIILS.2.5: [2]	72:(4)[2]	74:(12)[2]	76:(4)[2]							
IIILS.2.6: [3]	8:(1)[2]	76:(20)[2]								
IIILS.2.7: [2]	72:(4)[2]	75:(12)[2]	78:(12)[2]	79:(20)[2]						
IIIR.0.0										
IIIR.1.0										
IIIR.1.2										
IIIR.1.3: [2]	23:(1)[1]	25:(4)[1]	40:(1)[1]							
IIIR.1.4: [1]	23:(5)[1]									
IIIR.2.0										
IIIR.2.3: [1]	69:(2)[1]	70:(2)[1]								
IIIR.2.5: [2]	18:(6)[1]									
IIIR.2.7: [2]	19:(2)[1]	58:(1)[1]	69:(1)[1]	70:(1)[1]	79:(4)[1]					
IIIR.2.9: [1]	19:(1)[2]	20:(3)[1]	22:(6)[2]	25:(1)[1]						

IIIR.2.10: [1]	19:(3)[1]	20:(3)[1]								
IIIR.2.13										
IIIR.4.0										
IIIR.4.2: [2]	29:(4)[2]									
IIIR.4.3: [1]	27:(6)[1]	30:(2)[2]	31:(6)[2]	32:(1)[2]	36:(4)[1]	37:(2)[1]	40:(4)[2]	44:(6)[1]		
IIIR.4.7: [2]	43:(6)[2]									
IIIR.4.8: [2]	27:(1)[1]	37:(3)[1]	41:(3)[1]	45:(1)[1]						
IIIR.4.9										
IIIR.4.10: [2]	38:(6)[2]	41:(4)[2]	45:(5)[2]							
IIIR.4.11: [2]	42:(6)[2]									
IIIR.4.12										
IIIR.4.13: [2]	29:(2)[2]	32:(5)[2]	40:(1)[1]							
IIIR.4.14: [3]	30:(4)[3]									
IIIR.4.15: [1]	27:(1)[1]									
IIIR.4.16										
IIIR.4.17: [1]	28:(6)[1]									
IIIR.4.18										
IIIR.4.20: [2]	46:(6)[2]									
IIIR.4.21: [2]	36:(2)[1]	37:(1)[1]								
IIIR.4.24: [3]	39:(6)[2]									
IIIR.4.29: [2]	25:(1)[1]									
IIIR.4.31										
IIIW.0.0										
IIIW.1.0										
IIIW.1.1: [3]	66:(5)[3]	67:(30)[3]								
IIIW.1.4: [3]	66:(20)[3]									
IIIW.1.5										
IIIW.1.6: [3]	66:(5)[3]									
IIIW.1.7										

IIIW.2.0: [3]	57:(1)[1]									
IIIW.2.1: [1]	49:(1)[1]									
IIIW.2.3: [1]	48:(6)[1]	57:(4)[1]	58:(5)[1]	59:(4)[1]						
IIIW.2.4: [1]	49:(1)[1]	51:(6)[1]	52:(6)[1]	53:(6)[1]	56:(1)[1]					
IIIW.2.5: [1]	49:(5)[1]	50:(6)[1]								
IIIW.2.7: [1]	56:(5)[1]	57:(1)[1]	59:(1)[2]	60:(3)[1]	61:(2)[1]	62:(2)[1]	63:(3)[1]	64:(4)[1]	65:(5)[1]	
IIIW.2.8: [1]	56:(1)[1]	59:(1)[1]	60:(4)[1]	61:(4)[1]	62:(4)[1]	63:(3)[1]	64:(2)[1]	65:(1)[1]		

Table 5.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III
Assessable Standards July 31 2013
Number of Assessment Items - 66*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
IIILS.0.0 ELL Stage III: Grade...	2	12	1 2 3	1 8 2	9.09 72.73 18.18	51.67	6.53	YES
IIIR.0.0 ELL Stage III: Grades...	3	28	1 2 3	8 18 2	28.57 64.29 7.14	23.17	0.41	YES
IIIW.0.0 ELL Stage III: Grades...	2	11	1 3	6 5	54.55 45.45	36	8.94	YES
Total	7	51	1 2 3	15 26 9	30 52 18	110.84	13.63	

Table 5.2

*Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six
Reviewers
AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III
Assessable Standards July 31 2013
Number of Assessment Items - 66*

Standards	Goals #	Objs #	Hits		% Under	SD	% At	SD	% Above	SD	DOK Consistency
			M	S.D							
IIILS.0.0 ELL Stage III: Grade...	2	12	51.67	6.53	29.87	4	70.13	4	0	0	YES
IIIR.0.0 ELL Stage III: Grades...	3	28	23.17	0.41	18	10	74.82	10	7.19	4	YES
IIIW.0.0 ELL Stage III: Grades...	2	11	36	8.94	17.87	11	49.67	9	32.46	18	YES
Total	7	51	110.84	13.63	23.01	6	64.06	3.4	12.93	6.7	
NT = Not Tested											

Table 5.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III

Assessable Standards July 31 2013

Number of Assessment Items - 66

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
IIILS.0.0 ELL Stage III: Grade...	2	12	51.67	6.53	10.5	0.84	87.5	6.97	YES	37	1	0.72	0.05	YES
IIIR.0.0 ELL Stage III: Grades...	3	28	23.17	0.41	13.5	1.87	48.21	6.68	WEAK	34	2	0.75	0.03	YES
IIIW.0.0 ELL Stage III: Grades...	2	11	36	8.94	6.5	0.55	59.09	4.98	YES	29	2	0.78	0.03	YES
Total	7	51	110.84	13.63	10.2	3.51	64.93	20		33	4	0.75	0.03	

Table 5.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III

Assessable Standards July 31 2013

Number of Assessment Items - 66

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
IIILS.0.0 ELL Stage III: Grade...	YES	YES	YES	YES
IIIR.0.0 ELL Stage III: Grades...	YES	YES	WEAK	YES
IIIW.0.0 ELL Stage III: Grades...	YES	YES	YES	YES

Table 5.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
5	2	2	2	2	2	2
7	2	2	2	2	2	2
8	2	2	2	2	2	2
10	2	3	2	2	2	2
11	2	2	2	2	2	2
12	1	2	2	2	2	2
13	2	2	2	2	2	2
14	2	2	2	2	2	2
15	2	2	3	2	2	2
16	2	1	2	2	2	2
17	2	1	2	2	2	2
18	1	1	1	1	1	1
19	1	1	1	1	1	1
20	1	1	1	1	1	1
22	2	2	2	2	1	1
23	1	1	1	1	2	1
25	1	1	2	1	1	2
27	1	1	1	1	1	1
28	2	2	1	1	1	2
29	2	2	2	2	2	2
30	2	2	2	1	2	2
31	1	1	1	1	1	1
32	2	2	2	2	2	2
33	1	1	2	2	1	1
34	2	1	2	2	2	1
35	2	1	2	2	2	2
39	2	2	2	2	2	2
40	1	1	2	1	1	1
41	1	2	2	1	2	2
42	1	2	2	2	2	2

43	2	2	2	2	3	2
44	1	1	1	2	1	1
45	2	1	1	2	1	2
46	2	2	2	1	2	2
47	1	1	1	1	2	1
49	1	1	1	1	1	1
50	1	1	1	1	1	1
51	1	1	1	1	2	1
52	1	1	1	1	2	1
53	1	1	1	1	1	1
56	1	1	1	1	2	1
57	1	2	1	1	2	1
58	2	2	1	1	2	1
59	2	2	1	1	2	1
60	2	2	1	1	2	1
61	1	1	1	1	1	1
62	1	1	1	1	1	1
63	1	1	1	1	1	1
64	1	1	1	1	2	1
65	1	1	1	1	1	1
66	2	2	2	2	2	2
67	3	3	3	2	3	3
68	1	2	1	1	1	1
69	1	1	1	1	2	1
70	1	1	1	1	2	1
71	2	2	2	2	1	2
72	2	2	2	2	2	2
74	2	2	2	2	2	2
75	2	2	2	2	2	2
76	2	2	2	2	2	2
77	2	2	1	2	1	2
79	2	2	1	1	2	2
80	1	1	1	1	1	1

Intraclass correlation - 0.9746

Pairwise Comparison - 0.77

Table 5.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
1	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.3			1	IIILS.1.1			1	IIILS.1.1		
2	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.3			1	IIILS.1.1			1	IIILS.1.1		
3	1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.1			1	IIILS.1.3			1	IIILS.1.1			1	IIILS.1.1		
5	2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3		
7	2	IIILS.1.7			2	IIILS.1.3			2	IIILS.2.5			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3		
8	2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3		
10	2	IIILS.1.6			3	IIILS.1.6			2	IIILS.1.6			2	IIILS.1.6			2	IIILS.1.2			2	IIILS.1.6		
11	2	IIILS.1.7			2	IIILS.1.7			2	IIILS.1.7			2	IIILS.1.7			2	IIILS.1.7			2	IIILS.1.7		
12	1	IIILS.1.7			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.7			2	IIILS.1.3			2	IIILS.1.3		
13	2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3			2	IIILS.1.3		
14	2	IIILS.1.6			2	IIILS.1.6			2	IIILS.1.6			2	IIILS.1.6			2	IIILS.1.2			2	IIILS.1.3		
15	2	IIILS.1.2			2	IIILS.1.2			3	IIILS.1.6			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.3		
16	2	IIILS.1.2			1	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.7			2	IIILS.1.2		
17	2	IIILS.1.2			1	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2			2	IIILS.1.2		
18	1	IIIR.2.5			1	IIIR.2.5			1	IIIR.2.5			1	IIIR.2.5			1	IIIR.2.5			1	IIIR.2.5		
19	1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.10			1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.10		
20	1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.9		
22	2	IIIR.2.13			2	IIIR.2.9			2	IIIR.2.9			2	IIIR.2.9			1	IIIR.2.9			1	IIIR.2.9		
23	1	IIIR.1.4			1	IIIR.1.4			1	IIIR.1.4			1	IIIR.1.4			2	IIIR.1.4			1	IIIR.1.4		
25	1	IIIR.4.24			1	IIIR.4.24			2	IIIR.4.29			1	IIIR.4.24			1	IIIR.4.24			2	IIIR.4.24		
27	1	IIIR.4.15			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3		
28	2	IIIR.4.17			2	IIIR.4.2			1	IIIR.4.17			1	IIIR.4.3			1	IIIR.4.17			2	IIIR.4.17		
29	2	IIIR.4.2			2	IIIR.4.2			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.2		
30	2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.13			1	IIIR.4.13			2	IIIR.4.3			2	IIIR.4.13		
31	1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.13			1	IIIR.4.3		
32	2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.13			2	IIIR.4.29			2	IIIR.4.13			2	IIIR.4.13		

33	1	IIIR.4.3			1	IIIR.4.29			2	IIIR.4.29			2	IIIR.4.29			1	IIIR.4.3			1	IIIR.4.29		
34	2	IIIR.4.8			1	IIIR.4.8			2	IIIR.4.8			2	IIIR.4.8			2	IIIR.4.8			1	IIIR.4.8		
35	2	IIIR.4.29			1	IIIR.4.29			2	IIIR.4.13			2	IIIR.4.29			2	IIIR.4.29			2	IIIR.4.29		
39	2	IIIR.4.7			2	IIIR.4.7			2	IIIR.4.7			2	IIIR.4.7			2	IIIR.4.7			2	IIIR.4.7		
40	1	IIIR.4.3			1	IIIR.4.3			2	IIIR.4.7			1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3		
41	1	IIIR.4.10			2	IIIR.4.9			2	IIIR.4.12			1	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10		
42	1	IIIR.4.9			2	IIIR.4.9			2	IIIR.4.9			2	IIIR.4.9			2	IIIR.4.10			2	IIIR.4.9		
43	2	IIIR.4.11			2	IIIR.4.11			2	IIIR.4.11			2	IIIR.4.24			3	IIIR.4.11			2	IIIR.4.11		
44	1	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			2	IIIR.4.24			1	IIIR.4.3			1	IIIR.4.3		
45	2	IIIR.4.3			1	IIIR.4.3			1	IIIR.4.3			2	IIIR.4.24			1	IIIR.4.3			2	IIIR.4.3	IIIR.4.2	
46	2	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10			1	IIIR.4.10			2	IIIR.4.10			2	IIIR.4.10		
47	1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3		
49	1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5		
50	1	IIIW.2.5			1	IIIW.2.4			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5			1	IIIW.2.5		
51	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			2	IIIW.2.5			1	IIIW.2.4		
52	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			2	IIIW.2.5			1	IIIW.2.5		
53	1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.4			1	IIIW.2.5		
56	1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			2	IIIW.2.7			1	IIIW.2.7		
57	1	IIIW.2.7			2	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.8			2	IIIW.2.7			1	IIIW.2.7		
58	2	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3		
59	2	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			2	IIIW.2.7			1	IIIW.2.3		
60	2	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3			1	IIIW.2.3			2	IIIW.2.3			1	IIIW.2.3		
61	1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7		
62	1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.8		
63	1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.8		
64	1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7			2	IIIW.2.7			1	IIIW.2.7		
65	1	IIIW.2.7			1	IIIW.2.8			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7			1	IIIW.2.7		
66	2	IIIW.1.1	IIIW.2.3	IIIW.2.4	2	IIIW.1.1	IIIW.2.3	IIIW.2.4	2	IIIW.1.1	IIIW.2.4	IIIW.2.5	2	IIIW.1.1			2	IIIW.1.1			2	IIIW.1.1	IIIW.2.5	
67	3	IIIW.1.4	IIIW.2.3	IIIW.2.4	3	IIIW.1.5			3	IIIW.1.4	IIIW.2.4	IIIW.2.5	2	IIIW.1.4			3	IIIW.1.4			3	IIIW.1.5	IIIW.2.5	
68	1	IIILS.2.0			2	IIILS.2.0			1	IIILS.2.0			1	IIILS.2.0			1	IIILS.2.0			1	IIILS.2.0		
69	1	IIILS.2.0			1	IIILS.2.1			1	IIILS.2.0			1	IIILS.2.0			2	IIILS.2.0			1	IIILS.2.1		
70	1	IIILS.2.0			1	IIILS.2.1			1	IIILS.2.0			1	IIILS.2.0			2	IIILS.2.1			1	IIILS.2.1		

71	2	IIILS.2.5			2	IIILS.2.5			2	IIILS.2.5	IIILS.2.1		2	IIILS.2.5			1	IIILS.2.5			2	IIILS.2.5		
72	2	IIILS.2.5			2	IIILS.2.5			2	IIILS.2.5	IIILS.2.1		2	IIILS.2.5			2	IIILS.2.5			2	IIILS.2.5		
74	2	IIILS.2.5			2	IIILS.2.5			2	IIILS.2.5	IIILS.2.1		2	IIILS.2.4			2	IIILS.2.5			2	IIILS.2.5		
75	2	IIILS.2.4			2	IIILS.2.4			2	IIILS.2.4	IIILS.2.1		2	IIILS.2.4			2	IIILS.2.4			2	IIILS.2.4		
76	2	IIILS.2.6			2	IIILS.2.6			2	IIILS.2.6			2	IIILS.2.4			2	IIILS.2.6			2	IIILS.2.6		
77	2	IIILS.2.4			2	IIILS.2.4			1	IIILS.2.4			2	IIILS.2.4			1	IIILS.2.4			2	IIILS.2.4		
79	2	IIILS.2.7			2	IIILS.2.7			1	IIILS.2.7			1	IIILS.2.7			2	IIILS.2.7			2	IIILS.2.7		
80	1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1			1	IIILS.2.1		
Objective Pairwise Comparison: 0.71																								
Standard Pairwise Comparison: 1.00																								

Table 5.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III Assessable Standards July 31 2013

	Low			Medium				High		
	0			18				30		
IIILS.0.0										
IIILS.1.0										
IIILS.1.1	1(5)	2(5)	3(5)							
IIILS.1.2	10(1)	14(1)	15(4)	16(5)	17(6)					
IIILS.1.3	15(1)	14(1)	13(6)	12(4)	3(1)	7(4)	8(6)	5(6)	2(1)	1(1)
IIILS.1.6	10(5)	14(4)	15(1)							
IIILS.1.7	16(1)	11(6)	12(2)	7(1)						
IIILS.2.0	68(6)	69(4)	70(3)							
IIILS.2.1	70(3)	69(2)	80(24)	75(4)	74(4)	71(4)	72(4)			
IIILS.2.3										
IIILS.2.4	77(24)	74(4)	75(24)	76(4)						
IIILS.2.5	74(20)	71(24)	72(24)	7(1)						
IIILS.2.6	76(20)									
IIILS.2.7	79(24)									
IIIR.0.0										
IIIR.1.0										
IIIR.1.2										
IIIR.1.3										
IIIR.1.4	23(6)									
IIIR.2.0										
IIIR.2.3										
IIIR.2.5	18(6)									
IIIR.2.7										

IIIR.2.9	19(4)	20(6)	22(5)							
IIIR.2.10	19(2)									
IIIR.2.13	22(1)									
IIIR.4.0										
IIIR.4.2	28(1)	29(3)	45(1)							
IIIR.4.3	30(1)	28(1)	27(5)	31(5)	33(2)	40(5)	44(5)	45(5)		
IIIR.4.7	40(1)	39(6)								
IIIR.4.8	34(6)									
IIIR.4.9	41(1)	42(5)								
IIIR.4.10	42(1)	41(4)	46(6)							
IIIR.4.11	43(5)									
IIIR.4.12	41(1)									
IIIR.4.13	35(1)	31(1)	32(5)	30(5)	29(3)					
IIIR.4.14										
IIIR.4.15	27(1)									
IIIR.4.16										
IIIR.4.17	28(4)									
IIIR.4.18										
IIIR.4.20										
IIIR.4.21										
IIIR.4.24	25(5)	43(1)	45(1)	44(1)						
IIIR.4.29	33(4)	32(1)	35(5)	25(1)						
IIIR.4.31										
IIIW.0.0										
IIIW.1.0										
IIIW.1.1	66(30)									
IIIW.1.4	67(20)									
IIIW.1.5	67(10)									

IIIW.1.6										
IIIW.1.7										
IIIW.2.0										
IIIW.2.1										
IIIW.2.3	60(6)	47(6)	58(6)	59(5)	66(10)	67(5)				
IIIW.2.4	50(1)	51(5)	52(4)	53(5)	66(15)	67(10)				
IIIW.2.5	53(1)	52(2)	51(1)	50(5)	49(6)	66(10)	67(10)			
IIIW.2.7	61(6)	62(4)	56(6)	57(4)	59(1)	63(4)	64(5)	65(5)		
IIIW.2.8	65(1)	64(1)	63(2)	57(2)	62(2)					

Table 5.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III Assessable Standards July 31 2013

	Low	Medium	High		
	6	18	30		
1 LISTENING 1	IIILS.1.1:5	IIILS.1.3:1			
2 LISTENING 2	IIILS.1.1:5	IIILS.1.3:1			
3 LISTENING 3	IIILS.1.1:5	IIILS.1.3:1			
5 LISTENING 5	IIILS.1.3:6				
7 LISTENING 7	IIILS.1.3:4	IIILS.1.7:1	IIILS.2.5:1		
8 LISTENING 8	IIILS.1.3:6				
10 LISTENING 10	IIILS.1.2:1	IIILS.1.6:5			
11 LISTENING 11	IIILS.1.7:6				
12 LISTENING 12	IIILS.1.3:4	IIILS.1.7:2			
13 LISTENING 13	IIILS.1.3:6				
14 LISTENING 14	IIILS.1.2:1	IIILS.1.3:1	IIILS.1.6:4		
15 LISTENING 15	IIILS.1.2:4	IIILS.1.3:1	IIILS.1.6:1		
16 LISTENING 16	IIILS.1.2:5	IIILS.1.7:1			
17 LISTENING 17	IIILS.1.2:6				
18 READING 1	IIIR.2.5:6				
19 READING 2	IIIR.2.9:4	IIIR.2.10:2			
20 READING 3	IIIR.2.9:6				
22 READING 5	IIIR.2.9:5	IIIR.2.13:1			
23 READING 6	IIIR.1.4:6				
25 READING 8	IIIR.4.24:5	IIIR.4.29:1			
27 READING 10	IIIR.4.3:5	IIIR.4.15:1			
28 READING 11	IIIR.4.2:1	IIIR.4.3:1	IIIR.4.17:4		
29 READING 12	IIIR.4.2:3	IIIR.4.13:3			
30 READING 13	IIIR.4.3:1	IIIR.4.13:5			
31 READING 14	IIIR.4.3:5	IIIR.4.13:1			
32 READING 15	IIIR.4.13:5	IIIR.4.29:1			
33 READING 16	IIIR.4.3:2	IIIR.4.29:4			
34 READING 17	IIIR.4.8:6				
35 READING 18	IIIR.4.13:1	IIIR.4.29:5			
39 READING 22	IIIR.4.7:6				
40 READING 23	IIIR.4.3:5	IIIR.4.7:1			
41 READING 24	IIIR.4.9:1	IIIR.4.10:4	IIIR.4.12:1		

42 READING 25	IIIR.4.9:5	IIIR.4.10:1			
43 READING 26	IIIR.4.11:5	IIIR.4.24:1			
44 READING 27	IIIR.4.3:5	IIIR.4.24:1			
45 READING 28	IIIR.4.2:1	IIIR.4.3:5	IIIR.4.24:1		
46 READING 29	IIIR.4.10:6				
47 WRITING 1	IIIW.2.3:6				
49 WRITING 3	IIIW.2.5:6				
50 WRITING 4	IIIW.2.4:1	IIIW.2.5:5			
51 WRITING 5	IIIW.2.4:5	IIIW.2.5:1			
52 WRITING 6	IIIW.2.4:4	IIIW.2.5:2			
53 WRITING 7	IIIW.2.4:5	IIIW.2.5:1			
56 WRITING 10	IIIW.2.7:6				
57 WRITING 11	IIIW.2.7:4	IIIW.2.8:2			
58 WRITING 12	IIIW.2.3:6				
59 WRITING 13	IIIW.2.3:5	IIIW.2.7:1			
60 WRITING 14	IIIW.2.3:6				
61 WRITING 15	IIIW.2.7:6				
62 WRITING 16	IIIW.2.7:4	IIIW.2.8:2			
63 WRITING 17	IIIW.2.7:4	IIIW.2.8:2			
64 WRITING 18	IIIW.2.7:5	IIIW.2.8:1			
65 WRITING 19	IIIW.2.7:5	IIIW.2.8:1			
66 WRITING 20	IIIW.1.1:30	IIIW.2.3:10	IIIW.2.4:15	IIIW.2.5:10	
67 WRITING 21	IIIW.1.4:20	IIIW.1.5:10	IIIW.2.3:5	IIIW.2.4:10	IIIW.2.5:10
68 ORAL READING 1	IIILS.2.0:6				
69 ORAL READING 2	IIILS.2.0:4	IIILS.2.1:2			
70 ORAL READING 3	IIILS.2.0:3	IIILS.2.1:3			
71 SPEAKING 4	IIILS.2.1:4	IIILS.2.5:24			
72 SPEAKING 5	IIILS.2.1:4	IIILS.2.5:24			
74 SPEAKING 7	IIILS.2.1:4	IIILS.2.4:4	IIILS.2.5:20		
75 SPEAKING 8	IIILS.2.1:4	IIILS.2.4:24			
76 SPEAKING 9	IIILS.2.4:4	IIILS.2.6:20			
77 SPEAKING 10	IIILS.2.4:24				
79 SPEAKING 12	IIILS.2.7:24				
80 SPEAKING 13	IIILS.2.1:24				

Table 5.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

IIILS.0.0										
IIILS.1.0										
IIILS.1.1: [1]	1:(5)[1]	2:(5)[1]	3:(5)[1]							
IIILS.1.2: [2]	10:(1)[2]	14:(1)[2]	15:(4)[2]	16:(5)[2]	17:(6)[2]					
IIILS.1.3: [2]	1:(1)[1]	2:(1)[1]	3:(1)[1]	5:(6)[2]	7:(4)[2]	8:(6)[2]	12:(4)[2]	13:(6)[2]	14:(1)[2]	15:(1)[2]
IIILS.1.6: [3]	10:(5)[2]	14:(4)[2]	15:(1)[3]							
IIILS.1.7: [2]	7:(1)[2]	11:(6)[2]	12:(2)[2]	16:(1)[2]						
IIILS.2.0: [3]	68:(6)[1]	69:(4)[1]	70:(3)[1]							
IIILS.2.1: [2]	69:(2)[1]	70:(3)[1]	71:(4)[2]	72:(4)[2]	74:(4)[2]	75:(4)[2]	80:(24)[1]			
IIILS.2.3										
IIILS.2.4: [2]	74:(4)[2]	75:(24)[2]	76:(4)[2]	77:(24)[2]						
IIILS.2.5: [2]	7:(1)[2]	71:(24)[2]	72:(24)[2]	74:(20)[2]						
IIILS.2.6: [3]	76:(20)[2]									
IIILS.2.7: [2]	79:(24)[2]									
IIIR.0.0										
IIIR.1.0										
IIIR.1.2										
IIIR.1.3										
IIIR.1.4: [1]	23:(6)[1]									
IIIR.2.0										
IIIR.2.3										
IIIR.2.5: [2]	18:(6)[1]									
IIIR.2.7										
IIIR.2.9: [1]	19:(4)[1]	20:(6)[1]	22:(5)[2]							

IIIR.2.10: [1]	19:(2)[1]									
IIIR.2.13: [2]	22:(1)[2]									
IIIR.4.0										
IIIR.4.2: [2]	28:(1)[2]	29:(3)[2]	45:(1)[2]							
IIIR.4.3: [1]	27:(5)[1]	28:(1)[1]	30:(1)[2]	31:(5)[1]	33:(2)[1]	40:(5)[1]	44:(5)[1]	45:(5)[1]		
IIIR.4.7: [2]	39:(6)[2]	40:(1)[2]								
IIIR.4.8: [2]	34:(6)[2]									
IIIR.4.9: [2]	41:(1)[2]	42:(5)[2]								
IIIR.4.10: [2]	41:(4)[2]	42:(1)[2]	46:(6)[2]							
IIIR.4.11: [2]	43:(5)[2]									
IIIR.4.12: [2]	41:(1)[2]									
IIIR.4.13: [2]	29:(3)[2]	30:(5)[2]	31:(1)[1]	32:(5)[2]	35:(1)[2]					
IIIR.4.14										
IIIR.4.15: [1]	27:(1)[1]									
IIIR.4.16										
IIIR.4.17: [1]	28:(4)[2]									
IIIR.4.18										
IIIR.4.20										
IIIR.4.21										
IIIR.4.24: [3]	25:(5)[1]	43:(1)[2]	44:(1)[2]	45:(1)[2]						
IIIR.4.29: [2]	25:(1)[2]	32:(1)[2]	33:(4)[2]	35:(5)[2]						
IIIR.4.31										
IIIW.0.0										
IIIW.1.0										
IIIW.1.1: [3]	66:(30)[2]									
IIIW.1.4: [3]	67:(20)[3]									
IIIW.1.5: [3]	67:(10)[3]									
IIIW.1.6										
IIIW.1.7										

IIIW.2.0										
IIIW.2.1										
IIIW.2.3: [1]	47:(6)[1]	58:(6)[2]	59:(5)[1]	60:(6)[2]	66:(10)[2]	67:(5)[3]				
IIIW.2.4: [1]	50:(1)[1]	51:(5)[1]	52:(4)[1]	53:(5)[1]	66:(15)[2]	67:(10)[3]				
IIIW.2.5: [1]	49:(6)[1]	50:(5)[1]	51:(1)[2]	52:(2)[2]	53:(1)[1]	66:(10)[2]	67:(10)[3]			
IIIW.2.7: [1]	56:(6)[1]	57:(4)[1]	59:(1)[2]	61:(6)[1]	62:(4)[1]	63:(4)[1]	64:(5)[1]	65:(5)[1]		
IIIW.2.8: [1]	57:(2)[2]	62:(2)[1]	63:(2)[1]	64:(1)[1]	65:(1)[1]					

Table 8.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
 AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV
 Assessable Standards July 31 2013
 Number of Assessment Items - 70*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
IVLS.0.0 ELL Stage IV: Grades ...	2	10	1 2 3	3 6 1	30 60 10	47.67	0.82	YES
IVR.0.0 ELL Stage IV: Grades 6...	3	27.17	1 2 3	9 13 5	33.33 48.15 18.52	27	1.67	YES
IVW.0.0 ELL Stage IV: Grades 6...	4	12	1 2 3 4	4 2 4 2	33.33 16.67 33.33 16.67	28	0	YES
Total	9	49.17	1 2 3 4	16 21 10 2	33 43 20 4	102.67	1.03	

Table 8.2

Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Goals #	Objs #	Hits		% Under	SD	% At	SD	% Above	SD	DOK Consistency
			M	SD							
IVLS.0.0 ELL Stage IV: Grades ...	2	10	47.67	0.82	22.03	11	65.07	13	12.91	11	YES
IVR.0.0 ELL Stage IV: Grades 6...	3	27.17	27	1.67	32.88	6	59.69	7	7.43	2	YES
IVW.0.0 ELL Stage IV: Grades 6...	4	12	28	0	35.71	3	60.12	5	4.17	6	YES
Total	9	49.17	102.67	1.03	28.57	6.3	62.34	6.4	9.09	5.2	
NT = Not Tested											

Table 8.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV

Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
IVLS.0.0 ELL Stage IV: Grades ...	2	10	47.67	0.82	8.17	0.41	81.67	4.08	YES	34	1	0.82	0.04	YES
IVR.0.0 ELL Stage IV: Grades 6...	3	27.17	27	1.67	16.83	1.83	62.01	7.23	YES	38	2	0.74	0.03	YES
IVW.0.0 ELL Stage IV: Grades 6...	4	12	28	0	9.17	0.41	76.39	3.4	YES	28	0	0.8	0.02	YES
Total	9	49.17	102.67	1.03	11.4	4.74	73.36	10		33	5	0.79	0.04	

Table 8.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV

Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
IVLS.0.0 ELL Stage IV: Grades ...	YES	YES	YES	YES
IVR.0.0 ELL Stage IV: Grades 6...	YES	YES	YES	YES
IVW.0.0 ELL Stage IV: Grades 6...	YES	YES	YES	YES

Table 8.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	2	2	2	2	2	2
2	2	2	2	1	2	1
3	2	2	2	1	2	2
4	2	2	2	1	2	2
5	2	2	2	1	2	2
6	1	2	2	1	2	1
7	1	2	1	1	2	3
8	2	2	1	1	2	2
11	2	3	2	2	2	3
12	1	2	1	1	2	1
13	2	2	2	1	2	1
14	2	2	1	2	2	2
15	1	2	1	1	2	1
16	2	3	2	2	2	3
18	2	1	1	1	1	1
19	1	1	1	1	1	1
21	1	1	1	1	1	1
23	2	2	2	1	2	1
24	2	2	2	1	2	1
25	2	1	2	1	2	2
26	2	2	2	2	2	2
27	2	2	2	1	2	2
28	1	1	1	1	1	1
29	1	1	1	1	1	2
30	1	1	1	1	1	2
31	1	1	1	1	1	1
32	1	1	1	1	1	1
33	2	2	2	3	2	3
34	1	1	1	1	1	1
35	2	2	2	2	2	2
36	2	2	3	3	2	2
41	1	1	1	1	1	1
42	2	2	2	2	2	2

43	1	2	1	1	2	1
44	2	2	3	2	2	2
45	1	2	1	2	2	2
46	2	1	2	2	2	1
47	2	1	2	2	2	2
48	2	3	2	1	2	2
49	2	2	2	2	2	3
50	1	1	1	1	1	1
51	1	1	1	1	1	1
53	1	1	1	1	1	1
54	1	1	1	1	1	1
55	1	1	1	1	1	1
56	1	1	1	1	1	1
59	1	1	1	1	1	2
60	1	1	1	1	1	2
61	1	1	1	1	1	1
62	1	1	1	1	1	2
63	2	2	1	1	1	2
64	2	2	1	1	1	2
65	1	1	1	1	1	2
66	1	1	1	1	1	1
67	1	2	2	1	2	1
68	2	2	2	1	2	1
69	2	3	3	2	2	2
70	2	3	3	1	2	3
71	3	3	3	3	3	3
72	3	3	3	3	3	3
73	1	1	1	1	1	1
74	1	1	1	1	1	1
75	2	2	2	1	2	2
76	2	2	2	2	2	2
77	2	2	2	1	1	1
78	2	2	2	3	2	3
80	2	2	2	1	2	2
81	2	3	2	2	2	2
82	2	3	2	2	2	2
84	1	2	1	1	1	1

Intraclass correlation - 0.9700

Pairwise Comparison - 0.70

Table 8.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
1	2	IVLS.1.6			2	IVLS.1.6			2	IVLS.1.6			2	IVLS.1.6			2	IVLS.1.5			2	IVLS.1.6		
2	2	IVLS.1.6			2	IVLS.1.6			2	IVLS.1.6			1	IVLS.1.6			2	IVLS.1.6			1	IVLS.1.6		
3	2	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.6			2	IVLS.1.5			2	IVLS.1.6		
4	2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3		
5	2	IVLS.1.6			2	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.6			2	IVLS.1.5			2	IVLS.1.5		
6	1	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.3			1	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.5		
7	1	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.5			1	IVLS.1.6			2	IVLS.1.5			3	IVLS.1.5		
8	2	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3			1	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3		
11	2	IVLS.1.3			3	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			3	IVLS.1.3		
12	1	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3			1	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3		
13	2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3		
14	2	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3		
15	1	IVLS.1.5			2	IVLS.1.3			1	IVLS.1.3			1	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3		
16	2	IVLS.1.3			3	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			3	IVLS.1.3		
18	2	IVR.1.3			1	IVR.1.3			1	IVR.1.3			1	IVR.1.3			1	IVR.1.3			1	IVR.1.3		
19	1	IVR.1.4			1	IVR.1.4			1	IVR.1.4			1	IVR.1.4			1	IVR.1.4			1	IVR.1.3		
21	1	IVR.2.0			1	IVR.2.11			1	IVR.2.11			1	IVR.2.11			1	IVR.2.11			1	IVR.2.11		
23	2	IVR.4.3			2	IVR.4.3			2	IVR.2.14			1	IVR.4.3			2	IVR.2.14			1	IVR.4.3		
24	2	IVR.4.3			2	IVR.4.3			2	IVR.2.14			1	IVR.4.3			2	IVR.2.14			1	IVR.4.3		
25	2	IVR.4.4			1	IVR.4.4			2	IVR.4.14	IVR.4.11	IVR.4.15	1	IVR.4.4			2	IVR.4.4			2	IVR.4.4		
26	2	IVR.4.14			2	IVR.4.3			2	IVR.4.3			2	IVR.4.3			2	IVR.4.4			2	IVR.4.3		
27	2	IVR.4.19			2	IVR.4.19			2	IVR.4.19			1	IVR.4.19			2	IVR.4.19			2	IVR.4.19		
28	1	IVR.4.20			1	IVR.4.20			1	IVR.4.20			1	IVR.4.20			1	IVR.4.20			1	IVR.4.20		
29	1	IVR.4.28			1	IVR.4.28			1	IVR.4.28			1	IVR.4.28			1	IVR.4.28			2	IVR.4.28		
30	1	IVR.4.11			1	IVR.4.11			1	IVR.4.11			1	IVR.4.11			1	IVR.4.11			2	IVR.4.13		
31	1	IVR.4.4			1	IVR.4.4			1	IVR.4.28			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4		

32	1	IVR.4.4			1	IVR.4.4			1	IVR.4.28			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4		
33	2	IVR.4.8			2	IVR.4.8			2	IVR.4.8			3	IVR.4.8			2	IVR.4.8			3	IVR.4.8		
34	1	IVR.4.4			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4		
35	2	IVR.4.3			2	IVR.4.4			2	IVR.4.21			2	IVR.4.3			2	IVR.4.3			2	IVR.4.3		
36	2	IVR.4.10			2	IVR.4.4			3	IVR.4.29			3	IVR.4.14			2	IVR.4.29			2	IVR.4.14		
41	1	IVR.4.4			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4		
42	2	IVR.4.30			2	IVR.4.30			2	IVR.4.30			2	IVR.4.30			2	IVR.4.30			2	IVR.4.30		
43	1	IVR.4.10			2	IVR.4.10			1	IVR.4.10			1	IVR.4.10			2	IVR.4.10			1	IVR.4.10		
44	2	IVR.4.14			2	IVR.4.12			3	IVR.4.14			2	IVR.4.4			2	IVR.4.14			2	IVR.4.12		
45	1	IVR.4.11			2	IVR.4.13			1	IVR.4.11			2	IVR.4.11			2	IVR.4.13			2	IVR.4.11		
46	2	IVR.4.14			1	IVR.4.3			2	IVR.4.24			2	IVR.4.24			2	IVR.4.24			1	IVR.4.21		
47	2	IVR.4.29			1	IVR.4.29			2	IVR.4.29			2	IVR.4.29			2	IVR.4.29			2	IVR.4.29		
48	2	IVR.4.12			3	IVR.4.12			2	IVR.4.12			1	IVR.4.12			2	IVR.4.12			2	IVR.4.12		
49	2	IVR.4.8			2	IVR.4.8			2	IVR.4.8			2	IVR.4.8			2	IVR.4.8			3	IVR.4.8		
50	1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2		
51	1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2		
53	1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			1	IVW.2.4		
54	1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			1	IVW.2.6			1	IVW.2.4			1	IVW.2.4		
55	1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3		
56	1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3		
59	1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			2	IVW.2.6		
60	1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			2	IVW.2.6		
61	1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7		
62	1	IVW.2.7			1	IVW.2.7			1	IVW.2.6			1	IVW.2.7			1	IVW.2.7			2	IVW.2.6		
63	2	IVW.2.8			2	IVW.2.8			1	IVW.2.6			1	IVW.2.8			1	IVW.2.8			2	IVW.2.8		
64	2	IVW.2.8			2	IVW.2.8			1	IVW.2.7			1	IVW.2.8			1	IVW.2.8			2	IVW.2.8		
65	1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.7			1	IVW.2.6			2	IVW.2.6		
66	1	IVW.2.7			1	IVW.2.7			1	IVW.2.6			1	IVW.2.7			1	IVW.2.6			1	IVW.2.7		
67	1	IVW.2.2			2	IVW.3.4			2	IVW.3.4			1	IVW.2.2			2	IVW.2.2			1	IVW.2.2		
68	2	IVW.2.2			2	IVW.3.4			2	IVW.3.4			1	IVW.2.2			2	IVW.2.2			1	IVW.2.2		
69	2	IVW.4.2			3	IVW.4.2			3	IVW.4.2			2	IVW.4.2			2	IVW.4.2			2	IVW.4.2		
70	2	IVW.4.2			3	IVW.3.4			3	IVW.4.2			1	IVW.4.2			2	IVW.4.2			3	IVW.4.2		

71	3	IVW.1.8			3	IVW.1.8			3	IVW.1.8			3	IVW.1.8			3	IVW.1.8			3	IVW.1.8		
72	3	IVW.1.7			3	IVW.1.7			3	IVW.1.7			3	IVW.1.7			3	IVW.1.7			3	IVW.1.7		
73	1	IVLS.2.1			1	IVLS.2.1	IVR.2.6		1	IVR.2.6			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1		
74	1	IVLS.2.1			1	IVLS.2.1	IVR.2.6		1	IVR.2.6			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1		
75	2	IVLS.2.4			2	IVLS.2.6			2	IVLS.2.5			1	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6		
76	2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6		
77	2	IVLS.2.4			2	IVLS.2.4			2	IVLS.2.4			1	IVLS.2.4			1	IVLS.2.4			1	IVLS.2.4		
78	2	IVLS.2.7			2	IVLS.2.7			2	IVLS.2.7			3	IVLS.2.7			2	IVLS.2.7			3	IVLS.2.7		
80	2	IVLS.2.7			2	IVLS.2.7			2	IVLS.2.7			1	IVLS.2.7			2	IVLS.2.7			2	IVLS.2.7		
81	2	IVLS.2.5			3	IVLS.2.3			2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5		
82	2	IVLS.2.5			3	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5		
84	1	IVLS.2.1			2	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1		
Objective Pairwise Comparison: 0.78																								
Standard Pairwise Comparison: 0.99																								

Table 8.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV Assessable Standards July 31 2013

	Low			Medium			High		
	0			18				30	
IVLS.0.0									
IVLS.1.0									
IVLS.1.1									
IVLS.1.3	4(6)	8(6)	11(6)	12(6)	13(6)	14(6)	15(5)	16(6)	6(1)
IVLS.1.5	6(5)	7(5)	3(4)	15(1)	5(4)	1(1)			
IVLS.1.6	1(5)	2(6)	5(2)	3(2)	7(1)				
IVLS.2.0									
IVLS.2.1	73(5)	74(5)	84(24)						
IVLS.2.3	81(4)								
IVLS.2.4	75(4)	77(24)							
IVLS.2.5	75(4)	81(20)	82(24)						
IVLS.2.6	75(16)	76(24)							
IVLS.2.7	78(24)	80(24)							
IVR.0.0									
IVR.1.0									
IVR.1.3	18(6)	19(1)							
IVR.1.4	19(5)								
IVR.2.0	21(1)								
IVR.2.6	73(2)	74(2)							
IVR.2.11	21(5)								
IVR.2.12									
IVR.2.14	23(2)	24(2)							
IVR.4.0									

IVR.4.3	24(4)	23(4)	26(4)	35(4)	46(1)				
IVR.4.4	44(1)	35(1)	34(6)	36(1)	41(6)	26(1)	31(5)	32(5)	25(5)
IVR.4.8	33(6)	49(6)							
IVR.4.9									
IVR.4.10	36(1)	43(6)							
IVR.4.11	45(4)	30(5)	25(1)						
IVR.4.12	44(2)	48(6)							
IVR.4.13	45(2)	30(1)							
IVR.4.14	26(1)	25(1)	44(3)	46(1)	36(2)				
IVR.4.15	25(1)								
IVR.4.16									
IVR.4.17									
IVR.4.19	27(6)								
IVR.4.20	28(6)								
IVR.4.21	35(1)	46(1)							
IVR.4.22									
IVR.4.24	46(3)								
IVR.4.28	29(6)	31(1)	32(1)						
IVR.4.29	47(6)	36(2)							
IVR.4.30	42(6)								
IVR.4.31									
IVW.0.0									
IVW.1.0									
IVW.1.1									
IVW.1.6									
IVW.1.7	72(30)								
IVW.1.8	71(30)								
IVW.2.0									

IVW.2.2	68(4)	67(4)	50(6)	51(6)					
IVW.2.3	55(6)	56(6)							
IVW.2.4	53(6)	54(5)							
IVW.2.6	54(1)	59(6)	60(6)	62(2)	63(1)	65(5)	66(2)		
IVW.2.7	66(4)	65(1)	64(1)	62(4)	61(6)				
IVW.2.8	64(5)	63(5)							
IVW.3.0									
IVW.3.4	67(2)	70(1)	68(2)						
IVW.4.0									
IVW.4.2	69(6)	70(5)							

Table 8.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV Assessable Standards July 31 2013

Low		Medium		High	
6		18		30	
1 LISTENING 1	IVLS.1.5:1	IVLS.1.6:5			
2 LISTENING 2	IVLS.1.6:6				
3 LISTENING 3	IVLS.1.5:4	IVLS.1.6:2			
4 LISTENING 4	IVLS.1.3:6				
5 LISTENING 5	IVLS.1.5:4	IVLS.1.6:2			
6 LISTENING 6	IVLS.1.3:1	IVLS.1.5:5			
7 LISTENING 7	IVLS.1.5:5	IVLS.1.6:1			
8 LISTENING 8	IVLS.1.3:6				
11 LISTENING 11	IVLS.1.3:6				
12 LISTENING 12	IVLS.1.3:6				
13 LISTENING 13	IVLS.1.3:6				
14 LISTENING 14	IVLS.1.3:6				
15 LISTENING 15	IVLS.1.3:5	IVLS.1.5:1			
16 LISTENING 16	IVLS.1.3:6				
18 READING 1	IVR.1.3:6				
19 READING 2	IVR.1.3:1	IVR.1.4:5			
21 READING 4	IVR.2.0:1	IVR.2.11:5			
23 READING 6	IVR.2.14:2	IVR.4.3:4			
24 READING 7	IVR.2.14:2	IVR.4.3:4			
25 READING 8	IVR.4.4:5	IVR.4.11:1	IVR.4.14:1	IVR.4.15:1	
26 READING 9	IVR.4.3:4	IVR.4.4:1	IVR.4.14:1		
27 READING 10	IVR.4.19:6				
28 READING 11	IVR.4.20:6				
29 READING 12	IVR.4.28:6				
30 READING 13	IVR.4.11:5	IVR.4.13:1			
31 READING 14	IVR.4.4:5	IVR.4.28:1			
32 READING 15	IVR.4.4:5	IVR.4.28:1			
33 READING 16	IVR.4.8:6				
34 READING 17	IVR.4.4:6				
35 READING 18	IVR.4.3:4	IVR.4.4:1	IVR.4.21:1		
36 READING 19	IVR.4.4:1	IVR.4.10:1	IVR.4.14:2	IVR.4.29:2	
41 READING 24	IVR.4.4:6				

42 READING 25	IVR.4.30:6			
43 READING 26	IVR.4.10:6			
44 READING 27	IVR.4.4:1	IVR.4.12:2	IVR.4.14:3	
45 READING 28	IVR.4.11:4	IVR.4.13:2		
46 READING 29	IVR.4.3:1	IVR.4.14:1	IVR.4.21:1	IVR.4.24:3
47 READING 30	IVR.4.29:6			
48 READING 31	IVR.4.12:6			
49 READING 32	IVR.4.8:6			
50 WRITING 1	IVW.2.2:6			
51 WRITING 2	IVW.2.2:6			
53 WRITING 4	IVW.2.4:6			
54 WRITING 5	IVW.2.4:5	IVW.2.6:1		
55 WRITING 6	IVW.2.3:6			
56 WRITING 7	IVW.2.3:6			
59 WRITING 10	IVW.2.6:6			
60 WRITING 11	IVW.2.6:6			
61 WRITING 12	IVW.2.7:6			
62 WRITING 13	IVW.2.6:2	IVW.2.7:4		
63 WRITING 14	IVW.2.6:1	IVW.2.8:5		
64 WRITING 15	IVW.2.7:1	IVW.2.8:5		
65 WRITING 16	IVW.2.6:5	IVW.2.7:1		
66 WRITING 17	IVW.2.6:2	IVW.2.7:4		
67 WRITING 18	IVW.2.2:4	IVW.3.4:2		
68 WRITING 19	IVW.2.2:4	IVW.3.4:2		
69 WRITING 20	IVW.4.2:6			
70 WRITING 21	IVW.3.4:1	IVW.4.2:5		
71 WRITING 22	IVW.1.8:30			
72 WRITING 23	IVW.1.7:30			
73 ORAL READING 1	IVLS.2.1:5	IVR.2.6:2		
74 ORAL READING 2	IVLS.2.1:5	IVR.2.6:2		
75 SPEAKING 3	IVLS.2.4:4	IVLS.2.5:4	IVLS.2.6:16	
76 SPEAKING 4	IVLS.2.6:24			
77 SPEAKING 5	IVLS.2.4:24			
78 SPEAKING 6	IVLS.2.7:24			
80 SPEAKING 8	IVLS.2.7:24			
81 SPEAKING 9	IVLS.2.3:4	IVLS.2.5:20		
82 SPEAKING 10	IVLS.2.5:24			
84 SPEAKING 12	IVLS.2.1:24			

Table 8.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

IVLS.0.0									
IVLS.1.0									
IVLS.1.1									
IVLS.1.3: [3]	4:(6)[2]	6:(1)[2]	8:(6)[2]	11:(6)[2]	12:(6)[1]	13:(6)[2]	14:(6)[2]	15:(5)[1]	16:(6)[2]
IVLS.1.5: [2]	1:(1)[2]	3:(4)[2]	5:(4)[2]	6:(5)[1]	7:(5)[2]	15:(1)[1]			
IVLS.1.6: [2]	1:(5)[2]	2:(6)[2]	3:(2)[2]	5:(2)[2]	7:(1)[1]				
IVLS.2.0									
IVLS.2.1: [1]	73:(5)[1]	74:(5)[1]	84:(24)[1]						
IVLS.2.3: [2]	81:(4)[3]								
IVLS.2.4: [1]	75:(4)[2]	77:(24)[2]							
IVLS.2.5: [2]	75:(4)[2]	81:(20)[2]	82:(24)[2]						
IVLS.2.6: [2]	75:(16)[2]	76:(24)[2]							
IVLS.2.7: [2]	78:(24)[2]	80:(24)[2]							
IVR.0.0									
IVR.1.0									
IVR.1.3: [1]	18:(6)[1]	19:(1)[1]							
IVR.1.4: [1]	19:(5)[1]								
IVR.2.0: [3]	21:(1)[1]								
IVR.2.6: [1]	73:(2)[1]	74:(2)[1]							
IVR.2.11: [1]	21:(5)[1]								
IVR.2.12									
IVR.2.14: [2]	23:(2)[2]	24:(2)[2]							
IVR.4.0									
IVR.4.3: [2]	23:(4)[2]	24:(4)[2]	26:(4)[2]	35:(4)[2]	46:(1)[1]				

IVR.4.4: [2]	25:(5)[2]	26:(1)[2]	31:(5)[1]	32:(5)[1]	34:(6)[1]	35:(1)[2]	36:(1)[2]	41:(6)[1]	44:(1)[2]
IVR.4.8: [2]	33:(6)[2]	49:(6)[2]							
IVR.4.9									
IVR.4.10: [1]	36:(1)[2]	43:(6)[1]							
IVR.4.11: [1]	25:(1)[2]	30:(5)[1]	45:(4)[2]						
IVR.4.12: [2]	44:(2)[2]	48:(6)[2]							
IVR.4.13: [2]	30:(1)[2]	45:(2)[2]							
IVR.4.14: [3]	25:(1)[2]	26:(1)[2]	36:(2)[2]	44:(3)[2]	46:(1)[2]				
IVR.4.15: [3]	25:(1)[2]								
IVR.4.16									
IVR.4.17									
IVR.4.19: [2]	27:(6)[2]								
IVR.4.20: [1]	28:(6)[1]								
IVR.4.21: [2]	35:(1)[2]	46:(1)[1]							
IVR.4.22									
IVR.4.24: [2]	46:(3)[2]								
IVR.4.28: [2]	29:(6)[1]	31:(1)[1]	32:(1)[1]						
IVR.4.29: [2]	36:(2)[2]	47:(6)[2]							
IVR.4.30: [3]	42:(6)[2]								
IVR.4.31									
IVW.0.0									
IVW.1.0									
IVW.1.1									
IVW.1.6									
IVW.1.7: [3]	72:(30)[3]								
IVW.1.8: [4]	71:(30)[3]								
IVW.2.0									
IVW.2.2: [1]	50:(6)[1]	51:(6)[1]	67:(4)[1]	68:(4)[2]					
IVW.2.3: [1]	55:(6)[1]	56:(6)[1]							

IVW.2.4: [2]	53:(6)[1]	54:(5)[1]							
IVW.2.6: [1]	54:(1)[1]	59:(6)[1]	60:(6)[1]	62:(2)[2]	63:(1)[1]	65:(5)[1]	66:(2)[1]		
IVW.2.7: [1]	61:(6)[1]	62:(4)[1]	64:(1)[1]	65:(1)[1]	66:(4)[1]				
IVW.2.8: [2]	63:(5)[2]	64:(5)[2]							
IVW.3.0									
IVW.3.4: [3]	67:(2)[2]	68:(2)[2]	70:(1)[3]						
IVW.4.0									
IVW.4.2: [4]	69:(6)[2]	70:(5)[2]							

Table 8.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
 AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV
 Assessable Standards July 31 2013
 Number of Assessment Items - 70*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
IVLS.0.0 ELL Stage IV: Grades ...	2	10	1 2 3	3 6 1	30 60 10	47.67	0.82	YES
IVR.0.0 ELL Stage IV: Grades 6...	3	27.83	1 2 3	9 13 5	33.33 48.15 18.52	26.67	1.03	YES
IVW.0.0 ELL Stage IV: Grades 6...	4	12.17	1 2 3 4	4 2 4 2	33.33 16.67 33.33 16.67	29.67	4.08	YES
Total	9	50	1 2 3 4	16 21 10 2	33 43 20 4	104.01	4	

Table 8.2

Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Goals #	Objs #	Hits		% Under	SD	% At	SD	% Above	SD	DOK Consistency
			M	SD							
IVLS.0.0 ELL Stage IV: Grades ...	2	10	47.67	0.82	20.68	7	69.6	8	9.72	6	YES
IVR.0.0 ELL Stage IV: Grades 6...	3	27.83	26.67	1.03	25.23	8	67.35	5	7.42	5	YES
IVW.0.0 ELL Stage IV: Grades 6...	4	12.17	29.67	4.08	33.87	7	59.96	6	6.17	10	YES
Total	9	50	104.01	4	25.32	2.5	66.19	5.5	8.49	5.7	
NT = Not Tested											

Table 8.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV

Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
IVLS.0.0 ELL Stage IV: Grades ...	2	10	47.67	0.82	8.17	0.41	81.67	4.08	YES	33	1	0.82	0.03	YES
IVR.0.0 ELL Stage IV: Grades 6...	3	27.83	26.67	1.03	14	2.19	50.35	8.25	YES	38	1	0.75	0.04	YES
IVW.0.0 ELL Stage IV: Grades 6...	4	12.17	29.67	4.08	8.67	0.82	71.15	4.97	YES	29	1	0.83	0.03	YES
Total	9	50	104.01	4	10.3	3.23	67.72	16		33	4	0.8	0.04	

Table 8.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV

Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of- Knowledge Consistency	Range of Knowledge	Balance of Representation
IVLS.0.0 ELL Stage IV: Grades ...	YES	YES	YES	YES
IVR.0.0 ELL Stage IV: Grades 6...	YES	YES	YES	YES
IVW.0.0 ELL Stage IV: Grades 6...	YES	YES	YES	YES

Table 8.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	2	2	1	2	2
2	2	2	2	2	2	1
3	1	2	2	1	2	2
4	2	2	2	2	2	2
5	1	1	2	1	1	1
6	1	1	2	1	1	1
7	2	2	2	2	2	2
8	2	2	2	2	2	2
9	1	2	1	1	2	2
12	2	3	2	2	3	2
13	1	2	1	1	2	2
14	2	2	2	2	2	2
16	1	2	2	2	2	2
17	2	2	2	1	2	2
18	2	1	1	1	1	1
19	1	1	1	1	1	1
21	1	1	1	1	1	1
23	2	2	2	1	2	1
24	2	2	2	1	2	1
25	2	2	2	2	2	2
26	2	2	2	2	2	1
27	2	2	2	1	2	1
28	2	3	2	2	2	2
29	1	2	1	1	2	1
30	1	2	1	1	1	1
31	1	2	2	1	1	2
32	2	2	2	2	2	3
33	1	1	1	1	1	1
34	1	1	2	1	1	1
35	1	2	2	2	2	2
36	2	2	2	2	2	2
41	2	2	2	1	2	2
42	2	2	2	2	2	2

43	1	1	2	1	1	1
44	2	1	2	2	2	1
45	2	2	3	2	2	2
46	2	2	2	2	2	1
47	2	2	2	2	2	2
48	2	2	2	2	2	2
49	2	2	2	2	2	2
50	1	1	1	1	1	1
51	1	1	1	1	1	1
52	1	1	1	1	1	2
53	1	1	1	1	1	2
55	1	1	1	1	1	1
56	1	1	1	1	1	1
59	1	1	1	1	1	1
60	1	1	1	1	1	1
61	1	1	1	1	1	1
62	1	1	1	1	1	1
63	1	1	1	1	1	1
64	2	2	1	1	1	2
65	1	1	1	1	1	2
66	1	2	1	1	1	2
67	1	2	2	1	2	1
68	1	2	2	1	2	1
69	2	2	1	2	2	2
70	2	2	1	2	2	2
71	3	3	3	3	3	3
72	3	3	3	3	3	3
73	1	1	1	1	1	1
74	1	1	1	1	1	1
75	2	2	2	2	2	2
76	2	2	2	2	2	2
78	2	2	2	3	2	3
79	2	2	1	1	2	2
80	2	2	2	2	2	2
81	2	2	2	2	2	2
83	2	2	1	2	2	2
84	1	1	1	1	1	1

Intraclass correlation - 0.9760

Pairwise Comparison - 0.76

Table 8.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj				
1	1	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.5			2	IVLS.1.5			2	IVLS.2.7		
2	2	IVLS.1.6			2	IVLS.1.6			2	IVLS.1.6			2	IVLS.1.6			2	IVLS.1.6			1	IVLS.1.6		
3	1	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5		
4	2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3		
5	1	IVLS.1.5			1	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.5			1	IVLS.1.5			1	IVLS.1.5		
6	1	IVLS.1.5			1	IVLS.1.5			2	IVLS.1.3			1	IVLS.1.5			1	IVLS.1.5			1	IVLS.1.5		
7	2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.2.6		
8	2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3		
9	1	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.5			1	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5		
12	2	IVLS.1.3			3	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			3	IVLS.1.3			2	IVLS.2.6		
13	1	IVLS.1.5			2	IVLS.1.5			1	IVLS.1.5			1	IVLS.1.5			2	IVLS.1.5			2	IVLS.2.7		
14	2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3		
16	1	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5			2	IVLS.1.5		
17	2	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3			1	IVLS.1.3			2	IVLS.1.3			2	IVLS.1.3		
18	2	IVR.1.3			1	IVR.1.3			1	IVR.1.3			1	IVR.1.3			1	IVR.1.3			1	IVR.1.3		
19	1	IVR.1.4			1	IVR.1.4			1	IVR.1.4			1	IVR.1.4			1	IVR.1.4			1	IVR.1.4		
21	1	IVR.2.0			1	IVR.2.11			1	IVR.2.11			1	IVR.2.11			1	IVR.2.11			1	IVR.2.11		
23	2	IVR.2.0			2	IVR.2.0			2	IVR.2.14			1	IVR.2.0			2	IVR.2.0			1	IVR.2.0		
24	2	IVR.2.0			2	IVR.2.0			2	IVR.2.14			1	IVR.2.0			2	IVR.2.0			1	IVR.2.0		
25	2	IVR.4.4			2	IVR.4.4			2	IVR.4.4			2	IVR.4.4			2	IVR.4.4			2	IVR.4.4		
26	2	IVR.4.4			2	IVR.4.4			2	IVR.4.4			2	IVR.4.4			2	IVR.4.4			1	IVR.4.4		
27	2	IVR.4.4			2	IVR.4.13			2	IVR.4.9			1	IVR.4.4			2	IVR.4.4			1	IVR.4.4		
28	2	IVR.4.3			3	IVR.4.14			2	IVR.4.3			2	IVR.4.3			2	IVR.4.3			2	IVR.4.3		
29	1	IVR.4.4			2	IVR.4.4			1	IVR.4.4			1	IVR.4.4			2	IVR.4.4			1	IVR.4.28		
30	1	IVR.4.4			2	IVR.4.9			1	IVR.4.4			1	IVR.4.22			1	IVR.4.4			1	IVR.4.4		
31	1	IVR.4.3			2	IVR.4.3			2	IVR.4.3			1	IVR.4.3			1	IVR.4.3			2	IVR.4.3		

32	2	IVR.4.24			2	IVR.4.24			2	IVR.4.24			2	IVR.4.24			2	IVR.4.24			3	IVR.4.24		
33	1	IVR.4.4			1	IVR.4.4			1	IVR.4.10			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4		
34	1	IVR.4.10			1	IVR.4.10			2	IVR.4.10			1	IVR.4.10			1	IVR.4.10			1	IVR.4.10		
35	1	IVR.4.3			2	IVR.4.3			2	IVR.4.3			2	IVR.4.3			2	IVR.4.3			2	IVR.4.3		
36	2	IVR.4.12			2	IVR.4.12			2	IVR.4.12			2	IVR.4.12			2	IVR.4.12			2	IVR.4.12		
41	2	IVR.4.8			2	IVR.4.8			2	IVR.4.8			1	IVR.4.8			2	IVR.4.8			2	IVR.4.8		
42	2	IVR.4.30			2	IVR.4.30			2	IVR.4.30			2	IVR.4.30			2	IVR.4.30			2	IVR.4.30		
43	1	IVR.4.4			1	IVR.4.4			2	IVR.4.14			1	IVR.4.4			1	IVR.4.4			1	IVR.4.4		
44	2	IVR.4.3			1	IVR.4.4			2	IVR.4.14			2	IVR.4.4			2	IVR.4.14			1	IVR.4.4		
45	2	IVR.4.12			2	IVR.4.31			3	IVR.4.31			2	IVR.4.31			2	IVR.4.30			2	IVR.4.12		
46	2	IVR.4.24			2	IVR.4.24			2	IVR.4.24			2	IVR.4.24			2	IVR.4.24			1	IVR.4.24		
47	2	IVR.4.29			2	IVR.4.29			2	IVR.4.29			2	IVR.4.29			2	IVR.4.29			2	IVR.4.29		
48	2	IVR.4.12			2	IVR.4.12			2	IVR.4.12			2	IVR.4.12			2	IVR.4.12			2	IVR.4.12		
49	2	IVR.4.8			2	IVR.4.8			2	IVR.4.8			2	IVR.4.8			2	IVR.4.8			2	IVR.4.8		
50	1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2		
51	1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2			1	IVW.2.2		
52	1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			2	IVW.2.4		
53	1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			1	IVW.2.4			2	IVW.2.4		
55	1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3		
56	1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3			1	IVW.2.3		
59	1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6		
60	1	IVW.2.7			1	IVW.2.7			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6		
61	1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7		
62	1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7			1	IVW.2.7		
63	1	IVW.2.7			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6		
64	2	IVW.2.8			2	IVW.2.8			1	IVW.2.7			1	IVW.2.8			1	IVW.2.8			2	IVW.2.8		
65	1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			1	IVW.2.6			2	IVW.2.6		
66	1	IVW.2.8			2	IVW.2.8			1	IVW.2.8			1	IVW.2.8			1	IVW.2.8			2	IVW.2.8		
67	1	IVW.2.2			2	IVW.3.4			2	IVW.3.4			1	IVW.2.2			2	IVW.2.2			1	IVW.2.2		
68	1	IVW.2.2			2	IVW.3.4			2	IVW.3.4			1	IVW.2.2			2	IVW.2.2			1	IVW.2.2		
69	2	IVW.2.8			2	IVW.3.4			1	IVW.2.0			2	IVW.2.8			2	IVW.3.4			2	IVW.2.8		
70	2	IVW.2.8			2	IVW.3.4			1	IVW.2.0			2	IVW.2.8			2	IVW.3.4			2	IVW.2.8		

71	3	IVW.1.7	IVW.2.3	IVW.2.4	3	IVW.1.7			3	IVW.1.7			3	IVW.1.7			3	IVW.1.7			3	IVW.4.2		
72	3	IVW.1.8			3	IVW.1.8			3	IVW.1.8			3	IVW.1.8			3	IVW.1.8			3	IVW.1.8		
73	1	IVLS.2.1			1	IVLS.2.1	IVR.2.6		1	IVR.2.6			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1		
74	1	IVLS.2.1			1	IVLS.2.1	IVR.2.6		1	IVR.2.6			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1		
75	2	IVLS.2.4			2	IVLS.2.6			2	IVLS.2.5			2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6		
76	2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6			2	IVLS.2.6		
78	2	IVLS.2.7			2	IVLS.2.7			2	IVLS.2.7			3	IVLS.2.6			2	IVLS.2.7			3	IVLS.2.7		
79	2	IVLS.2.4			2	IVLS.2.4			1	IVLS.2.4			1	IVLS.2.4			2	IVLS.2.4			2	IVLS.2.4		
80	2	IVLS.2.7			2	IVLS.2.7			2	IVLS.2.7			2	IVLS.2.7			2	IVLS.2.7			2	IVLS.2.7		
81	2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5		
83	2	IVLS.2.3			2	IVLS.2.5			1	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5			2	IVLS.2.5		
84	1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1			1	IVLS.2.1		
Objective Pairwise Comparison: 0.81																								
Standard Pairwise Comparison: 0.99																								

Table 8.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV Assessable Standards July 31 2013

	Low		Medium		High			
	0		18				30	
IVLS.0.0								
IVLS.1.0								
IVLS.1.1								
IVLS.1.3	4(6)	6(1)	8(6)	7(5)	12(5)	14(6)	17(6)	
IVLS.1.5	13(5)	16(6)	9(6)	6(5)	3(6)	5(6)	1(5)	
IVLS.1.6	2(6)							
IVLS.2.0								
IVLS.2.1	73(5)	74(5)	84(24)					
IVLS.2.3	83(4)							
IVLS.2.4	75(4)	79(24)						
IVLS.2.5	81(24)	75(4)	83(20)					
IVLS.2.6	75(16)	76(24)	78(4)	12(1)	7(1)			
IVLS.2.7	1(1)	13(1)	78(20)	80(24)				
IVR.0.0								
IVR.1.0								
IVR.1.3	18(6)							
IVR.1.4	19(6)							
IVR.2.0	23(5)	21(1)	24(5)					
IVR.2.6	73(2)	74(2)						
IVR.2.11	21(5)							
IVR.2.12								
IVR.2.14	23(1)	24(1)						
IVR.4.0								

IVR.4.3	28(5)	31(6)	35(6)	44(1)				
IVR.4.4	44(3)	43(5)	33(5)	30(4)	29(5)	25(6)	26(6)	27(4)
IVR.4.8	41(6)	49(6)						
IVR.4.9	30(1)	27(1)						
IVR.4.10	33(1)	34(6)						
IVR.4.11								
IVR.4.12	36(6)	45(2)	48(6)					
IVR.4.13	27(1)							
IVR.4.14	28(1)	44(2)	43(1)					
IVR.4.15								
IVR.4.16								
IVR.4.17								
IVR.4.19								
IVR.4.20								
IVR.4.21								
IVR.4.22	30(1)							
IVR.4.24	46(6)	32(6)						
IVR.4.28	29(1)							
IVR.4.29	47(6)							
IVR.4.30	45(1)	42(6)						
IVR.4.31	45(3)							
IVW.0.0								
IVW.1.0								
IVW.1.1								
IVW.1.6								
IVW.1.7	71(25)							
IVW.1.8	72(30)							
IVW.2.0	70(1)	69(1)						

IVW.2.2	68(4)	67(4)	50(6)	51(6)				
IVW.2.3	55(6)	56(6)	71(5)					
IVW.2.4	52(6)	53(6)	71(5)					
IVW.2.6	59(6)	60(4)	63(5)	65(6)				
IVW.2.7	63(1)	64(1)	60(2)	61(6)	62(6)			
IVW.2.8	64(5)	66(6)	69(3)	70(3)				
IVW.3.0								
IVW.3.4	70(2)	69(2)	68(2)	67(2)				
IVW.4.0								
IVW.4.2	71(5)							

Table 8.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV Assessable Standards July 31 2013

Low		Medium		High	
6		18		30	
1 LISTENING 1	IVLS.1.5:5	IVLS.2.7:1			
2 LISTENING 2	IVLS.1.6:6				
3 LISTENING 3	IVLS.1.5:6				
4 LISTENING 4	IVLS.1.3:6				
5 LISTENING 5	IVLS.1.5:6				
6 LISTENING 6	IVLS.1.3:1	IVLS.1.5:5			
7 LISTENING 7	IVLS.1.3:5	IVLS.2.6:1			
8 LISTENING 8	IVLS.1.3:6				
9 LISTENING 9	IVLS.1.5:6				
12 LISTENING 12	IVLS.1.3:5	IVLS.2.6:1			
13 LISTENING 13	IVLS.1.5:5	IVLS.2.7:1			
14 LISTENING 14	IVLS.1.3:6				
16 LISTENING 16	IVLS.1.5:6				
17 LISTENING 17	IVLS.1.3:6				
18 READING 1	IVR.1.3:6				
19 READING 2	IVR.1.4:6				
21 READING 4	IVR.2.0:1	IVR.2.11:5			
23 READING 6	IVR.2.0:5	IVR.2.14:1			
24 READING 7	IVR.2.0:5	IVR.2.14:1			
25 READING 8	IVR.4.4:6				
26 READING 9	IVR.4.4:6				
27 READING 10	IVR.4.4:4	IVR.4.9:1	IVR.4.13:1		
28 READING 11	IVR.4.3:5	IVR.4.14:1			
29 READING 12	IVR.4.4:5	IVR.4.28:1			
30 READING 13	IVR.4.4:4	IVR.4.9:1	IVR.4.22:1		
31 READING 14	IVR.4.3:6				
32 READING 15	IVR.4.24:6				
33 READING 16	IVR.4.4:5	IVR.4.10:1			
34 READING 17	IVR.4.10:6				
35 READING 18	IVR.4.3:6				
36 READING 19	IVR.4.12:6				
41 READING 24	IVR.4.8:6				

42 READING 25	IVR.4.30:6			
43 READING 26	IVR.4.4:5	IVR.4.14:1		
44 READING 27	IVR.4.3:1	IVR.4.4:3	IVR.4.14:2	
45 READING 28	IVR.4.12:2	IVR.4.30:1	IVR.4.31:3	
46 READING 29	IVR.4.24:6			
47 READING 30	IVR.4.29:6			
48 READING 31	IVR.4.12:6			
49 READING 32	IVR.4.8:6			
50 WRITING 1	IVW.2.2:6			
51 WRITING 2	IVW.2.2:6			
52 WRITING 3	IVW.2.4:6			
53 WRITING 4	IVW.2.4:6			
55 WRITING 6	IVW.2.3:6			
56 WRITING 7	IVW.2.3:6			
59 WRITING 10	IVW.2.6:6			
60 WRITING 11	IVW.2.6:4	IVW.2.7:2		
61 WRITING 12	IVW.2.7:6			
62 WRITING 13	IVW.2.7:6			
63 WRITING 14	IVW.2.6:5	IVW.2.7:1		
64 WRITING 15	IVW.2.7:1	IVW.2.8:5		
65 WRITING 16	IVW.2.6:6			
66 WRITING 17	IVW.2.8:6			
67 WRITING 18	IVW.2.2:4	IVW.3.4:2		
68 WRITING 19	IVW.2.2:4	IVW.3.4:2		
69 WRITING 20	IVW.2.0:1	IVW.2.8:3	IVW.3.4:2	
70 WRITING 21	IVW.2.0:1	IVW.2.8:3	IVW.3.4:2	
71 WRITING 22	IVW.1.7:25	IVW.2.3:5	IVW.2.4:5	IVW.4.2:5
72 WRITING 23	IVW.1.8:30			
73 ORAL READING 1	IVLS.2.1:5	IVR.2.6:2		
74 ORAL READING 2	IVLS.2.1:5	IVR.2.6:2		
75 SPEAKING 3	IVLS.2.4:4	IVLS.2.5:4	IVLS.2.6:16	
76 SPEAKING 4	IVLS.2.6:24			
78 SPEAKING 6	IVLS.2.6:4	IVLS.2.7:20		
79 SPEAKING 7	IVLS.2.4:24			
80 SPEAKING 8	IVLS.2.7:24			
81 SPEAKING 9	IVLS.2.5:24			
83 SPEAKING 11	IVLS.2.3:4	IVLS.2.5:20		
84 SPEAKING 12	IVLS.2.1:24			

Table 8.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

IVLS.0.0								
IVLS.1.0								
IVLS.1.1								
IVLS.1.3: [3]	4:(6)[2]	6:(1)[2]	7:(5)[2]	8:(6)[2]	12:(5)[2]	14:(6)[2]	17:(6)[2]	
IVLS.1.5: [2]	1:(5)[2]	3:(6)[2]	5:(6)[1]	6:(5)[1]	9:(6)[2]	13:(5)[1]	16:(6)[2]	
IVLS.1.6: [2]	2:(6)[2]							
IVLS.2.0								
IVLS.2.1: [1]	73:(5)[1]	74:(5)[1]	84:(24)[1]					
IVLS.2.3: [2]	83:(4)[2]							
IVLS.2.4: [1]	75:(4)[2]	79:(24)[2]						
IVLS.2.5: [2]	75:(4)[2]	81:(24)[2]	83:(20)[2]					
IVLS.2.6: [2]	7:(1)[2]	12:(1)[2]	75:(16)[2]	76:(24)[2]	78:(4)[3]			
IVLS.2.7: [2]	1:(1)[2]	13:(1)[2]	78:(20)[2]	80:(24)[2]				
IVR.0.0								
IVR.1.0								
IVR.1.3: [1]	18:(6)[1]							
IVR.1.4: [1]	19:(6)[1]							
IVR.2.0: [3]	21:(1)[1]	23:(5)[2]	24:(5)[2]					
IVR.2.6: [1]	73:(2)[1]	74:(2)[1]						
IVR.2.11: [1]	21:(5)[1]							
IVR.2.12								
IVR.2.14: [2]	23:(1)[2]	24:(1)[2]						
IVR.4.0								
IVR.4.3: [2]	28:(5)[2]	31:(6)[2]	35:(6)[2]	44:(1)[2]				

IVR.4.4: [2]	25:(6)[2]	26:(6)[2]	27:(4)[2]	29:(5)[1]	30:(4)[1]	33:(5)[1]	43:(5)[1]	44:(3)[1]
IVR.4.8: [2]	41:(6)[2]	49:(6)[2]						
IVR.4.9: [1]	27:(1)[2]	30:(1)[2]						
IVR.4.10: [1]	33:(1)[1]	34:(6)[1]						
IVR.4.11								
IVR.4.12: [2]	36:(6)[2]	45:(2)[2]	48:(6)[2]					
IVR.4.13: [2]	27:(1)[2]							
IVR.4.14: [3]	28:(1)[3]	43:(1)[2]	44:(2)[2]					
IVR.4.15								
IVR.4.16								
IVR.4.17								
IVR.4.19								
IVR.4.20								
IVR.4.21								
IVR.4.22: [2]	30:(1)[1]							
IVR.4.24: [2]	32:(6)[2]	46:(6)[2]						
IVR.4.28: [2]	29:(1)[1]							
IVR.4.29: [2]	47:(6)[2]							
IVR.4.30: [3]	42:(6)[2]	45:(1)[2]						
IVR.4.31: [2]	45:(3)[2]							
IVW.0.0								
IVW.1.0								
IVW.1.1								
IVW.1.6								
IVW.1.7: [3]	71:(25)[3]							
IVW.1.8: [4]	72:(30)[3]							
IVW.2.0: [3]	69:(1)[1]	70:(1)[1]						
IVW.2.2: [1]	50:(6)[1]	51:(6)[1]	67:(4)[1]	68:(4)[1]				
IVW.2.3: [1]	55:(6)[1]	56:(6)[1]	71:(5)[3]					

IVW.2.4: [2]	52:(6)[1]	53:(6)[1]	71:(5)[3]					
IVW.2.6: [1]	59:(6)[1]	60:(4)[1]	63:(5)[1]	65:(6)[1]				
IVW.2.7: [1]	60:(2)[1]	61:(6)[1]	62:(6)[1]	63:(1)[1]	64:(1)[1]			
IVW.2.8: [2]	64:(5)[2]	66:(6)[1]	69:(3)[2]	70:(3)[2]				
IVW.3.0								
IVW.3.4: [3]	67:(2)[2]	68:(2)[2]	69:(2)[2]	70:(2)[2]				
IVW.4.0								
IVW.4.2: [4]	71:(5)[3]							

Table 12.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V
Assessable Standards July 31 2013
Number of Assessment Items - 70*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
VLS.0.0 ELL Stage V: Grades 9- ...	2	11	1 2 3	4 5 2	36.36 45.45 18.18	46	0	YES
VR.0.0 ELL Stage V: Grades 9-1...	3	28	1 2 3	10 13 5	35.71 46.43 17.86	28	0	YES
VW.0.0 ELL Stage V: Grades 9-1...	5	25	1 2 3 4	8 10 6 1	32 40 24 4	28	0	YES
Total	10	64	1 2 3 4	22 28 13 1	34 44 20 2	102	0	

Table 12.2

*Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six
Reviewers
AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V
Assessable Standards July 31 2013
Number of Assessment Items - 70*

Standards	Goals #	Objs #	Hits		% Under	SD	% At	SD	% Above	SD	DOK Consistency
			M	SD							
VLS.0.0 ELL Stage V: Grades 9-...	2	11	46	0	46.01	8	48.19	14	5.8	11	YES
VR.0.0 ELL Stage V: Grades 9-1...	3	28	28	0	26.79	6	65.48	5	7.74	9	YES
VW.0.0 ELL Stage V: Grades 9-1...	5	25	28	0	42.86	7	54.76	3	2.38	6	YES
Total	10	64	102	0	39.87	5.6	54.74	5.9	5.39	5.3	
NT = Not Tested											

Table 12.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V

Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
VLS.0.0 ELL Stage V: Grades 9- ...	2	11	46	0	7.67	0.52	69.7	4.69	YES	31	0	0.74	0.04	YES
VR.0.0 ELL Stage V: Grades 9- 1...	3	28	28	0	15	1.26	53.57	4.52	YES	40	0	0.73	0.04	YES
VW.0.0 ELL Stage V: Grades 9- 1...	5	25	28	0	16.5	0.55	66	2.19	YES	29	0	0.67	0.02	WEAK
Total	10	64	102	0	13.1	4.73	63.09	8		33	6	0.71	0.04	

Table 12.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V

Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of- Knowledge Consistency	Range of Knowledge	Balance of Representation
VLS.0.0 ELL Stage V: Grades 9-...	YES	YES	YES	YES
VR.0.0 ELL Stage V: Grades 9-1...	YES	YES	YES	YES
VW.0.0 ELL Stage V: Grades 9-1...	YES	YES	YES	WEAK

Table 12.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
1	1	1	1	1	1	1
2	1	2	1	1	1	2
3	1	1	1	1	1	2
4	1	2	1	1	2	2
6	2	2	2	2	2	3
7	2	1	2	2	1	2
9	1	1	1	1	1	1
10	1	2	1	1	1	2
11	2	2	1	1	1	2
12	1	2	2	1	2	1
13	2	3	2	2	2	2
14	2	2	2	2	2	2
15	2	2	2	2	2	2
17	1	1	1	1	1	2
18	1	1	1	1	1	1
20	1	2	2	1	1	1
21	1	2	1	1	2	1
22	1	2	1	1	2	1
24	1	1	1	1	1	2
25	1	1	1	1	1	2
26	2	2	2	2	2	1
27	2	2	2	2	2	2
28	2	1	1	1	1	1
29	1	1	1	1	1	1
30	2	2	2	1	2	2
31	1	2	2	1	2	1
32	2	2	2	2	2	2
33	1	2	2	1	2	2
34	2	2	3	2	2	2
39	2	2	2	2	2	2
40	2	3	2	2	2	2
41	1	1	1	1	1	2
42	1	2	1	1	1	2

43	1	1	1	1	1	2
44	2	2	2	1	1	2
45	2	2	2	2	2	2
46	1	1	1	1	1	1
47	2	2	2	2	2	3
48	2	3	2	2	2	3
49	1	1	1	1	1	2
50	2	3	2	2	2	2
51	2	2	2	2	2	2
52	1	1	1	1	1	1
53	1	1	1	1	1	1
54	1	1	1	1	1	1
56	2	1	1	1	1	1
57	1	1	1	1	1	1
58	1	1	1	1	1	1
59	1	1	1	1	1	2
60	1	1	1	1	1	1
61	2	2	2	2	2	2
62	1	1	1	1	1	2
64	1	1	1	1	1	2
65	2	2	2	2	2	2
66	2	2	2	2	2	2
67	2	3	3	2	2	2
68	1	1	1	1	1	2
69	2	2	2	2	2	2
71	2	2	2	1	2	2
72	2	2	2	2	2	2
73	3	3	3	3	3	3
74	3	3	3	3	3	3
76	2	1	1	1	1	2
77	1	1	1	1	1	1
78	1	1	1	1	1	1
80	2	2	2	2	2	2
81	2	2	2	1	1	2
82	2	2	2	1	1	2
83	2	1	2	1	1	1
85	1	1	1	1	1	1

Intraclass correlation - 0.9768

Pairwise Comparison - 0.75

Table 12.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1	Obj	S2	Obj	DOK	Obj	S1	Obj	S2	Obj	DOK	Obj	S1	Obj	S2	Obj	DOK	Obj	S1	Obj	S2	Obj	DOK	Obj	S1	Obj	S2	Obj
1	1	VLS.1.4					1	VLS.1.4					1	VLS.1.4					1	VLS.1.4					1	VLS.1.4				
2	1	VLS.1.3					2	VLS.1.3					1	VLS.1.3					1	VLS.1.3					2	VLS.1.3				
3	1	VLS.1.4					1	VLS.1.4					1	VLS.1.4					1	VLS.1.4					2	VLS.1.4				
4	1	VLS.1.3					2	VLS.1.3					1	VLS.1.7					2	VLS.1.3					2	VLS.1.3				
6	2	VLS.1.3					2	VLS.1.3					2	VLS.1.3					2	VLS.1.3					3	VLS.1.3				
7	2	VLS.1.3					1	VLS.1.3					2	VLS.1.3					2	VLS.1.3					1	VLS.1.3				
9	1	VLS.1.3					1	VLS.1.3					1	VLS.1.3					1	VLS.1.3					1	VLS.1.3				
10	1	VLS.1.3					2	VLS.1.4					1	VLS.1.3					1	VLS.1.3					2	VLS.1.3				
11	2	VLS.1.3					2	VLS.1.3					1	VLS.1.3					1	VLS.1.3					2	VLS.1.7				
12	1	VLS.1.3					2	VLS.1.3					2	VLS.1.3					1	VLS.1.3					2	VLS.1.3				
13	2	VLS.1.3					3	VLS.1.3					2	VLS.1.3					2	VLS.1.3					2	VLS.1.3				
14	2	VLS.1.3					2	VLS.1.3					2	VLS.1.3					2	VLS.1.3					2	VLS.1.3				
15	2	VLS.1.4					2	VLS.1.3					2	VLS.1.3					2	VLS.1.3					2	VLS.1.3				
17	1	VLS.1.3					1	VLS.1.3					1	VLS.1.3					1	VLS.1.3					2	VLS.1.3				
18	1	VR.1.4					1	VR.1.4					1	VR.4.29					1	VR.1.4					1	VR.4.28				
20	1	VR.1.4					2	VR.1.4					2	VR.1.4					1	VR.1.4					1	VR.1.4				
21	1	VR.2.10					2	VR.2.10					1	VR.2.10					1	VR.2.10					2	VR.2.10				
22	1	VR.2.9					2	VR.2.10					1	VR.2.10					2	VR.2.10					1	VR.2.9				
24	1	VR.2.9					1	VR.2.13					1	VR.2.13					1	VR.2.13					2	VR.2.9				
25	1	VR.2.9					1	VR.2.13					1	VR.2.13					1	VR.2.13					2	VR.2.9				
26	2	VR.4.4					2	VR.4.4					2	VR.4.4					2	VR.4.4					1	VR.4.4				
27	2	VR.4.25					2	VR.4.25					2	VR.4.25					2	VR.4.25					2	VR.4.25				
28	2	VR.4.22					1	VR.1.4					1	VR.4.29					1	VR.4.22					1	VR.4.4				
29	1	VR.4.9					1	VR.4.9					1	VR.4.9					1	VR.4.9					1	VR.4.9				
30	2	VR.4.15					2	VR.4.15					2	VR.4.15					1	VR.4.15					2	VR.4.15				
31	1	VR.4.4					2	VR.4.9					2	VR.4.4					1	VR.4.4					2	VR.4.4				

32	2	VR.4.4			2	VR.4.14			2	VR.4.14			2	VR.4.4			2	VR.4.21			2	VR.4.4		
33	1	VR.4.4			2	VR.4.19			2	VR.4.19			1	VR.4.19			2	VR.4.19			2	VR.4.14		
34	2	VR.4.35			2	VR.4.4			3	VR.4.35			2	VR.4.35			2	VR.4.35			2	VR.4.35		
39	2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8		
40	2	VR.4.4			3	VR.4.14			2	VR.4.14			2	VR.4.14			2	VR.4.4			2	VR.4.14		
41	1	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4			2	VR.4.21		
42	1	VR.4.4			2	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4			2	VR.4.14		
43	1	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4			2	VR.4.4		
44	2	VR.4.4			2	VR.4.4			2	VR.4.4			1	VR.4.4			1	VR.4.4			2	VR.4.4		
45	2	VR.4.4			2	VR.4.4			2	VR.4.14			2	VR.4.4			2	VR.4.4			2	VR.4.4		
46	1	VR.4.11			1	VR.4.11			1	VR.4.11			1	VR.4.11			1	VR.4.11			1	VR.4.11		
47	2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8			3	VR.4.8		
48	2	VR.4.12			3	VR.4.12			2	VR.4.12			2	VR.4.12			2	VR.4.12			3	VR.4.12		
49	1	VR.4.10			1	VR.4.10			1	VR.4.10			1	VR.4.10			1	VR.4.10			2	VR.4.19		
50	2	VR.4.12			3	VR.4.33			2	VR.4.33			2	VR.4.33			2	VR.4.33			2	VR.4.12		
51	2	VR.4.12			2	VR.4.32			2	VR.4.12			2	VR.4.12			2	VR.4.12			2	VR.4.12		
52	1	VW.2.2			1	VW.2.2			1	VW.2.2			1	VW.2.2			1	VW.2.2			1	VW.2.2		
53	1	VW.2.5			1	VW.2.5			1	VW.2.5			1	VW.2.5			1	VW.2.5			1	VW.2.5		
54	1	VW.2.7			1	VW.2.7			1	VW.2.7			1	VW.2.7			1	VW.2.7			1	VW.2.7		
56	2	VW.2.18			1	VW.2.6			1	VW.2.6			1	VW.2.6			1	VW.2.6			1	VW.2.6		
57	1	VW.2.3			1	VW.2.3			1	VW.2.3			1	VW.2.3			1	VW.2.3			1	VW.2.3		
58	1	VW.2.15			1	VW.2.15			1	VW.2.15			1	VW.2.15			1	VW.2.15			1	VW.2.15		
59	1	VW.2.13			1	VW.2.13			1	VW.2.13			1	VW.2.13			1	VW.2.13			2	VW.2.13		
60	1	VW.2.9			1	VW.2.9			1	VW.2.9			1	VW.2.9			1	VW.2.9			1	VW.2.9		
61	2	VW.4.7			2	VW.4.7			2	VW.4.7			2	VW.4.7			2	VW.4.7			2	VW.4.7		
62	1	VW.2.14			1	VW.2.14			1	VW.2.14			1	VW.2.14			1	VW.2.14			2	VW.2.14		
64	1	VW.2.14			1	VW.2.14			1	VW.2.14			1	VW.2.13			1	VW.2.13			2	VW.2.13		
65	2	VW.4.6			2	VW.4.6			2	VW.2.20			2	VW.4.5			2	VW.4.6			2	VW.4.6		
66	2	VW.3.12			2	VW.3.12			2	VW.3.12			2	VW.3.12			2	VW.3.12			2	VW.3.12		
67	2	VW.3.12			3	VW.5.2			3	VW.5.2			2	VW.5.2			2	VW.5.2			2	VW.5.2		
68	1	VW.2.13			1	VW.2.14			1	VW.2.13			1	VW.2.14			1	VW.2.13			2	VW.2.13		
69	2	VW.4.5			2	VW.4.5			2	VW.4.5			2	VW.4.5			2	VW.4.1			2	VW.4.1		

71	2	VW.4.9			2	VW.4.9			2	VW.4.9			1	VW.4.9			2	VW.4.9			2	VW.4.9		
72	2	VW.4.1			2	VW.4.1			2	VW.4.1			2	VW.4.1			2	VW.4.1			2	VW.4.1		
73	3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7		
74	3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.3		
76	2	VLS.2.4			1	VLS.2.4			1	VLS.2.4			1	VLS.2.4			1	VLS.2.4			2	VLS.2.4		
77	1	VLS.2.5			1	VLS.2.5			1	VLS.2.5			1	VLS.2.4			1	VLS.2.5			1	VLS.2.5		
78	1	VLS.2.5			1	VLS.2.4			1	VLS.2.5			1	VLS.2.5			1	VLS.2.4			1	VLS.2.5		
80	2	VLS.2.10			2	VLS.2.10			2	VLS.2.10			2	VLS.2.10			2	VLS.2.10			2	VLS.2.10		
81	2	VLS.2.5			2	VLS.2.5			2	VLS.2.5			1	VLS.2.5			1	VLS.2.3			2	VLS.2.6		
82	2	VLS.2.4			2	VLS.2.6			2	VLS.2.6			1	VLS.2.6			1	VLS.2.3			2	VLS.2.6		
83	2	VLS.2.3			1	VLS.2.3			2	VLS.2.6			1	VLS.2.3			1	VLS.2.3			1	VLS.2.6		
85	1	VLS.2.1			1	VLS.2.1			1	VLS.2.1			1	VLS.2.1			1	VLS.2.1			1	VLS.2.1		
Objective Pairwise Comparison: 0.78																								
Standard Pairwise Comparison: 1.00																								

Table 12.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V Assessable Standards July 31 2013

	Low			Medium				High				
	0				18						30	
VLS.0.0												
VLS.1.0												
VLS.1.3	2(6)	4(5)	6(6)	7(6)	9(6)	10(5)	11(5)	12(6)	13(6)	14(6)	15(5)	17(6)
VLS.1.4	15(1)	10(1)	1(6)	3(5)								
VLS.1.6												
VLS.1.7	3(1)	4(1)	11(1)									
VLS.1.8												
VLS.2.0												
VLS.2.1	85(24)											
VLS.2.3	81(4)	82(4)	83(16)									
VLS.2.4	82(4)	78(8)	76(24)	77(4)								
VLS.2.5	77(20)	78(16)	81(16)									
VLS.2.6	81(4)	82(16)	83(8)									
VLS.2.10	80(24)											
VR.0.0												
VR.1.0												
VR.1.4	18(4)	20(6)	28(1)									
VR.1.5												
VR.2.0												
VR.2.9	24(2)	22(2)	25(2)									
VR.2.10	22(4)	21(6)										
VR.2.13	24(4)	25(4)										
VR.4.0												

VR.4.4	26(6)	28(1)	31(4)	32(3)	33(1)	34(1)	40(2)	43(6)	44(6)	45(5)	41(5)	42(5)
VR.4.8	47(6)	39(6)										
VR.4.9	31(1)	29(6)	28(1)									
VR.4.10	49(5)											
VR.4.11	46(6)											
VR.4.12	50(2)	48(6)	51(5)									
VR.4.14	42(1)	31(1)	32(2)	33(1)	40(4)	45(1)						
VR.4.15	30(6)											
VR.4.16												
VR.4.17												
VR.4.18												
VR.4.19	33(4)	49(1)										
VR.4.20												
VR.4.21	41(1)	32(1)										
VR.4.22	28(2)											
VR.4.25	27(6)											
VR.4.28	18(1)											
VR.4.29	18(1)	28(1)										
VR.4.30												
VR.4.31												
VR.4.32	51(1)											
VR.4.33	50(4)											
VR.4.35	34(5)											
VW.0.0												
VW.1.0												
VW.1.1												
VW.1.3	74(5)											
VW.1.4												

VW.1.7	74(25)	73(30)										
VW.2.0												
VW.2.2	52(6)											
VW.2.3	57(6)											
VW.2.5	53(6)											
VW.2.6	56(5)											
VW.2.7	54(6)											
VW.2.9	60(6)											
VW.2.13	59(6)	64(3)	68(4)									
VW.2.14	68(2)	64(3)	62(6)									
VW.2.15	58(6)											
VW.2.18	56(1)											
VW.2.19												
VW.2.20	65(1)											
VW.3.0												
VW.3.10												
VW.3.12	66(6)	67(1)										
VW.4.0												
VW.4.1	72(6)	69(2)										
VW.4.5	69(4)	65(1)										
VW.4.6	65(4)											
VW.4.7	61(6)											
VW.4.9	71(6)											
VW.4.13												
VW.5.0												
VW.5.2	67(5)											

Table 12.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V Assessable Standards July 31 2013

	Low	Medium	High		
	6	18	30		
1 LISTENING 1	VLS.1.4:6				
2 LISTENING 2	VLS.1.3:6				
3 LISTENING 3	VLS.1.4:5	VLS.1.7:1			
4 LISTENING 4	VLS.1.3:5	VLS.1.7:1			
6 LISTENING 6	VLS.1.3:6				
7 LISTENING 7	VLS.1.3:6				
9 LISTENING 9	VLS.1.3:6				
10 LISTENING 10	VLS.1.3:5	VLS.1.4:1			
11 LISTENING 11	VLS.1.3:5	VLS.1.7:1			
12 LISTENING 12	VLS.1.3:6				
13 LISTENING 13	VLS.1.3:6				
14 LISTENING 14	VLS.1.3:6				
15 LISTENING 15	VLS.1.3:5	VLS.1.4:1			
17 LISTENING 17	VLS.1.3:6				
18 READING 1	VR.1.4:4	VR.4.28:1	VR.4.29:1		
20 READING 3	VR.1.4:6				
21 READING 4	VR.2.10:6				
22 READING 5	VR.2.9:2	VR.2.10:4			
24 READING 7	VR.2.9:2	VR.2.13:4			
25 READING 8	VR.2.9:2	VR.2.13:4			
26 READING 9	VR.4.4:6				
27 READING 10	VR.4.25:6				
28 READING 11	VR.1.4:1	VR.4.4:1	VR.4.9:1	VR.4.22:2	VR.4.29:1
29 READING 12	VR.4.9:6				
30 READING 13	VR.4.15:6				
31 READING 14	VR.4.4:4	VR.4.9:1	VR.4.14:1		
32 READING 15	VR.4.4:3	VR.4.14:2	VR.4.21:1		
33 READING 16	VR.4.4:1	VR.4.14:1	VR.4.19:4		
34 READING 17	VR.4.4:1	VR.4.35:5			
39 READING 22	VR.4.8:6				
40 READING 23	VR.4.4:2	VR.4.14:4			
41 READING 24	VR.4.4:5	VR.4.21:1			

42 READING 25	VR.4.4:5	VR.4.14:1			
43 READING 26	VR.4.4:6				
44 READING 27	VR.4.4:6				
45 READING 28	VR.4.4:5	VR.4.14:1			
46 READING 29	VR.4.11:6				
47 READING 30	VR.4.8:6				
48 READING 31	VR.4.12:6				
49 READING 32	VR.4.10:5	VR.4.19:1			
50 READING 33	VR.4.12:2	VR.4.33:4			
51 READING 34	VR.4.12:5	VR.4.32:1			
52 WRITING 1	VW.2.2:6				
53 WRITING 2	VW.2.5:6				
54 WRITING 3	VW.2.7:6				
56 WRITING 5	VW.2.6:5	VW.2.18:1			
57 WRITING 6	VW.2.3:6				
58 WRITING 7	VW.2.15:6				
59 WRITING 8	VW.2.13:6				
60 WRITING 9	VW.2.9:6				
61 WRITING 10	VW.4.7:6				
62 WRITING 11	VW.2.14:6				
64 WRITING 13	VW.2.13:3	VW.2.14:3			
65 WRITING 14	VW.2.20:1	VW.4.5:1	VW.4.6:4		
66 WRITING 15	VW.3.12:6				
67 WRITING 16	VW.3.12:1	VW.5.2:5			
68 WRITING 17	VW.2.13:4	VW.2.14:2			
69 WRITING 18	VW.4.1:2	VW.4.5:4			
71 WRITING 20	VW.4.9:6				
72 WRITING 21	VW.4.1:6				
73 WRITING 22	VW.1.7:30				
74 WRITING 23	VW.1.3:5	VW.1.7:25			
76 SPEAKING 1	VLS.2.4:24				
77 SPEAKING 2	VLS.2.4:4	VLS.2.5:20			
78 SPEAKING 3	VLS.2.4:8	VLS.2.5:16			
80 SPEAKING 5	VLS.2.10:24				
81 SPEAKING 6	VLS.2.3:4	VLS.2.5:16	VLS.2.6:4		
82 SPEAKING 7	VLS.2.3:4	VLS.2.4:4	VLS.2.6:16		
83 SPEAKING 8	VLS.2.3:16	VLS.2.6:8			
85 SPEAKING 10	VLS.2.1:24				

Table 12.9

Assessment Item DOK vs .Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

VLS.0.0												
VLS.1.0												
VLS.1.3: [3]	2:(6)[1]	4:(5)[2]	6:(6)[2]	7:(6)[2]	9:(6)[1]	10:(5)[1]	11:(5)[1]	12:(6)[2]	13:(6)[2]	14:(6)[2]	15:(5)[2]	17:(6)[1]
VLS.1.4: [2]	1:(6)[1]	3:(5)[1]	10:(1)[2]	15:(1)[2]								
VLS.1.6												
VLS.1.7: [3]	3:(1)[1]	4:(1)[1]	11:(1)[2]									
VLS.1.8												
VLS.2.0												
VLS.2.1: [1]	85:(24)[1]											
VLS.2.3: [1]	81:(4)[1]	82:(4)[1]	83:(16)[1]									
VLS.2.4: [1]	76:(24)[1]	77:(4)[1]	78:(8)[1]	82:(4)[2]								
VLS.2.5: [2]	77:(20)[1]	78:(16)[1]	81:(16)[2]									
VLS.2.6: [2]	81:(4)[2]	82:(16)[2]	83:(8)[2]									
VLS.2.10: [2]	80:(24)[2]											
VR.0.0												
VR.1.0												
VR.1.4: [1]	18:(4)[1]	20:(6)[1]	28:(1)[1]									
VR.1.5												
VR.2.0												
VR.2.9: [1]	22:(2)[1]	24:(2)[2]	25:(2)[2]									
VR.2.10: [1]	21:(6)[1]	22:(4)[2]										
VR.2.13: [1]	24:(4)[1]	25:(4)[1]										
VR.4.0												
VR.4.4: [2]	26:(6)[2]	28:(1)[1]	31:(4)[2]	32:(3)[2]	33:(1)[1]	34:(1)[2]	40:(2)[2]	41:(5)[1]	42:(5)[1]	43:(6)[1]	44:(6)[2]	45:(5)[2]

VR.4.8: [2]	39:(6)[2]	47:(6)[2]										
VR.4.9: [1]	28:(1)[1]	29:(6)[1]	31:(1)[2]									
VR.4.10: [1]	49:(5)[1]											
VR.4.11: [1]	46:(6)[1]											
VR.4.12: [2]	48:(6)[2]	50:(2)[2]	51:(5)[2]									
VR.4.14: [3]	31:(1)[1]	32:(2)[2]	33:(1)[2]	40:(4)[2]	42:(1)[2]	45:(1)[2]						
VR.4.15: [3]	30:(6)[2]											
VR.4.16												
VR.4.17												
VR.4.18												
VR.4.19: [2]	33:(4)[2]	49:(1)[2]										
VR.4.20												
VR.4.21: [2]	32:(1)[2]	41:(1)[2]										
VR.4.22: [2]	28:(2)[2]											
VR.4.25: [2]	27:(6)[2]											
VR.4.28: [1]	18:(1)[1]											
VR.4.29: [2]	18:(1)[1]	28:(1)[1]										
VR.4.30												
VR.4.31												
VR.4.32: [3]	51:(1)[2]											
VR.4.33: [2]	50:(4)[2]											
VR.4.35: [3]	34:(5)[2]											
VW.0.0												
VW.1.0												
VW.1.1												
VW.1.3: [3]	74:(5)[3]											
VW.1.4												
VW.1.7: [4]	73:(30)[3]	74:(25)[3]										
VW.2.0												

VW.2.2: [1]	52:(6)[1]											
VW.2.3: [1]	57:(6)[1]											
VW.2.5: [1]	53:(6)[1]											
VW.2.6: [1]	56:(5)[1]											
VW.2.7: [1]	54:(6)[1]											
VW.2.9: [1]	60:(6)[1]											
VW.2.13: [1]	59:(6)[1]	64:(3)[1]	68:(4)[1]									
VW.2.14: [1]	62:(6)[1]	64:(3)[1]	68:(2)[1]									
VW.2.15: [2]	58:(6)[1]											
VW.2.18: [2]	56:(1)[2]											
VW.2.19												
VW.2.20: [2]	65:(1)[2]											
VW.3.0												
VW.3.10												
VW.3.12: [3]	66:(6)[2]	67:(1)[2]										
VW.4.0												
VW.4.1: [2]	69:(2)[2]	72:(6)[2]										
VW.4.5: [2]	65:(1)[2]	69:(4)[2]										
VW.4.6: [2]	65:(4)[2]											
VW.4.7: [2]	61:(6)[2]											
VW.4.9: [2]	71:(6)[2]											
VW.4.13												
VW.5.0												
VW.5.2: [3]	67:(5)[2]											

Table 12.1

*Categorical Concurrence between Standards and Assessment as Rated by Six Reviewers
AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V
Assessable Standards July 31 2013
Number of Assessment Items - 70*

Standards								
Title	Goals #	Objs #	Level	# of objs by Level	% w/in std by Level	Mean	S.D.	Categorical Concurrence
VLS.0.0 ELL Stage V: Grades 9- ...	2	11	1 2 3	4 5 2	36.36 45.45 18.18	46	0	YES
VR.0.0 ELL Stage V: Grades 9-1...	3	28.17	1 2 3	10 13 5	35.71 46.43 17.86	28	0	YES
VW.0.0 ELL Stage V: Grades 9-1...	5	25	1 2 3 4	8 10 6 1	32 40 24 4	28	0	YES
Total	10	64.17	1 2 3 4	22 28 13 1	34 44 20 2	102	0	

Table 12.2

*Depth-of-Knowledge Consistency Between Standards as Assessment as Rated by Six
Reviewers
AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V
Assessable Standards July 31 2013
Number of Assessment Items - 70*

Standards	Goals #	Objs #	Hits		% Under	SD	% At	SD	% Above	SD	DOK Consistency
			M	SD							
VLS.0.0 ELL Stage V: Grades 9-...	2	11	46	0	31.88	4	57.97	15	10.14	14	YES
VR.0.0 ELL Stage V: Grades 9-1...	3	28.17	28	0	28.57	11	67.26	10	4.17	7	YES
VW.0.0 ELL Stage V: Grades 9-1...	5	25	28	0	48.21	3	48.81	7	2.98	7	YES
Total	10	64.17	102	0	35.46	4.3	58.01	8.4	6.54	6.3	
NT = Not Tested											

Table 12.3

Range-of-Knowledge Correspondence and Balance of Representation between Standards and Assessment as Rated by Six Reviewers

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V

Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Goals #	Objs #	Hits		# Objs Hit		% Total		Range of Know	% Hits		Balance Index		Bal of Rep
Title			M	S.D	M	S.D	M	S.D		M	S.D	M	S.D	
VLS.0.0 ELL Stage V: Grades 9- ...	2	11	46	0	7.33	0.82	66.67	7.42	YES	31	0	0.73	0.04	YES
VR.0.0 ELL Stage V: Grades 9- 1...	3	28.17	28	0	15.67	1.63	55.58	5.24	YES	40	0	0.72	0.01	YES
VW.0.0 ELL Stage V: Grades 9- 1...	5	25	28	0	14.67	0.82	58.67	3.27	YES	29	0	0.66	0.01	WEAK
Total	10	64.17	102	0	12.6	4.55	60.31	6		33	6	0.7	0.04	

Table 12.4

Summary of Attainment of Acceptable Alignment Level on Four Content Focus Criteria as Rated by Six Reviewers

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V

Assessable Standards July 31 2013

Number of Assessment Items - 70

Standards	Alignment Criteria			
	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation
VLS.0.0 ELL Stage V: Grades 9-...	YES	YES	YES	YES
VR.0.0 ELL Stage V: Grades 9-1...	YES	YES	YES	YES
VW.0.0 ELL Stage V: Grades 9-1...	YES	YES	YES	WEAK

Table 12.5

*Depth-of-Knowledge Levels by Item and Reviewers**Intraclass Correlation**AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V**Assessable Standards July 31 2013*

Reviewer's DOK

Item	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
2	1	1	1	1	1	1
3	1	1	1	1	1	2
4	1	1	1	1	1	2
5	1	1	1	1	1	1
6	2	2	2	2	2	1
7	2	2	2	2	2	2
9	1	2	1	1	1	2
10	1	2	2	2	2	2
11	2	2	2	2	2	2
12	2	1	2	2	2	2
13	2	3	2	2	2	2
14	2	2	2	2	2	2
15	1	2	2	2	2	2
17	2	1	1	2	2	2
18	1	1	1	1	1	1
20	1	1	1	1	1	1
21	1	1	1	1	2	1
23	1	1	1	1	2	1
24	1	1	1	1	1	2
25	1	1	1	1	1	2
26	2	2	2	2	2	1
27	2	2	2	2	2	2
28	1	1	1	1	1	1
29	1	1	1	1	1	1
30	1	2	1	1	1	2
31	1	1	1	1	1	2
32	2	2	3	2	2	2
33	2	2	3	2	2	3
34	2	2	2	2	2	2
39	2	2	2	2	2	2
40	1	1	1	1	1	1
41	2	2	2	2	2	3
42	2	2	2	1	2	2

43	2	2	2	1	2	2
44	1	2	2	2	1	2
45	1	2	1	1	1	2
46	2	2	1	2	1	2
47	2	2	2	2	2	3
48	2	2	2	2	2	3
49	2	3	2	2	2	2
50	1	1	1	1	1	2
51	1	1	2	1	2	2
52	1	1	1	1	1	1
54	1	1	1	1	1	1
55	1	1	1	1	1	1
56	1	1	1	1	1	1
57	1	1	1	1	1	1
60	1	1	1	1	1	1
61	1	1	1	1	1	2
62	1	1	1	1	1	1
63	2	2	2	2	2	2
64	1	1	1	1	1	2
65	1	1	1	1	1	2
66	1	1	1	1	1	2
67	2	2	2	1	1	2
68	2	2	2	2	2	2
69	2	2	2	1	2	2
70	1	2	2	1	2	3
71	2	2	2	2	2	2
72	2	2	2	2	2	2
73	3	3	3	3	3	3
74	3	3	3	3	3	3
76	2	1	1	1	1	1
77	2	2	2	2	1	1
79	2	2	2	2	2	2
80	2	2	2	2	1	2
81	2	2	2	2	2	2
82	2	2	2	2	2	2
83	2	2	2	1	1	2
85	1	1	1	1	1	1

Intraclass correlation - 0.9785

Pairwise Comparison - 0.77

Table 12.6

*DOK Levels and Objectives Code by Each Reviewer**AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V Assessable Standards July 31 2013*

Number of Reviewers: Six

Item	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj	DOK	Obj	S1 Obj	S2 Obj
2	1	VLS.1.4			1	VLS.1.4			1	VLS.1.4			1	VLS.1.4			1	VLS.1.4		
3	1	VLS.1.4			1	VLS.1.4			1	VLS.1.7			1	VLS.1.4			1	VLS.1.4		
4	1	VLS.1.3			1	VLS.1.3			1	VLS.1.3			1	VLS.1.3			1	VLS.1.3		
5	1	VLS.1.3			1	VLS.1.3			1	VLS.1.3			1	VLS.1.3			1	VLS.1.3		
6	2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3		
7	2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3		
9	1	VLS.1.4			2	VLS.1.4			1	VLS.1.4			1	VLS.1.4			1	VLS.1.4		
10	1	VLS.1.3			2	VLS.1.3			2	VLS.1.7			2	VLS.1.3			2	VLS.1.3		
11	2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3		
12	2	VLS.1.3			1	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3		
13	2	VLS.1.3			3	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3		
14	2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3		
15	1	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3			2	VLS.1.3		
17	2	VLS.1.3			1	VLS.1.3			1	VLS.1.3			2	VLS.1.3			2	VLS.1.3		
18	1	VR.1.4			1	VR.1.4			1	VR.4.29			1	VR.1.4			1	VR.4.28		
20	1	VR.1.4			1	VR.1.4			1	VR.1.4			1	VR.1.4			1	VR.1.4		
21	1	VR.2.10			1	VR.2.10			1	VR.2.10			1	VR.2.10			2	VR.2.10		
23	1	VR.2.9			1	VR.2.10			1	VR.2.10			1	VR.2.10			2	VR.2.10		
24	1	VR.2.13			1	VR.2.13			1	VR.2.13			1	VR.2.13			1	VR.2.13		
25	1	VR.2.13			1	VR.2.13			1	VR.2.13			1	VR.2.0			1	VR.2.13		
26	2	VR.4.4			2	VR.4.4			2	VR.4.4			2	VR.4.4			2	VR.4.4		
27	2	VR.4.25			2	VR.4.25			2	VR.4.25			2	VR.4.25			2	VR.4.25		
28	1	VR.4.29			1	VR.4.29			1	VR.4.29			1	VR.4.29			1	VR.4.29		
29	1	VR.4.9			1	VR.4.9			1	VR.4.9			1	VR.4.9			1	VR.4.9		
30	1	VR.4.4			2	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4		
31	1	VR.4.14			1	VR.4.18			1	VR.4.18			1	VR.4.18			1	VR.4.18		

32	2	VR.4.4			2	VR.4.4			3	VR.4.15			2	VR.4.14			2	VR.4.14			2	VR.4.14		
33	2	VR.4.35			2	VR.4.4			3	VR.4.35			2	VR.4.35			2	VR.4.35			3	VR.4.35		
34	2	VR.4.14			2	VR.4.14			2	VR.4.14			2	VR.4.15			2	VR.4.4			2	VR.4.4		
39	2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8		
40	1	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4			1	VR.4.4		
41	2	VR.4.12			2	VR.4.12			2	VR.4.12			2	VR.4.12			2	VR.4.12			3	VR.4.12		
42	2	VR.4.4			2	VR.4.4			2	VR.4.4			1	VR.4.4			2	VR.4.4			2	VR.4.4		
43	2	VR.4.4			2	VR.4.4			2	VR.4.4			1	VR.4.4			2	VR.4.4			2	VR.4.4		
44	1	VR.4.4			2	VR.4.4			2	VR.4.4			2	VR.4.4			1	VR.4.4			2	VR.4.4		
45	1	VR.4.4			2	VR.4.4			1	VR.4.4			1	VR.4.31			1	VR.4.31			2	VR.4.20		
46	2	VR.4.14			2	VR.4.4			1	VR.4.4			2	VR.4.4			1	VR.4.4			2	VR.4.4		
47	2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8			2	VR.4.8			3	VR.4.8		
48	2	VR.4.12			2	VR.4.12			2	VR.4.12			2	VR.4.12			2	VR.4.12			3	VR.4.12		
49	2	VR.4.32			3	VR.4.32			2	VR.4.32			2	VR.4.32			2	VR.4.32			2	VR.4.32		
50	1	VR.4.10			1	VR.4.10			1	VR.4.10			1	VR.4.10			1	VR.4.10			2	VR.4.10		
51	1	VR.4.33			1	VR.4.33			2	VR.4.33			1	VR.4.33			2	VR.4.33			2	VR.4.12		
52	1	VW.2.2			1	VW.2.2			1	VW.2.2			1	VW.2.2			1	VW.2.2			1	VW.2.2		
54	1	VW.2.5			1	VW.2.5			1	VW.2.5			1	VW.2.3			1	VW.2.5			1	VW.2.5		
55	1	VW.2.9			1	VW.2.6			1	VW.2.6			1	VW.2.6			1	VW.2.6			1	VW.2.6		
56	1	VW.2.7			1	VW.2.7			1	VW.2.7			1	VW.2.7			1	VW.2.7			1	VW.2.7		
57	1	VW.2.3			1	VW.2.3			1	VW.2.3			1	VW.2.3			1	VW.2.3			1	VW.2.3		
60	1	VW.2.15			1	VW.2.15			1	VW.2.15			1	VW.2.15			1	VW.2.15			1	VW.2.15		
61	1	VW.2.14			1	VW.2.14			1	VW.2.14			1	VW.2.13			1	VW.2.14			2	VW.2.14		
62	1	VW.2.9			1	VW.2.9			1	VW.2.9			1	VW.2.14			1	VW.2.9			1	VW.2.9		
63	2	VW.4.6			2	VW.4.6			2	VW.4.7			2	VW.4.6			2	VW.4.6			2	VW.4.6		
64	1	VW.2.13			1	VW.2.14			1	VW.2.14			1	VW.2.13			1	VW.2.13			2	VW.2.13		
65	1	VW.2.14			1	VW.2.14			1	VW.2.14			1	VW.2.14			1	VW.2.14			2	VW.2.14		
66	1	VW.2.14			1	VW.2.14			1	VW.2.14			1	VW.2.14			1	VW.2.14			2	VW.2.14		
67	2	VW.5.2			2	VW.3.12			2	VW.5.2			1	VW.5.2			1	VW.5.2			2	VW.5.2		
68	2	VW.3.12			2	VW.3.12			2	VW.3.12			2	VW.3.12			2	VW.3.12			2	VW.3.12		
69	2	VW.4.5			2	VW.4.5			2	VW.4.5			1	VW.4.5			2	VW.4.5			2	VW.4.5		
70	1	VW.4.7			2	VW.4.7			2	VW.4.7			1	VW.4.7			2	VW.4.7			3	VW.2.15		

71	2	VW.4.9			2	VW.4.9			2	VW.4.9			2	VW.4.9			2	VW.4.9			2	VW.4.9		
72	2	VW.4.9			2	VW.4.9			2	VW.4.9			2	VW.4.9			2	VW.4.9			2	VW.4.9		
73	3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7		
74	3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7			3	VW.1.7		
76	2	VLS.2.4			1	VLS.2.4			1	VLS.2.4			1	VLS.2.4			1	VLS.2.4			1	VLS.2.4		
77	2	VLS.2.4			2	VLS.2.5			2	VLS.2.5			2	VLS.2.5			1	VLS.2.4			1	VLS.2.5		
79	2	VLS.2.5			2	VLS.2.5			2	VLS.2.5			2	VLS.2.5			2	VLS.2.4			2	VLS.2.5		
80	2	VLS.2.10			2	VLS.2.10			2	VLS.2.10			2	VLS.2.5			1	VLS.2.10			2	VLS.2.10		
81	2	VLS.2.5			2	VLS.2.5			2	VLS.2.5			2	VLS.2.5			2	VLS.2.5			2	VLS.2.5		
82	2	VLS.2.4			2	VLS.2.6			2	VLS.2.6			2	VLS.2.5			2	VLS.2.3			2	VLS.2.6		
83	2	VLS.2.3			2	VLS.2.3			2	VLS.2.6			1	VLS.2.3			1	VLS.2.3			2	VLS.2.6		
85	1	VLS.2.1			1	VLS.2.1			1	VLS.2.1			1	VLS.2.1			1	VLS.2.1			1	VLS.2.1		
Objective Pairwise Comparison: 0.83																								
Standard Pairwise Comparison: 1.00																								

Table 12.7

Number of Reviewers Coding an Item by Objective (Item Number: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V Assessable Standards July 31 2013

	Low				Medium				High			
	0				18				30			
VLS.0.0												
VLS.1.0												
VLS.1.3	4(6)	5(6)	6(6)	7(6)	11(6)	12(6)	13(6)	14(6)	15(6)	10(4)	17(6)	
VLS.1.4	2(6)	3(5)	9(6)									
VLS.1.6												
VLS.1.7	3(1)	10(2)										
VLS.1.8												
VLS.2.0												
VLS.2.1	85(24)											
VLS.2.3	83(16)	82(4)										
VLS.2.4	82(4)	79(4)	76(24)	77(8)								
VLS.2.5	77(16)	79(20)	80(4)	82(4)	81(24)							
VLS.2.6	82(12)	83(8)										
VLS.2.10	80(20)											
VR.0.0												
VR.1.0												
VR.1.4	20(6)	18(4)										
VR.1.5												
VR.2.0	25(1)											
VR.2.9	23(1)											
VR.2.10	23(5)	21(6)										
VR.2.13	24(6)	25(4)										
VR.4.0												

VR.4.4	25(1)	26(6)	30(6)	32(2)	33(1)	34(2)	42(6)	43(6)	44(6)	45(3)	40(6)	46(5)
VR.4.8	47(6)	39(6)										
VR.4.9	29(6)											
VR.4.10	50(6)											
VR.4.11												
VR.4.12	51(1)	48(6)	41(6)									
VR.4.14	34(3)	32(3)	31(1)	46(1)								
VR.4.15	32(1)	34(1)										
VR.4.16												
VR.4.17												
VR.4.18	31(4)											
VR.4.19												
VR.4.20	45(1)											
VR.4.21												
VR.4.22												
VR.4.25	31(1)	27(6)										
VR.4.28	18(1)											
VR.4.29	18(1)	28(6)										
VR.4.30												
VR.4.31	45(2)											
VR.4.32	49(6)											
VR.4.33	51(5)											
VR.4.35	33(5)											
VW.0.0												
VW.1.0												
VW.1.1												
VW.1.3												
VW.1.4												

VW.1.7	73(30)	74(30)										
VW.2.0												
VW.2.2	52(6)											
VW.2.3	54(1)	57(6)										
VW.2.5	54(5)											
VW.2.6	55(5)											
VW.2.7	56(6)											
VW.2.9	55(1)	62(5)										
VW.2.13	64(4)	61(1)										
VW.2.14	61(5)	64(2)	65(6)	66(6)	62(1)							
VW.2.15	70(1)	60(6)										
VW.2.18												
VW.2.19												
VW.2.20												
VW.3.0												
VW.3.10												
VW.3.12	67(1)	68(6)										
VW.4.0												
VW.4.1												
VW.4.5	69(6)											
VW.4.6	63(5)											
VW.4.7	63(1)	70(5)										
VW.4.9	71(6)	72(6)										
VW.4.13												
VW.5.0												
VW.5.2	67(5)											

Table 12.8

Number of Reviewers Coding an Objective by Item (Objective: Number of Reviewers - Weighted)

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V Assessable Standards July 31 2013

	Low	Medium	High	
	6	18	30	
2 LISTENING 2	VLS.1.4:6			
3 LISTENING 3	VLS.1.4:5	VLS.1.7:1		
4 LISTENING 4	VLS.1.3:6			
5 LISTENING 5	VLS.1.3:6			
6 LISTENING 6	VLS.1.3:6			
7 LISTENING 7	VLS.1.3:6			
9 LISTENING 9	VLS.1.4:6			
10 LISTENING 10	VLS.1.3:4	VLS.1.7:2		
11 LISTENING 11	VLS.1.3:6			
12 LISTENING 12	VLS.1.3:6			
13 LISTENING 13	VLS.1.3:6			
14 LISTENING 14	VLS.1.3:6			
15 LISTENING 15	VLS.1.3:6			
17 LISTENING 17	VLS.1.3:6			
18 READING 1	VR.1.4:4	VR.4.28:1	VR.4.29:1	
20 READING 3	VR.1.4:6			
21 READING 4	VR.2.10:6			
23 READING 6	VR.2.9:1	VR.2.10:5		
24 READING 7	VR.2.13:6			
25 READING 8	VR.2.0:1	VR.2.13:4	VR.4.4:1	
26 READING 9	VR.4.4:6			
27 READING 10	VR.4.25:6			
28 READING 11	VR.4.29:6			
29 READING 12	VR.4.9:6			
30 READING 13	VR.4.4:6			
31 READING 14	VR.4.14:1	VR.4.18:4	VR.4.25:1	
32 READING 15	VR.4.4:2	VR.4.14:3	VR.4.15:1	
33 READING 16	VR.4.4:1	VR.4.35:5		
34 READING 17	VR.4.4:2	VR.4.14:3	VR.4.15:1	
39 READING 22	VR.4.8:6			
40 READING 23	VR.4.4:6			
41 READING 24	VR.4.12:6			

42 READING 25	VR.4.4:6			
43 READING 26	VR.4.4:6			
44 READING 27	VR.4.4:6			
45 READING 28	VR.4.4:3	VR.4.20:1	VR.4.31:2	
46 READING 29	VR.4.4:5	VR.4.14:1		
47 READING 30	VR.4.8:6			
48 READING 31	VR.4.12:6			
49 READING 32	VR.4.32:6			
50 READING 33	VR.4.10:6			
51 READING 34	VR.4.12:1	VR.4.33:5		
52 WRITING 1	VW.2.2:6			
54 WRITING 3	VW.2.3:1	VW.2.5:5		
55 WRITING 4	VW.2.6:5	VW.2.9:1		
56 WRITING 5	VW.2.7:6			
57 WRITING 6	VW.2.3:6			
60 WRITING 9	VW.2.15:6			
61 WRITING 10	VW.2.13:1	VW.2.14:5		
62 WRITING 11	VW.2.9:5	VW.2.14:1		
63 WRITING 12	VW.4.6:5	VW.4.7:1		
64 WRITING 13	VW.2.13:4	VW.2.14:2		
65 WRITING 14	VW.2.14:6			
66 WRITING 15	VW.2.14:6			
67 WRITING 16	VW.3.12:1	VW.5.2:5		
68 WRITING 17	VW.3.12:6			
69 WRITING 18	VW.4.5:6			
70 WRITING 19	VW.2.15:1	VW.4.7:5		
71 WRITING 20	VW.4.9:6			
72 WRITING 21	VW.4.9:6			
73 WRITING 22	VW.1.7:30			
74 WRITING 23	VW.1.7:30			
76 SPEAKING 1	VLS.2.4:24			
77 SPEAKING 2	VLS.2.4:8	VLS.2.5:16		
79 SPEAKING 4	VLS.2.4:4	VLS.2.5:20		
80 SPEAKING 5	VLS.2.5:4	VLS.2.10:20		
81 SPEAKING 6	VLS.2.5:24			
82 SPEAKING 7	VLS.2.3:4	VLS.2.4:4	VLS.2.5:4	VLS.2.6:12
83 SPEAKING 8	VLS.2.3:16	VLS.2.6:8		
85 SPEAKING 10	VLS.2.1:24			

Table 12.9

Assessment Item DOK vs. Consensus DOK (Item Number: Number of Reviewers [Average DOK])

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V Assessable Standards July 31 2013

Low DOK		Matched DOK		High DOK

VLS.0.0												
VLS.1.0												
VLS.1.3: [3]	4:(6)[1]	5:(6)[1]	6:(6)[2]	7:(6)[2]	10:(4)[2]	11:(6)[2]	12:(6)[2]	13:(6)[2]	14:(6)[2]	15:(6)[2]	17:(6)[2]	
VLS.1.4: [2]	2:(6)[1]	3:(5)[1]	9:(6)[1]									
VLS.1.6												
VLS.1.7: [3]	3:(1)[1]	10:(2)[2]										
VLS.1.8												
VLS.2.0												
VLS.2.1: [1]	85:(24)[1]											
VLS.2.3: [1]	82:(4)[2]	83:(16)[2]										
VLS.2.4: [1]	76:(24)[1]	77:(8)[2]	79:(4)[2]	82:(4)[2]								
VLS.2.5: [2]	77:(16)[2]	79:(20)[2]	80:(4)[2]	81:(24)[2]	82:(4)[2]							
VLS.2.6: [2]	82:(12)[2]	83:(8)[2]										
VLS.2.10: [2]	80:(20)[2]											
VR.0.0												
VR.1.0												
VR.1.4: [1]	18:(4)[1]	20:(6)[1]										
VR.1.5												
VR.2.0: [3]	25:(1)[1]											
VR.2.9: [1]	23:(1)[1]											
VR.2.10: [1]	21:(6)[1]	23:(5)[1]										
VR.2.13: [1]	24:(6)[1]	25:(4)[1]										
VR.4.0												
VR.4.4: [2]	25:(1)[2]	26:(6)[2]	30:(6)[1]	32:(2)[2]	33:(1)[2]	34:(2)[2]	40:(6)[1]	42:(6)[2]	43:(6)[2]	44:(6)[2]	45:(3)[1]	46:(5)[2]

VR.4.8: [2]	39:(6)[2]	47:(6)[2]										
VR.4.9: [1]	29:(6)[1]											
VR.4.10: [1]	50:(6)[1]											
VR.4.11												
VR.4.12: [2]	41:(6)[2]	48:(6)[2]	51:(1)[2]									
VR.4.14: [3]	31:(1)[1]	32:(3)[2]	34:(3)[2]	46:(1)[2]								
VR.4.15: [3]	32:(1)[3]	34:(1)[2]										
VR.4.16												
VR.4.17												
VR.4.18: [1]	31:(4)[1]											
VR.4.19												
VR.4.20: [2]	45:(1)[2]											
VR.4.21												
VR.4.22												
VR.4.25: [2]	27:(6)[2]	31:(1)[2]										
VR.4.28: [1]	18:(1)[1]											
VR.4.29: [2]	18:(1)[1]	28:(6)[1]										
VR.4.30												
VR.4.31: [2]	45:(2)[1]											
VR.4.32: [3]	49:(6)[2]											
VR.4.33: [2]	51:(5)[1]											
VR.4.35: [3]	33:(5)[2]											
VW.0.0												
VW.1.0												
VW.1.1												
VW.1.3												
VW.1.4												
VW.1.7: [4]	73:(30)[3]	74:(30)[3]										
VW.2.0												

VW.2.2: [1]	52:(6)[1]											
VW.2.3: [1]	54:(1)[1]	57:(6)[1]										
VW.2.5: [1]	54:(5)[1]											
VW.2.6: [1]	55:(5)[1]											
VW.2.7: [1]	56:(6)[1]											
VW.2.9: [1]	55:(1)[1]	62:(5)[1]										
VW.2.13: [1]	61:(1)[1]	64:(4)[1]										
VW.2.14: [1]	61:(5)[1]	62:(1)[1]	64:(2)[1]	65:(6)[1]	66:(6)[1]							
VW.2.15: [2]	60:(6)[1]	70:(1)[3]										
VW.2.18												
VW.2.19												
VW.2.20												
VW.3.0												
VW.3.10												
VW.3.12: [3]	67:(1)[2]	68:(6)[2]										
VW.4.0												
VW.4.1												
VW.4.5: [2]	69:(6)[2]											
VW.4.6: [2]	63:(5)[2]											
VW.4.7: [2]	63:(1)[2]	70:(5)[2]										
VW.4.9: [2]	71:(6)[2]	72:(6)[2]										
VW.4.13												
VW.5.0												
VW.5.2: [3]	67:(5)[2]											

Appendix C

Reviewers' Notes and Source of Challenge Comments

**AZELLA Assessable Standards (2013)
and Arizona English Language
Learners Assessment (AZELLA)**

**Kindergarten Placement Test and
Stages I–V, Forms A and B**

2013

Brief Explanation of Data in the Alignment Tables by Column

Tables *grade.10*

Notes made by reviewers by item number.

Tables *grade.11*

Comments made by reviewers on items identified as having a Source-of-Challenge issue by item number.

Table pre-K.10

Notes by Reviewer

*AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable
Standards July 31 2013*

Notes
Item #1 - B - Only words
Item #2 - E
Item #3 - E
Item #4 - E
Item #5 - B
Item #6 - B
Item #7 - No PI for single direction. - It is not a multi step direction, it's a single step. - Note: not multi-step - (E) This is a one-step direction question; there are no PIs for this question. - 1 step only
Item #8 - It is not a multi step direction - Note: not multi-step - E One step directions no PI for this. - Same comments as previous item.
Item #9 - B
Item #10 - B
Item #11 - B
Item #12 - B
Item #13 - B

Item #14 - B
Item #15 - B
Item #16 - B - B - B - Basic - No pictures in PIs B
Item #17 - B - B - B - Basic - No pictures in PIs B
Item #18 - E See note for 16 - Only pointing
Item #19 - PE - E See note for 16 - E - Pictures only
Item #20 - E
Item #21 - E See note for 16
Item #22 - E See note for 16
Item #23 - No PI to address plurals - Does not closely match PI. The task requires using inflectional endings, not a final sound. - LI - No grammar PIs!
Item #24 - No PI to address plurals - Requires use of inflectional ending, not final sound as in PI IR2.1 - LI - Same comment as previous item

Item #25

- No PI to address plurals
- Requires use of inflectional ending, not final sound as in PI IR2.1
- LI
- Same comment as previous item

Item #26

- These two words do not sound the same as it states in the directions. If you cannot use the word rhyme, you can say that the middle and end sound the same or even the end sounds the same.
- LI

Item #27

- E No PI for this

Item #28

- E No PI for this

Item #29

- The student is not being asked to communicate but to repeat.
- E No PI for this

Item #30

- No PI for this

Item #31

- Student is repeating, not producing communication.
- E No PI for this

Item #32

- Student is not producing, but repeating.
- No PI for this
- None

Item #33

- PE
- PE
- PE
- PE

Item #34

- PE
- PE
- PE
- PE

Item #35

- PE
- See 3
- PE

Item #36

- PE
- E this should be a reading question
- PE

Item #37

- PE
- This should be reading
- PE

Item #38

- HI

Table K.10

*Notes by Reviewer**AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I Assessable Standards July 31 2013*

Notes
Item #1 - B
Item #2 - B
Item #3 - B
Item #4 - E
Item #5 - E
Item #6 - HI
Item #7 - E
Item #8 - Students have a problem identifying the correct picture because they do not recognize that a drawer is where you can put art materials. Many students do not have that type of furniture in their homes and classrooms store art supplies on shelves or in baskets. - HI Picture is confusing to students because they don't put things away in a drawer when they are asked to usually.
Item #9 - E
Item #10 - E
Item #11 - E
Item #12 - HI
Item #13 - HI
Item #14 - HI
Item #18 - B

Item #19

- LI, E
- LI
- LI
- LI

Item #20

- PE
- PE
- LI
- PE

Item #21

- HI

Item #22

- PI states context. Item does not give context.
- HI
- Not in context.

Item #23

- B
- B

Item #24

- B
- B

Item #26

- PE
- PE
- PE
- HI
- PE
- PE

Item #27

- PE
- PE
- PE
- HI
- PE
- PE

Item #28

- PE
- PE
- PE
- HI
- PE
- PE

Item #29 - HI
Item #30 - HI
Item #31 - No PI for main idea - HI
Item #32 - HI
Item #33 - HI
Item #34 - No PI for inference. - HI
Item #35 - HI
Item #36 - No PI for inferencing main idea. - Requires identifying Main Idea, which is not a PI - HI - No PI for main idea. This is easier because title, and number of times tree is used in text- nut still main idea.
Item #40 - PE
Item #41 - Could also be coded 2.0 as it does not require unique student communication, just copying. - E - Also 2.52.6 2.8
Item #42 - HI - HI Difficult for long names and Kinder writers to fit on the space provided. - HI
Item #43 - HI
Item #44 - Also includes 2.5, 2.6 and 2.8 for conventions - Also IW2.8 As the writing would include the conventions. - LI Needs to also have 2.5, 2.6,and 2.8 as PIs to it.
Item #45 - HI - Also 2.5 2.6

Item #46

- HI
- HI

Item #48

- Also includes 2.5, 2.6, 2.8
- Also includes conventions
- LI
- Also 2.5 2.6 2.8

Item #49

- Also includes 2.5, 2.6 and 2.8 for conventions
- Many students have not experienced a field trip on a school bus. The farm pictured is not a typical Arizona farm.
- LI
- Also 2.5 2.6 2.8

Item #51

- Student is not asked to name to object, just repeat the word heard.
- LI

Item #52

- LI

Item #53

- LI

Item #54

- HI

Item #55

- B

Item #56

- B

Item #57

- HI. Connection to the PI is loose. Is this a social interaction?
- HI

Item #60

- No PI for repeating sentences to assess fluency, accurate pronunciation, intonation and stress
- No PI for producing correct speech by repeating.
- HI
- Repeating- not blended.

Table K.10

Notes by Reviewer

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I Assessable Standards July 31 2013

Notes
Item #1 - B
Item #2 - B
Item #3 - B
Item #4 - HI
Item #5 - E
Item #6 - HI
Item #7 - E
Item #8 - Students do not identify with putting art supplies in a drawer. They often do not have this furniture in their home. At school art materials are typically in a basket or on a shelf. - HI This question is difficult for students to understand because they do not put their things away in a drawer when they are asked.
Item #9 - HI
Item #10 - E
Item #11 - E
Item #12 - HI
Item #13 - HI
Item #14 - E
Item #18 - B

<p>Item #19</p> <ul style="list-style-type: none"> - LI, E - E - LI - Emergent
<p>Item #20</p> <ul style="list-style-type: none"> - PE - PE - LI - Emergent
<p>Item #21</p> <ul style="list-style-type: none"> - HI
<p>Item #22</p> <ul style="list-style-type: none"> - PI states context. Item does not give words in context. - HI - Not presented in context.
<p>Item #23</p> <ul style="list-style-type: none"> - B - B level - B
<p>Item #24</p> <ul style="list-style-type: none"> - B - B level - B
<p>Item #26</p> <ul style="list-style-type: none"> - PE - B level - HI - PE
<p>Item #27</p> <ul style="list-style-type: none"> - PE - PE level - B - PE
<p>Item #28</p> <ul style="list-style-type: none"> - PE - PE level - B - PE
<p>Item #29</p> <ul style="list-style-type: none"> - HI

Item #30
- B
- HI
Item #31
- HI
- No main idea. Title does not give clue either.
Item #32
- HI
Item #33
- HI
Item #34
- Illustration should show both a boy and a girl looking at the bugs, not just one large [b]oy.
- Really more of a main idea question but no PI to address that
- Asks for summary or main idea, no PI
- HI
- This is more like a main idea question
- No main idea- PI Item is very low main idea because title gives clue and word bugs is repeated over and over in text.
Item #35
- HI
Item #36
- HI
Item #40
- E
Item #41
- Could also be no PI as the student does not create unique writing, merely copies.
- E
- These also apply: 2.5 E 2.6 E 2.8
Item #42
- HI
- HI ELL Kindergartners need more space to write their especially long names.
- E
Item #43
- B
Item #44
- Also includes conventions, 2.5, 2.6 and 2.8
- Includes all the PIs for conventions.
- LI

<p>Item #45</p> <ul style="list-style-type: none"> - HI - HI
<p>Item #46</p> <ul style="list-style-type: none"> - HI - HI
<p>Item #48</p> <ul style="list-style-type: none"> - Also includes 2.5, 2.6 and 2.8 for conventions - Includes convention PIs - LI - also 2.5 2.6 2.9
<p>Item #49</p> <ul style="list-style-type: none"> - Also includes 2.5, 2.6 and 2.8 for conventions - LI
<p>Item #51</p> <ul style="list-style-type: none"> - No PI for pronunciation, intonation or stress at this level - Student is not asked to independently name object, just repeat what is heard. - LI
<p>Item #52</p> <ul style="list-style-type: none"> - No PI for pronunciation, intonation or stress at this level - Student is not asked to name object, just repeat what is heard. - LI
<p>Item #53</p> <ul style="list-style-type: none"> - LI
<p>Item #54</p> <ul style="list-style-type: none"> - This item does not distinguish between cardinal and ordinals, only identifies cardinal numbers - HI
<p>Item #55</p> <ul style="list-style-type: none"> - B
<p>Item #56</p> <ul style="list-style-type: none"> - B
<p>Item #57</p> <ul style="list-style-type: none"> - Loose connection to PI for a social interaction. - HI
<p>Item #60</p> <ul style="list-style-type: none"> - No PI for repeating sentences for fluency, intonation and pronunciation - There is no PI for creating correct sounds, intonation, etc. in repeated sentences. - HI

Table K.11

Source-of-Challenge Issues by Reviewer

*AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I
Assessable Standards July 31 2013*

Sources of Challenge
Item #1 - The hop and hope are similar. The long vowel __C E is not in standards for Kinder.

Table 2.10

Notes by Reviewer

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II Assessable Standards July 31 2013

Notes
Item #1 - HI
Item #2 - HI
Item #3 - HI
Item #4 - HI
Item #5 - HI
Item #6 - HI
Item #7 - HI
Item #8 - HI
Item #9 - HI
Item #10 - HI
Item #11 - HI
Item #12 - HI
Item #16 - Poor item. Text shows airport and school. Shoe same in illustration not something disjointed. - Script very confusing. Poorly written. - Item is confusing. The locations described in the prompt and the pictures do not match. - HI Confusing item because prompt doesn't go with pictures. - confusing item because pictures don't go with script story.

Item #17 - Item is very wordy and confusing. Many students would not identify the illustrations shown as "pictures". - HI - This item is poorly written. The "pictures" are not easily identified as pictures by kids.
Item #18 - PE
Item #19 - PE
Item #21 - HI
Item #22 - HI is too low. - HI
Item #23 - LI. - HI - HI
Item #24 - HI
Item #25 - HI
Item #26 - HI - B
Item #27 - B - B
Item #31 - LI - HI
Item #32 - HI
Item #33 - HI
Item #34 - HI
Item #35 - HI

Item #36 - HI
Item #37 - HI
Item #38 - B - HI
Item #39 - HI
Item #40 - HI
Item #41 - HI
Item #44 - HI
Item #45 - HI
Item #46 - HI
Item #49 - HI
Item #50 - Syntax PI is not included - Is a syntax knowledge item, no PI. - HI - This syntax, no performance indicator - No PI for syntax.
Item #51 - HI
Item #52 - HI
Item #53 - HI
Item #54 - HI
Item #55 - HI
Item #56 - HI

Item #57

- HI

Item #58

- HI

Item #59

- Also include 2.6, 2.7 and 2.10
- Also IIW2.7 IIW2.9 IIW2.10 IIW2.11 Rubrics cover all conventions.
- HI
- These also apply: 2.10 2.6 2.7

Item #60

- Also includes 2.6, 2.7 and 2.10
- Also IIW2.9 IIW2.10 IIW2.11 Rubrics cover all conventions.
- HI
- These also apply: 2.10 2.6 2.7

Item #61

- No PI addresses this concept.
- No PI for repeating words
- No PI for repeating words that are spoken to the student.
- HI
- No performance indicator for syllables
- No PI for repeating a word using separate syllables.

Item #62

- See #1
- No PI for repeating words
- No PI for repeating a word that is spoken to the student.
- HI
- No performance indicator for syllables.
- Same note as Reading item 2

Item #63

- No PI addresses reading aloud.
- More of a reading test vs. speaking, if child cannot read the words they cannot do this item.
- If the child cannot read the word, they cannot pronounce the word.
- HI No indicator for reading aloud
- No performance indicator for reading words aloud
- No PI for reading words aloud. This is a reading test item!

Item #66

- HI

Item #67

- HI

Item #68

- HI

Item #69 - HI
Item #70 - HI
Item #71 - HI
Item #72 - HI
Item #73 - HI - Not necessarily familiar- but repeating.

Table 2.10

Notes by Reviewer

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II Assessable Standards July 31 2013

Notes
Item #1 - HI
Item #2 - HI
Item #3 - HI
Item #4 - HI
Item #5 - HI
Item #6 - HI
Item #7 - HI
Item #8 - B
Item #9 - HI
Item #10 - HI
Item #14 - Item should not have drawing as part of illustration as not related to text. - Poorly written question. the pictures do not match the story and kids could be easily confused - Illustrations are misleading and confusing. - HI Pictures are confusing and do not go with the prompt very well - Poor item. Picture 3 should show him writing not drawing - Pictures are very confusing.
Item #15 - HI

<p>Item #16</p> <ul style="list-style-type: none"> - Picture should show hawk flying to match the text. - Poorly written question. picture should match the text. - Information in the prompt is unclear. It gives all information regarding the turkey and ostrich, but does not provide information on the hawk beyond flying. A picture of the hawk in flight would be more appropriate and match the prompt more closely. - B
<p>Item #17</p> <ul style="list-style-type: none"> - Very poor item. Many students will not recognize the illustrations as being pictures. - HI
<p>Item #18</p> <ul style="list-style-type: none"> - HI
<p>Item #19</p> <ul style="list-style-type: none"> - PE
<p>Item #20</p> <ul style="list-style-type: none"> - HI
<p>Item #22</p> <ul style="list-style-type: none"> - HI - HI
<p>Item #23</p> <ul style="list-style-type: none"> - LI - HI
<p>Item #24</p> <ul style="list-style-type: none"> - HI
<p>Item #26</p> <ul style="list-style-type: none"> - HI
<p>Item #27</p> <ul style="list-style-type: none"> - HI
<p>Item #28</p> <ul style="list-style-type: none"> - B - B
<p>Item #31</p> <ul style="list-style-type: none"> - HI - No PI for sequencing
<p>Item #32</p> <ul style="list-style-type: none"> - HI This is an inference question and there is no PI for inference. - Not really any PI for inference.
<p>Item #33</p> <ul style="list-style-type: none"> - HI

Item #34 - LI - HI
Item #35 - HI
Item #36 - HI
Item #37 - HI
Item #38 - HI
Item #39 - B - HI
Item #40 - HI
Item #41 - HI
Item #44 - HI
Item #45 - HI
Item #46 - HI
Item #49 - HI
Item #50 - HI
Item #51 - HI
Item #52 - HI
Item #53 - HI
Item #54 - HI
Item #55 - HI

Item #56

- HI

Item #57

- HI

Item #58

- HI

Item #59

- Also includes PI 2.6, 2.7 and 2.10
- Includes writing process. Also addresses all the PIs for conventions.
- HI
- These also apply: 2.6 2.7 2.10
- Students are directed to write a paragraph. There isn't a PI about format- paragraphs.

Item #60

- Also includes 2.6, 2.7 and 2.10
- Includes the writing process. Should include all PIs for conventions.
- HI
- These also apply: 2.6 2.7 2.10
- See note in item 18.

Item #61

- No PI
- There is no PI for repeating words
- No PI for repeating a spoken word.
- HI
- No performance indicator for syllables
- No PI for repeating word separating syllables.

Item #62

- See #1.
- There is no PI for repeating words
- No PI for repeating a spoken word.
- HI
- No performance indicator for syllables in LS
- See note in OR Item 1.

Item #63

- This is a reading not a speaking item
- Reading words, not speaking.
- HI
- No performance indicator in LS
- No PI for saying words you read. This is a reading item!

Item #66

- HI

Item #67

- HI

Item #68 - HI
Item #69 - HI
Item #70 - HI
Item #71 - HI
Item #72 - HI
Item #73 - HI - Not exactly a familiar sentence- but repeating something said.

Table 5.10

Notes by Reviewer

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

Notes
Item #1 - Basic - B
Item #2 - Basic - B
Item #3 - Basic - B
Item #5 - Basic - E
Item #7 - Emergent - HI
Item #8 - No picture of boy bouncing the ball on his head makes question more difficult. - Emergent - HI E

Item #10

- LI
- HI
- H1
- Basic
- HI

Item #11

- LI
- HI
- Basic
- HI

Item #12

- LI
- H1
- Lower Intermediate
- HI

Item #13

- LI
- Lower Intermediate
- HI

Item #14

- HI
- Lower Intermediate
- HI

Item #15

- Lower Intermediate
- HI

Item #16

- Basic
- HI

Item #17

- Basic
- HI

Item #18

- H1
- Emergent
- E

Item #19

- B
- Emergent
- B

Item #20 - PE - Basic - E
Item #22 - Basic - E
Item #23 - Lower Intermediate - E
Item #25 - E - Basic - HI
Item #27 - High Intermediate - B
Item #28 - High Intermediate - HI
Item #29 - High Intermediate - HI
Item #30 - H1 - High Intermediate - HI
Item #31 - HI - High Intermediate - HI
Item #32 - HI - High Intermediate - HI
Item #36 - High Intermediate - LI
Item #37 - High Intermediate - LI

Item #38

- High Intermediate
- LI

Item #39

- E
- HI
- Emergent
- HI

Item #40

- High Intermediate
- B

Item #41

- High Intermediate
- LI

Item #42

- High Intermediate
- LI

Item #43

- HI
- High Intermediate
- HI

Item #44

- High Intermediate
- LI

Item #45

- High Intermediate
- LI

Item #46

- High Intermediate
- HI

Item #48

- High Intermediate
- LI

Item #49

- Lower Intermediate
- LI, B

Item #50

- Lower Intermediate
- HI

Item #51

- Higher Intermediate
- LI

Item #52 - High Intermediate - LI
Item #53 - High Intermediate - LI
Item #56 - High Intermediate - LI
Item #57 - High Intermediate - B
Item #58 - High Intermediate - B
Item #59 - High Intermediate - B
Item #60 - High Intermediate - LI, B
Item #61 - High Intermediate - LI, B
Item #62 - High Intermediate - LI
Item #63 - High Intermediate - B
Item #64 - High Intermediate - LI
Item #65 - High Intermediate - B, LI
Item #66 - also include 2.3, 2.4 and 2.5. - LI Includes conventions - 2.3 2.4 2.5 - HI

Item #67

- Also includes 2.3, 2.4 and 2.5 for conventions
- Higher Intermediate
- LI

Item #68

- No PI for speaking words and reading words.
- No specific standard
- Requires syllables in the response, not speaking in sentences.
- Emergent
- No standard on syllables
- PE

Item #69

- No PI for pronouncing words and reading words.
- Reading single words, not speaking a sentence
- High Intermediate
- This is reading, no speaking standard
- E

Item #70

- No PI for pronouncing words and reading words.
- Is reading a single word, not a sentence
- High Intermediate
- This is reading
- E

Item #71

- LI
- High Intermediate
- B

Item #72

- Basic
- LI

Item #74

- High Intermediate
- B

Item #75

- High Intermediate
- LI

Item #76

- Basic
- HI

Item #78

- High Intermediate
- B,LI

Item #79 - High Intermediate - LI,HI
Item #80 - High Intermediate - E, B

Table 5.11

Source-of-Challenge Issues by Reviewer

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

Sources of Challenge
Item #8 - Pictures do not show boy hitting ball with his head, can be confusing to students - Picture does not show bouncing of his head- confusing
Item #20 - PE
Item #39 - B
Item #40 - Could be 2 correct PI as correct answer is found in the illustration and in the text.
Item #43 - If you are new to Arizona- you may not have as much background information as students who have lived all their lives in Arizona.
Item #68 - There is not really a standard for this question so I put it under the IIILS2.0 - No specific standard-
Item #69 - Not addressed to a standard because it only has a single word not a sentence. - Really reading test
Item #70 - Not connected to a standard. The standard asks for a sentence not just a word. - Really a reading test

Table 5.10 (Group 6-12)

Notes by Reviewer

*DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and
AZELLA Stage III Assessable Standards July 31 2013*

Notes
Item #1 - HI
Item #8 - HI
Item #10 - HI, LI, B - HI
Item #11 - HI
Item #12 - HI - HI and E
Item #13 - HI - HI - HI and LI
Item #14 - HI - HI & LI
Item #15 - HI
Item #18 - B - B - HI
Item #20 - E - PE - B/E
Item #22 - I know that there is a specific standard in the SELP that addresses context clues and I couldn't find it in the blueprint that was given to me. - There is an AZ standard that addresses context clue that should be included.
Item #25 - B - B

Item #29 - B
Item #30 - HI
Item #46 - Meaning of words using context clues - It still needs to have a context clue standard - Needs to be under the AZ context clue/vocabulary standard
Item #56 - B
Item #57 - Writing in context not addressed
Item #69 - Addresses reading as well as speaking.
Item #70 - Addresses reading as well as speaking.
Item #71 - No specific performance indicator for this. It could be academic.

Table 5.11 (Group 6-12)

Source-of-Challenge Issues by Reviewer

*DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and
AZELLA Stage III Assessable Standards July 31 2013*

Sources of Challenge
Item #7 - E
Item #8 - Is it possible to get it right because there is no picture of the kid bouncing the ball on his head? - This question could mislead the student because so much emphasis is on the boy hitting the ball with his head, yet there is not picture showing this.
Item #10 - The word seed pods is unknown for southern Arizona students. We live in the desert and students really have no experience with the word.
Item #41 - More than one possible answer - Both A and C can be confused for possible choices
Item #57 - The correct answer and the distractors aren't fair choices for the kids as they mix homonyms and spelling errors.

Item #58

- This question is related to homophones and context clues, not spelling, also the word sum is not commonly known/used amongst 3-5th graders. They are more likely to get it wrong for the wrong reasons.
- The correct answer and the distractors aren't fair choices for the kids as they mix homonyms and spelling errors.

Item #59

- The correct answer and the distractors aren't fair choices for the kids as they mix homonyms and spelling errors.

Table 5.10

Notes by Reviewer

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III Assessable Standards July 31 2013

Notes
Item #1 - Basic - E
Item #2 - Basic - PE
Item #3 - Basic - PE
Item #5 - HI - E
Item #7 - HI - E
Item #8 - HI - E
Item #10 - HI - HI
Item #11 - HI - HI
Item #12 - HI - HI
Item #13 - HI - LI
Item #14 - HI - HI
Item #15 - HI - HI

Item #16 - HI - HI
Item #17 - HI - HI
Item #18 - HI - LI
Item #19 - HI - B, LI
Item #20 - PE - HI - PE - LI
Item #22 - E - LI
Item #23 - Lower Intermediate - E
Item #25 - HI - B
Item #27 - HI - B
Item #28 - HI - HI
Item #29 - HI - HI
Item #30 - HI - HI
Item #31 - PE - HI - LI

Item #32
- HI
- HI
Item #33
- HI
- B, E
Item #34
- Item stem not clear.
- HI
- LI
Item #35
- HI
- B, LI
Item #39
- HI
- HI, LI
Item #40
- HI
- B, LI
Item #41
- HI
- LI
Item #42
- B
- LI, HI
Item #43
- HI
- HI
Item #44
- HI
- B, LI
Item #45
- HI
- LI, HI
Item #46
- Give students sentence from passage or they will just guess. Few will go back and look even though we teach them to do this.
- HI
- LI
Item #47
- HI
- B

Item #49 - LI - LI, B
Item #50 - LI - B, LI
Item #51 - HI - LI
Item #52 - HI - LI
Item #53 - HI - LI
Item #56 - HI - LI, B
Item #57 - HI - B, E
Item #58 - HI - Li
Item #59 - HI - LI
Item #60 - HI - LI
Item #61 - HI - LI
Item #62 - HI - LI
Item #63 - HI - LI
Item #64 - HI - B,LI

Item #65

- HI
- LI

Item #66

- W 2.5 PI also applies.
- Spelling and grammar also apply
- Includes conventions
- HI
- These apply also: W2.4 W2.5
- Also needs spelling standard. HI

Item #67

- W 2.5 also applies.
- HI
- These also apply: W2.4 W2.5
- HI Also needs spelling standard.

Item #68

- Generic used as no PI applies.
- Must know syllables
- Repeating syllables
- HI
- This question applies to reading.
- PE

Item #69

- No PI applies.
- Reading, not speaking
- HI
- This question applies to reading.
- E

Item #70

- No PI applies.
- Reading, not speaking
- HI
- This question applies to reading.
- E

Item #71

- HI
- B

Item #72

- HI
- B

Item #74

- HI
- B

Item #75
- B
- B
Item #76
- HI
- B
Item #77
- HI
- B
Item #79
- B
- B
Item #80
- HI
- E

Table 5.11

Source-of-Challenge Issues by Reviewer

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III Assessable Standards July 31 2013

Sources of Challenge
Item #8
- confusing for kids. Picture not shown
Item #68
- There is no objective to go with the question so I put it to the generic standard.
Item #69
- There is not an objective to go with the questions so I put it with the generic standard.
- Also requires reading!
Item #70
- There was no objective to go with the question so I put it to the standard.
- Also requires reading!

Table 8.10

Notes by Reviewer

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV Assessable Standards July 31 2013

Notes
<p>Item #4</p> <ul style="list-style-type: none"> - LI - LI - LI - Aligns w/ LI but not with HI
<p>Item #6</p> <ul style="list-style-type: none"> - HI
<p>Item #11</p> <ul style="list-style-type: none"> - This is a bad question. The level of inferencing being asked from the students is a very large stretch from the information being given. It's not the intent of the standard.
<p>Item #12</p> <ul style="list-style-type: none"> - LI - LI
<p>Item #13</p> <ul style="list-style-type: none"> - LI - LI
<p>Item #14</p> <ul style="list-style-type: none"> - LI - LI - LI
<p>Item #15</p> <ul style="list-style-type: none"> - LI
<p>Item #21</p> <ul style="list-style-type: none"> - Use of prefixes
<p>Item #27</p> <ul style="list-style-type: none"> - B - B - B - B
<p>Item #35</p> <ul style="list-style-type: none"> - Vocabulary in Context - It aligns to LI, not to HI
<p>Item #46</p> <ul style="list-style-type: none"> - E

Item #69 - HI - HI - HI
Item #70 - HI
Item #73 - R 2.6 – Emergent
Item #74 - R 2.6 – Emergent

Table 8.11

Source-of-Challenge Issues by Reviewer

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV Assessable Standards July 31 2013

Sources of Challenge
Item #4 - L1
Item #15 - LI
Item #26 - Multiple answers possible.
Item #32 - Answer D could be a reasonable choice for an ELL who glosses over the phrase "anyone other than". I doubt that this construct is specifically taught in the curriculum.
Item #42 - This question could be answered without having read the passage.

Table 8.10

Notes by Reviewer

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV Assessable Standards July 31 2013

Notes
<p>Item #4</p> <ul style="list-style-type: none"> - LI - LI - LI - Aligned to LI, but not HI
<p>Item #5</p> <ul style="list-style-type: none"> - Aligned to LI, but not HI
<p>Item #8</p> <ul style="list-style-type: none"> - LI - LI - LI
<p>Item #14</p> <ul style="list-style-type: none"> - LI - LI - LI
<p>Item #17</p> <ul style="list-style-type: none"> - LI - LI
<p>Item #21</p> <ul style="list-style-type: none"> - Use of prefixes
<p>Item #23</p> <ul style="list-style-type: none"> - Vocabulary in Context - Reading in context - This is a question regarding vocabulary in context - Vocab in context - Vocabulary in context - no specific performance indicator
<p>Item #24</p> <ul style="list-style-type: none"> - Vocabulary in Context - Reading in context - The question is really about vocabulary in context. - Vocab in context - Vocab in context - no performance indicator
<p>Item #31</p> <ul style="list-style-type: none"> - Vocabulary in Context - Vocab in context - Vocab in context

<p>Item #35</p> <ul style="list-style-type: none"> - Vocabulary in context - This is a question that attends to context clues. There were no context clues standards given to us - Vocab in context - Vocab in context
<p>Item #63</p> <ul style="list-style-type: none"> - Sometimes it's difficult to tell if the question is assessing verb tense or subject-verb agreement as they are so close.
<p>Item #65</p> <ul style="list-style-type: none"> - HI
<p>Item #69</p> <ul style="list-style-type: none"> - Item assess use of signal (compare and contrast) words
<p>Item #70</p> <ul style="list-style-type: none"> - Item assess use of signal (compare and contrast) words
<p>Item #71</p> <ul style="list-style-type: none"> - HI
<p>Item #72</p> <ul style="list-style-type: none"> - HI
<p>Item #73</p> <ul style="list-style-type: none"> - R2.6 E
<p>Item #74</p> <ul style="list-style-type: none"> - R2.6 E
<p>Item #78</p> <ul style="list-style-type: none"> - HI
<p>Item #80</p> <ul style="list-style-type: none"> - HI
<p>Item #83</p> <ul style="list-style-type: none"> - HI

Table 8.11

Source-of-Challenge Issues by Reviewer

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV Assessable Standards July 31 2013

Sources of Challenge
Item #5 - The "ate lunch" answer is misleading. - Snacks or lunch? this is misleading.
Item #7 - HI
Item #30 - The placement of the illustration cuts off the final thoughts of the selection.
Item #52 - The answer choices can be misleading to students because you are asking them about correct punctuation with apostrophes and using two words with apostrophes.

Table 12.10

Notes by Reviewer

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V Assessable Standards July 31 2013

Notes
<p>Item #2</p> <ul style="list-style-type: none"> - LI - LI - THIS IS A DIFFICULT QUESTION TO CODE. ITS NOT STEPS OF A PROCESS AND ITS NOT SEQUENCE. - LI - LI
<p>Item #3</p> <ul style="list-style-type: none"> - PE
<p>Item #4</p> <ul style="list-style-type: none"> - LI - LI - PE - LI
<p>Item #6</p> <ul style="list-style-type: none"> - HI
<p>Item #7</p> <ul style="list-style-type: none"> - LI
<p>Item #9</p> <ul style="list-style-type: none"> - No specific standard for comprehension questions - LI summarizing - this doesn't fit any one specific standard - We had difficulty finding a standard that really fits this question? - Focuses on basic comprehension - This is the closest standard I could find to fit; not a specific standard to match; this one was the closest
<p>Item #10</p> <ul style="list-style-type: none"> - B There is no standard for listening comprehension - There is no specific standard that addresses this item - B - There is no standard for listening comprehension. - No standard for basic comprehension - B
<p>Item #11</p> <ul style="list-style-type: none"> - HI - B

Item #12

- There is no standard for listening comprehension
- B
- Listening comprehension questions involving inference but it leads us to think it's sequence

Item #13

- HI
- HI

Item #14

- LI, B
- Aligned to LI, not HI
- L1

Item #15

- HI
- HI
- HI

Item #17

- B
- LI
- B
- B

Item #24

- This is a difficult question to relate to a standard. This is a context clue question.

Item #25

- This is a difficult question to relate to a standard. This is a context clue question.

Item #27

- Wording of question is tricky
- Item wording is a bit confusing.

Item #61

- HI

Item #62

- Hard to determine if it's verb tense and noun-verb agreement as they are so close.

Table 12.11

Source-of-Challenge Issues by Reviewer

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V Assessable Standards July 31 2013

Sources of Challenge
Item #7 - LI, B
Item #10 - Voyage is somewhat of an unknown word for the students. This is a French word so it is not easy to go for the root words, etc. when you are listening to it, instead of if the passage was read.
Item #11 - This is a bad question. The answers do not relate to the question, nor are they mentioned in the story. The level of deduction needed to find the correct answer is too high in comparison to what is required by the standard.
Item #27 - Wording of the question is confusing
Item #66 - A AND C ARE BOTH CORRECT.

Table 12.10

Notes by Reviewer

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V Assessable Standards July 31 2013

Notes
Item #3 - PE
Item #5 - LI
Item #7 - LI, B - LI - LI - L1
Item #10 - HI
Item #11 - LI, B - LI - L1
Item #12 - LI, B - LI - L1
Item #13 - HI
Item #14 - LI, B - LI - L1
Item #17 - LI, B - LI - L1
Item #24 - This standard is about context clues. I couldn't find a standard that was that specific.
Item #25 - This standard is about context clues. I couldn't find a standard that was that specific.

Item #27
- This is a bad question. it requires a great level of inference for the student to understand that because the application is unfilled, you have not applied for the job yet, therefore, you should look for the phrase "before you apply" this would be testing inference, not relating illustration to the text.
Item #42
- Context clue
Item #43
- This is really a context clue question, no standard given to us addresses context clues.
- Context clue
Item #49
- HI
Item #82
- Question is misleading

Table 12.11

Source-of-Challenge Issues by Reviewer

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V Assessable Standards July 31 2013

Sources of Challenge
Item #4
- Use of the word "next" leaves 2 possible answers ... C and D "2nd" would be a better direction.
- Using the word next makes the student get it wrong for the wrong reason.
- C and d are both correct
Item #6
- HI
Item #32
- B and D could both be possible answers - trying to figure out/excited about ... how to make one like it/making paper airplanes
Item #66
- This might get kids to answer wrong for the wrong reason because of the use of 'each' and 'us', unless that is what you are assessing.

Appendix D

Debriefing Summary Notes

**AZELLA Assessable Standards (2013)
and Arizona English Language
Learners Assessment (AZELLA)**

**Kindergarten Placement Test and
Stages I–V, Forms A and B**

2013

NOTE THAT DEBRIEFING NOTES CONTAIN COMMENTS THAT REFLECT ALL ITEMS REVIEWED. CONSEQUENTLY, SOME COMMENTS MAY PERTAIN TO OR BE INFLUENCED BY FIELD TEST ITEMS AND VERTICAL LINKING ITEMS THAT DO NOT CONTRIBUTE TO A STUDENT'S SCORE.

Table K.13

Debriefing Summary

AZ ELL (AZELLA) Kindergarten Placement Test and AZELLA Stage I Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- Many standards were not addressed at all. I would have expected to see all the standards addressed for a true predictor of correct placement.

- X

- Yes.

- Yes

- Yes.

- Yes

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Shallow DOK primarily 1s.

- X

- I expected a few level 2 but did not find them.

- The majority of the standards were not rigorous with DOK levels mainly at 1's.

- No. It should be more difficult.

- No, depth levels were at 1.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- I think the items presented were appropriate, although limited. Few of the grade-level expectations were addressed.

- X

- Yes, but see notes.

- Yes

- No. This should be a more difficult test in order to help our ELLs better. It has nothing to do with the writing of three basic sentences. This test is way too easy for the students.

- Yes

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 1

iii. Needs slight improvement -- 3

iv. Needs major improvement -- 2

E. Comments

-X

- Easy items may not discern all student needs.

- I felt the rigor of the assessment is lacking in order to assure an ELL's academic success in a classroom without any additional support.

- I would rather have my students take the harder test at the beginning of the year than have them take this test. It would give me more of an idea about what they need help with.

- Children pass the screener, but are not able to pass stage I. Screener should be more difficult

Table K.13

Debriefing Summary

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form A and AZELLA Stage I Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- Yes
- Yes they did cover the topics that were important.
- Yes- overall good coverage. Again- missing vocabulary and content vocabulary in particular.
- ILS 2.9 Students were not asked to name objects, etc. just to repeat the words spoken by the test administrator.
- Overall, however I would like to see Standard LS 2.9 addressed
- Yes

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Yes
- Yes
- Yes- lots of standards are basic- so the tasks associated with them fall into lower DOK levels.
- Few, if any DOKs of 3
- Yes, adequate levels
- Levels 1 and 2 is what I expected and found.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Yes
- Yes.
- Yes
- Some items did not match student experiences.
- Yes
- Yes, Proficiency levels make them even more specific.

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 3

iii. Needs slight improvement -- 3

E. Comments

- We need to remember that these are kindergartners and their time on task for listening is short. They have a hard time going through the reading portion because there is so much listening required.

- No standards for Reading- prediction, main idea.

- Missing PI for inference; multiple items ask students to infer but there is no IP. The same is true for main idea and predictions. Reading is about making inferences, even pre-reading and kindergartners.

Table K.13

Debriefing Summary

AZ ELL (AZELLA) Stage I (Kindergarten) Assessment Form B and AZELLA Stage I Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- Yes
- Yes.
- Yes-
- Yes.
- For the most part yes. There are definitely areas that are not deeply addressed. Many of the response choices were difficult to interpret.
- Overall, yes. However, I'd like to see Standard LS 2.9 addressed

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Yes
- Yes
- Most PI's for this stage are lower level tasks- so the DOK levels of the items are lower level.
- I expected Levels 1 and 2 and that is what I found.
- DOKs are low, 1s and 2s only.
- Adequate levels

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Yes
- Yes if not there are notes to look at.
- Ok- but not any real emphasis on content vocabulary. Other ELL assessments around the country include more emphasis in these areas.
- Yes. Proficiency levels makes them even more so.
- Yes, although at a lower level.
- Yes

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 4

iii. Needs slight improvement -- 2

E. Comments

- Something to take into consideration is the attention span of kindergartners, they have short attention spans for the reading and writing portions of the test.

- Nothing for main idea. Limited content...

- Some PIs are missing, especially inference, even at the pre-reading level. Children bring their own experiences to the reading comprehension process. That is what helps them understand what they hear and read, hooking it to something they know even if it is limited.

Table 2.13

Debriefing Summary

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form A and AZELLA Stage II Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- Syntax knowledge.
- Yes, but I found several prompts that were not covered by performance indicators in that standard.
- Yes
- In the speaking portion, the standards were very hard to find based on the assessment questions.
- For the most part there are notes on the ones that need to be looked at.
- Yes.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Very few level 3 items.
- Yes
- Yes
- The majority of the elements were levels 1 and 2. Not a lot of level 3.
- For the most part there are notes on the ones that need to be looked at.
- I expected Level 1 and 2 and that is what I found.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Some prompts that were read to the students were confusing and misleading.
- Yes
- Missing PI for sequencing.
- Yes, appropriate level
- For the most part there are notes on the ones that need to be looked at.
- Yes. Proficiency levels make them even more specific.

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 2

iii. Needs slight improvement -- 4

E. Comments

- Would like to see a PI for inference as there are some items in which students are asked to make simple inferences. Good variety of fiction and non-fiction and academic and social items for students to write about.

Table 2.13

Debriefing Summary

AZ ELL (AZELLA) Stage II (Grades 1-2) Assessment Form B and AZELLA Stage II Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- Syntax knowledge
- In the speaking portion, the standards were very hard to find based on the assessment questions.
- Nothing about familiar rhymes, etc. LS 2.2
- Yes
- Yes I think that the most important topics were covered.
- Yes.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Few DOK 3
- The majority of the elements covered 1 and 2, there was not a lot of level 3.
- Ok
- Yes
- Yes they did. There are notes on the ones that need to be looked at.
- I expected to code to Levels 1 and 2 and that is what I found.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Yes, although some prompts were confusing for younger students.
- Yes
- No sequencing, inferencing
- Yes
- Yes, there are notes on the ones that need to be looked at.
- Yes. Proficiency levels make them even more specific.

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 2

iii. Needs slight improvement -- 4

E. Comments

- Unclear which things are social or academic as to pictures...

- Some PIs missing at this level that we saw and needed at this grade level. Legibility, copying for writing and single directions for listening.

Table 5.13

Debriefing Summary

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and AZELLA Stage III Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- I believe that most were covered adequately
- For the most part I think that they are aligned. The speaking part numbers 1-3 are not.
- There was not much emphasis on content vocabulary.
- Yes.
- The Listening Standards were often more closely a reading skill.
- Yes, individual parts were noted.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Yes
- Yes I feel that they were acceptable.
- It seemed as though there were a lot of low DOK level questions about grammar and spelling.
- Yes
- For writing, the DOK seemed heavily 1 and 2 levels.
- I expected to find Level 1 and 2 and that is what I found.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Yes
- Yes. I did expect some of the questions on the test would have been more difficult for the grade level on the test.
- Usually- but some were too "low".
- Yes
- Yes
- Yes. Occasionally, the generic had to be used.

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 3

iii. Needs slight improvement -- 3

E. Comments

- Listening items were really reading.

- A lot of items in writing are on verb tenses and subject verb agreement.

Table 5.13

Debriefing Summary

AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form B and AZELLA Stage III Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- Yes
- Too much grammar and punctuation- but it matches the standards. Not much content vocabulary.
- Yes they did.
- Yes
- Yes
- Yes.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Although most standards were covered, they were not as rigorous as perhaps they should have been. there were not a lot of level 3's.
- Predictions could have been higher level DOK if students selected from possible predictions and chose between options- which is most likely... especially if distractors were better.
- Yes they did.
- I expected to see some higher levels of depth. Most items required superficial responses.
- Yes. Concentrated on 2's.
- I expected to find Level 1 and 2 and that is what I found.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Yes
- OK
- Yes they were.
- Yes
- Yes
- Yes.

D. What is your general opinion of the alignment between the standards and assessment:

- ii. Acceptable Alignment -- 3
- iii. Needs slight improvement – 3

E. Comments

- Some speaking items required reading too.
- No PI for figurative language. Better reading selections. This has more text. Sometimes the lack of text can make the comprehension harder.

Table 5.13 (Group 6-12)

Debriefing Summary

*DUPLICATE_AZ ELL (AZELLA) Stage III (Grades 3-5) Assessment Form A and
AZELLA Stage III Assessable Standards July 31 2013*

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- I think the elements covered most of the topics. Some elements were a stretch as to what was asked and what the performance indicator stated.
- Yes, I felt like the standards were covered.
- Yes, it did.
- Yes. The Listening and Speaking, however, could have hit more topics.
- Yes
- The reading section needs to have a few more level 2 & 3 DOK's questions.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- There were a lot of DOK 2s.
- The majority of DOKs for test items were 1's and 2's. The writing went up to a level 3. I don't think I coded any 4's
- It became difficult to determine if the standard was assessing the appropriate skill for the speaking portion of the test, because the tasks sometimes required for the students to have pre-requisites that should not be required (ability to read to check for inflection, etc)
- Yes.
- Yes
- Mainly DOK's 1&2 are being addressed on this assessment, which is accurate for a language exam. However, students can still test proficient and there can still be a large gap between social language ability and the academic language necessary to succeed in the classroom.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Somewhat. Some were very explicit while others were too general.
- I felt like the reading didn't go high enough for a proficient 5th grader.
- Yes, they were.
- Yes.
- Yes
- The standards fit the grade level appropriately.

D. What is your general opinion of the alignment between the standards and assessment:

- ii. Acceptable Alignment -- 3
- iii. Needs slight improvement -- 3

E. Comments

- It would be helpful to have more detailed DOKs for coding Speaking and Listening
- The alignment is fine, it just needs to address more of the standards within the assessment.

Table 8.13

Debriefing Summary

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form A and AZELLA Stage IV Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- I saw more of a variety of the standards at this level, which is positive.
- The elements covered the standards as I expected. It seemed like we didn't have standards for language
- Yes, it did
- Most of the topics were covered. There seemed to be an abundance of questions at the literal level, such as spelling, punctuation, etc.
- Yes, the standards were covered by the assessment items.
- For Standard 1 of LS, many of the test items assessed mainly the lower intermediate level (LI) of the performance indicator LS.1.3 (Main idea). The test items lacked testing the HI level (making inferences and drawing conclusions).

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- The reading had more DOK2, which is necessary.
- Again I felt that most of the DOKs were 1 and 2s. There were a few 3's in writing.
- There were more 1s and 2s in this test.
- For R4.3, the LI was covered more than the HI.
- Overall the elements did cover the DOK levels.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Standards are at the grade level, but I also think the ELP language standards should be included for reading.
- Yes
- We were missing standards that would address context clues specifically.
- Some of the standards are standards expected of higher levels, but they were too easy.
- Yes.
- Yes

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 5

iii. Needs slight improvement -- 1

E. Comments

- The elements do not seem to assess the Language Strand (vocabulary and grammar) standards.

Table 8.13

Debriefing Summary

AZ ELL (AZELLA) Stage IV (Grades 6-8) Assessment Form B and AZELLA Stage IV Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- I felt this level's elements did cover most of the standards. However, I feel #18-21 in writing do not have a clear standard in which they are in alignment.
- I felt there was a fair representation of items for the standards we were given
- The topics were mostly covered.
- Yes.
- Some of the standards were "over-covered" and others completely ignored

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- I saw mainly DOK's 1&2, but more 2's in reading which is appropriate.
- The majority of the questions are again at DOKs 1 and 2
- The DOK were mostly 1s and 2s. Very literal.
- VLS 1.3 mostly hit the LI indicator that focused on main ideas.
- Most of the test items covered level 1. Maybe asking more level 2 would've been better.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Yes, they are grade level appropriate.
- The question were appropriate for middle school students.
- Yes
- Yes.
- Yes

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 4

iii. Needs slight improvement -- 1

E. Comments

- Why is the ELP Language Strand not addressed?

- I think there should be more DOKs that fall into 3s.

Table 12.13

Debriefing Summary

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form A and AZELLA Stage V Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- There weren't a lot of Standard 4 questions that I recall.
- Writing Standard 1 was not well represented. There were a lot of VW.2.14 items. There could be more 2.13 and 2.15 items, instead.
- I also felt that the test items covered the standards pretty evenly. I felt like three persuasive writing items was a little too much of the same thing.
- The elements were appropriate for listening, speaking and writing. The elements for reading were primarily requiring inference, which is important.
- For the reading standard, there were standards that were overly used (such as 4.4) and missing others. There were no questions for 4.16 or 6.17, while elements of literature play such a huge roll in their reading instruction.
- For the writing standard 1, all of the elements only assessed W1.7 (persuasive text), none of the other writing genres were assessed.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- It seemed as if all DOK levels were covered.
- Yes.
- Again, most DOK's were in the 1-2 range. The writing items allowed students to show more skill and application of language.
- I would have liked to have a couple DOK level 3 in the reading.
- I think they did
- Yes

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- I think there were either easy ones or very difficult ones.
- Yes.
- Yes.
- The standards are written for the appropriate grade-level, but students would need to score extremely high to show the skills necessary to compete within mainstream English classrooms.
- For the listening standard 1, many of the elements for the listening are assessed at lower proficiency levels.

D. What is your general opinion of the alignment between the standards and assessment:

- ii. Acceptable Alignment -- 4
- iii. Needs slight improvement -- 2

E. Comments

- The test overall is appropriate for language and is a good starting indicator.

Table 12.13

Debriefing Summary

AZ ELL (AZELLA) Stage V (Grades 9-12) Assessment Form B and AZELLA Stage V Assessable Standards July 31 2013

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- It seemed as if there were so many trivial concept questions, but not a lot of questions with any depth.
- The reading elements were mainly focused on inference, which is appropriate.
- Mostly.
- I think that there was a lack of assessing knowledge of elements of literature: 4:15,4:16 AND 4:17

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- There were an overabundance of 4.4 items.
- A few DOK 3 in reading would be useful for students at or close to proficient level
- OK.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- See first question.
- Appropriate for students at grade level
- Mostly.

D. What is your general opinion of the alignment between the standards and assessment:

ii. Acceptable Alignment -- 3

iii. Needs slight improvement – 2

E. Comments

(No general comments were given.)