Introducing AZELLA Stage III-V Sample Tests

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Today’s Agenda

• Overview of Sample Test Documents
• Stage III Sample Test
• Stage IV Sample Test
• Stage V Sample Test
• Scoring Summary, Reassessment Blueprint, Lexiles, Item Type Templates, Next Steps
Purpose of AZELLA Sample Tests

**What they do:**
- Prepare students to engage with the test items.
- Enable students to feel more comfortable when taking the test.
- Obtain a more accurate reflection of the student’s English language proficiency – not test-taking skills.

**What they don’t do:**
- Sample items are not representative of the scope of the test or the performance indicators that will be tested.
- The test is not predictive of scoring on the AZELLA.
Finding the Sample Tests on the AZELLA Homepage

AZELLA Homepage

“Resources” Tab

Stage I – V Sample Tests

Sample Test Documents Are Posted on the AZELLA Website

1. Sample Test Books
2. Answer Document \((Stages \text{ III-V only})\)
   - Scoring Sheet
3. Sample Test Book Teacher Editions
   - Directions
   - Scripts
   - Rubrics and Scoring Information
Stage III
Sample Test
Grades 3-5

Many of the item types from Stage III are also included in Stages IV and V. They will not be repeated in this presentation.
Stage III Sample Test Set
Stage III Sample Test Sessions
Listening, Reading, Writing, Speaking
Stage III Sample Test Structure

**Listening** – 6 Multiple Choice Items

**Reading** – 6 Stand-alone Items
   11 Passage-based Items

**Writing** – 13 Multiple Choice
   2 Extended Response Items

**Speaking** – 3 Unscored Practice Items
   9 Extended Response Items
   10 Repeat Items
Stage III Sample Test
Teacher’s Edition

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- Scoring Repeat Items: 52

Grades 3-5
Stage III

Session 1

Listening
Listening

- Only a few items are provided on the sample test. Item types are consistent.
- Doesn’t minimize the need to work on Listening skills based on ELPS and Language strand.
Look at number 5. Listen to the passage.

“Both sea turtles and tortoises are reptiles and lay eggs on land. Sea turtles have webbed feet for swimming. Tortoises have round feet for digging. Tortoises live on hot and dry land. Sea turtles spend most of the time in water.”

Now listen to the passage again to answer the question. How are sea turtles and tortoises alike?

“Both sea turtles and tortoises are reptiles and lay eggs on land. Sea turtles have webbed feet for swimming. Tortoises have round feet for digging. Tortoises live on hot and dry land. Sea turtles spend most of the time in water.”

How are sea turtles and tortoises alike?

Listen to the answer choices. The answer choices are (A) They both swim. (B) They both lay eggs. (C) They both live on land. (D) They both have round feet.

Mark your answer.
Students Record Responses on Answer Document

AZELLA
Stage III
Sample Test

Stage III Answer Document
Multiple-Choice Item Response Sheets

5. A. They both swim.
   B. They both lay eggs.
   C. They both live on land.
   D. They both have round feet.

6. A. Connecting the nail to the battery.
   B. Wrapping the wire around the nail.
   C. Removing the battery from the wire.
   D. Holding the battery in place for 30 seconds.
Stage 111

Session 2

Reading
Reading “Stand-alone” items

Stand-alone items are not associated with a reading passage.
Reading “Stand-alone” Example

Dictionary Entry

5. Look at the dictionary entry for the word *capacity*.

**ca-pac’-i-ty** (ke pas e te) n., pl. –ties
1. The ability to contain, absorb, or receive
2. all that can be contained; volume

Which part of speech is *capacity*?
A. adjective
B. adverb
C. noun
D. verb
Zoo Party at Sun Valley Zoo

On Saturday, September 7, the Sun Valley Zoo will have a special celebration. Our new spider monkey habitat will be one year old and we want everyone to join the party. If you have not yet seen where our spider monkeys live and play, you will love their new, and more natural, setting. This is a great time for you to meet all of our spider monkey family.

There will be special activities including art projects, storytelling, singalongs, and lots of other fun monkey business. If you visit our information booth during your visit, you will receive a special birthday gift.

We will have refreshments that can be enjoyed by humans and monkeys, too. We will have fresh fruit including bananas and apples instead of birthday cake. The celebration will end after the singing of “Happy Birthday.”

Ask for a map upon entering the park for the location of the Spider Monkey habitat.

The special celebration will be from 10:00 a.m. to 1:00 p.m.
The zoo opens at 9:00 a.m. and closes at 6:00 p.m.

Tickets prices:
Adults: $15
Students: $8
Children under 5: Free

11 Why did the author write the passage?
A. to inform the reader about an event at the zoo
B. to describe to the reader the monkey’s habitat at the zoo
C. to persuade the reader to have birthday parties at the zoo
D. to entertain the reader with a story about a spider monkey at the zoo

12 Which word from the passage signals when something will happen?
A. This
B. There
C. instead
D. after

13 What does the word habitat mean as it’s used in the passage?
A. animal
B. event
C. home
D. party
Zoo Party at Sun Valley Zoo

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There will be special activities including art projects, storytelling, sing-alongs, and lots of other fun monkey business. If you visit our information booth during your visit, you will receive a special birthday gift.

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The zoo opens at 9:00 a.m. and closes at 6:00 p.m.

Tickets prices:
Adults: $15
Students: $8
Children under 3: Free

“Zoo Party at Sun Valley Zoo” – Passage for items #11 – 13.

- Lexile Measure: 890L
- Mean Sentence Length: 12.60
- Word Count: 189

Read the passage and answer questions 11 through 13. Fill in the correct circle on your answer document for each question.

- Passage title
- Items associated with the passage
- Lexile
- Mean sentence length
- Word count
- Directions
Signal Words
Chronological Order

Student’s struggle with signal-word items. Stages III, IV, and V may include signal words for chronological order, cause and effect, or compare and contrast.

Which word from the passage signals when something will happen?

A. This  
B. There  
C. instead  
D. after

For Stage III, refer to ELP Standard 4; P.I.s 8, 9, and 10. For Stages IV and V refer to ELP Standard 4; P.I.s 9, 10, and 11.
Reading Example
Choose the “Best” or “Most”
Emphasized by Boldface Type

14 Which word **best** describes Eric at the beginning of the passage?
   A. excited
   B. intelligent
   C. sad
   D. scared
Stage III

Session 3

Writing
Writing Conventions
Two Common Item Types

9 Which words belong in the blank?
  They __________ animal habitats on this website.
  A. are explore
  B. is exploring
  C. was exploring
  D. were exploring

10 Which sentence is correct?
  A. Have the students been working in teams on the project?
  B. Was the students working in teams on the project?
  C. Are the students been working in teams on the project?
  D. Is the students working in teams on the project?

11 Which sentence is correct?
  A. Rose organize her desk yesterday.
  B. Rose organizes her desk yesterday.
  C. Rose organized her desk yesterday.
  D. Rose organizing her desk yesterday.

“Which word(s) belong in the blank?”

“Which sentence is correct?”
Writing Items Use Both the Writing ELPS and the Language Strand

Although there is a limited number of “common” item types, many multiples of items can be created in conjunction with the Writing and Language Strand Performance Indicators. For example, “Which sentence is correct?” can be used to test any of the parts of speech, phrase and sentence construction, subject-verb agreement, verb tenses, etc.

The verb tenses specified in Stage III of the Writing domain of the ELPS (Standard 2; P.I. 7) include: simple present, past, and future; present and past progressive.
Writing Conventions

- Punctuation
- Spelling
- Capitalization

2. Which sentence uses punctuation correctly?

A. The children's coats are hanging in the closet.
B. The childrens coats are hanging in the closet.
C. The childrens' coats are hanging in the closet.
D. The childrens coat's are hanging in the closet.
Look at the picture of the paper recycling process.

On page 3 of your answer document, explain what the picture shows about the recycling process.

Be sure to include:
- All the steps.
- Details in the picture.

Check Your Writing: Expository Writing
- Explain what is happening in the picture.
- Use descriptive words.
- Include details.
- Use a variety of complete sentences.
- Use correct capitalization, punctuation, and grammar.
Students Write Their Final (Paragraph) Responses on the Correct Page of the Answer Document
Extended Response Writing

Both teachers and students can benefit from scoring practice using the Writing rubric

Found in the Teacher’s Edition
<table>
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<td>Speaking</td>
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Speaking

• Unscored Practice items are included at the beginning of the Sample Test.
• Successful responses initiate the scored telephone Speaking test component of the Reassessment.
• The Speaking Sample Test is delivered by the Test Administrator, not on the telephone.

“What is your first and last name?”
“What is your teacher’s name?”
“How old are you?”
Speaking Example

“Look at the list of words. Read each word to me.”

Pause for student response.

chartchair
shortly
thistle
Speaking

“What is happening in the picture?”

*Pause for student response.*

“What is another thing you can tell me about the picture?”
Students struggle when asked to

“ASK ME A QUESTION…….”

Give students practice asking questions.
Speaking Item
“Ask a question.”

- Ask a question about the picture.

Pause for student response.

- Ask another question about the picture.
Next, please answer in two or more complete sentences.

Think about a time when it rained.

Tell about something that happened while it was raining and how it made you feel.

Pause for student response.
Speaking Repeat Item Examples

- “Summarize the plot of this folktale.”
- “The earth’s center is called the core.”
- “If no one volunteers, I will have to choose someone.”
- “How do you show respect for your teacher”
- “Our teacher said,” ‘Whenever the bell rings, you may get your belongings and line up for the bus.’”
Oral Reading & Speaking Rubrics

**Oral Reading Rubric**
- Rubric ID: III-IV.OR.1 (Decoding)
- Stages III-IV
- 0-1 point
- Use for item #6

**Oral Reading Rubric**
- Rubric ID: II-III.OR.1 (Segmenting Syllables)
- Stages II & III
- 0-1 point
- Use for items #4 & 5

**Speaking Rubric**
- Rubric ID: II-V.S.4 (Extended Response)
- Stages II-V
- 0-4 points
- Use for items number: #7 through 12

**Scoring Repeat Items**
- Use for items # 13 through 22
## Speaking Scoring Summary

### Speaking Response Summary

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**Notes**

1. 1 pt. ○ 0 pt. ○ RUBRIC ID - III-V OR 1
   - Notes

3. 4 pts. ○ 3 pts. ○ 2 pts. ○ 1 pt. ○ 0 pt. ○ RUBRIC ID - II-V S.4
   - Notes

5. 4 pts. ○ 3 pts. ○ 2 pts. ○ 1 pt. ○ 0 pt. ○ RUBRIC ID - II-V S.4
   - Notes

7. 4 pts. ○ 3 pts. ○ 2 pts. ○ 1 pt. ○ 0 pt. ○ RUBRIC ID - II-V S.4
   - Notes
Stage IV
Sample Test
Grades 6-8

Many of the item types from Stage III are also included in Stages IV and V. They will not be repeated in this presentation.
Stage IV Sample Test
Stage IV Sample Test Structure

**Listening** – 7 Multiple Choice Items

**Reading** – 5 Stand-alone Items
   - 13 Passage-based Items

**Writing** – 12 Multiple Choice
   - 2 Extended Response Items

**Speaking** – 2 Unscored Practice Items
   - 9 Extended Response Items
   - 10 Repeat Items
Stage IV

Session 1

Listening
Listening Example

This item type is about following directions using academic vocabulary.
“You will be creating a bar graph of your classmates’ favorite subjects. The first step for creating your bar graph is to write the title, ‘Favorite Subjects,’ at the top of the page.

Second, label the axis that runs left to right as ‘Subjects.’ Above the label, list the following categories: ‘Science,’ ‘Math,’ ‘Writing,’ and ‘Reading.’

Now, label the axis that runs up and down as ‘Number of Students.’ Number the scale from 1 to 20 counting by 2s. The last step is to enter your data.”

Which picture shows the correct format?
Stage IV

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<td>Reading</td>
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</table>
Reading

Signal Words

11 Which word from the passage indicates cause and effect?

A. Recently
B. because
C. however
D. Although
Reading Example

Choose the “Best” or “Most”

Emphasized by Boldface Type

17 What is the most likely reason customers order from Hansen Housewares?

A. Lowest prices
B. Mail order option
C. High quality items
D. User-friendly website
Reading Example

Dictionary Entry

12. Read the sentence.

Howard bought a car that was *light* in color because he thought it would stay cooler in the summer sun.

Look at the dictionary entry for *light*.

**light** (lit) n. 1 the natural agent that stimulates sight and makes things visible. 2 understanding of a problem. v. 1 provide with lighting; illuminate. 2 start something burning; ignite. 3 public knowledge. adj. 1 having a considerable amount of natural light; not dark. 2 a pale color. 3 of little weight. 4 not too sweet. 5 carefree. ANT – dark, ignorance, heavy.

Which definition **best** matches the word *light* as it is used in the sentence?

A. n. 1
B. v. 2
C. adj. 2
D. adj. 3
## Stage IV

| Session 3 | Writing |
Writing Items Use Both the Writing ELPS and the Language Strand

The verb tenses specified in *Stage IV* of the Writing domain of the ELPS (Standard 2; P.I. 6) include: **simple, progressive, and perfect forms of present, past, and future tenses.**
5. Read the paragraph from a student essay.

____________________ During the month of March, students turn in used books from home that their families no longer want. Students receive one ticket for each book they turn in. On the last day of school, students exchange each ticket they have for one of the collected books.

Which sentence belongs in the blank space?

A. My school has a book exchange for students at the end of every school year.

B. Students at my school like to exchange their tickets for used books.

C. Students at my school read more books during the spring.

D. My school encourages students to read library books.
Writing Prompts
Sample Test Includes
A Persuasive Paragraph and a Formal Letter

On page 3 of your answer document, write a persuasive paragraph stating your opinion about the importance of starting a recycling program at your school.

Be sure to include:
• Your position
• Evidence to support your position.

Think about raising money by hosting a car wash. On page 4 of your answer document, write a formal letter to the principal about holding a car wash to raise funds for a school dance. The funds will pay for the music, food, and decorations.

Be sure to include:
• Today’s date.
• The address as Dr. Oliver
• William Tell High School
• 1500 Jefferson, Peoria, Arizona, 85000
Stage IV

Session 4

Speaking
Speaking
Responding to Charts, Graphs, Illustrations

Look at the circle graph. Please answer in complete sentences. Which sport is the favorite in Mrs. Clark’s class?

*Pause for student response.*

How many students in Mrs. Clark’s class like baseball best?

Look at the Class Schedule. Please answer in complete sentences. Based on the Class Schedule, predict one thing about the schedule for week 2.

*Pause for student response.*

Predict one more thing about the Class Schedule for week 2.
Giving Directions Based on a Map
Next, please answer in two or more complete sentences. How do you check out a book at the library? Include at least four steps.

Pause for student response.

Next, please answer in two or more complete sentences. If you could go any place in the world, where would you go and why?

Pause for student response.
Stage V
Sample Test
Grades 9-12

Many of the item types from Stages III and IV are also included in Stage V. They will not be repeated in this presentation.
Stage V Sample Test Structure

**Listening** – 7 Multiple Choice Items

**Reading** – 7 Stand-alone Items

13 Passage-based Items

**Writing** – 19 Multiple Choice

2 Extended Response Items

**Speaking** – 2 Unscored Practice Items

9 Extended Response Items

10 Repeat Items
Stage V Sample Test Set
Stage V

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Listen to the following conversation between a school counselor and a freshman student to answer the questions.

**Speaker 1 (counselor)**
Good morning. I am the freshman guidance counselor who will be working with you this year. During your freshman year, you will be allowed to take elective classes. Our school offers electives in the following departments: music, art, athletics, technology, and theatre. Do you have any questions regarding electives?

**Speaker 2 (student)**
Can I take two electives? And, can the classes be from the same department? For example, I would like to take two athletic classes.

**Speaker 1 (counselor)**
If you attended summer school or took an online class, you may take two electives. And yes, there are many students who will take two classes from the same department such as a dance class and a tennis class, or perhaps band and choir.

**Speaker 2 (student)**
When do elective classes meet? Do classes last a semester or all year long?

**Speaker 1 (counselor)**
Regardless of the time of year, elective classes are held at the beginning of the day and at the end of the day.

**Speaker 2 (student)**
Great, I’m signing up for swimming and soccer!

Which of the student’s questions was not answered?
5  A. Can I take two electives?

B. When do elective classes meet?

C. Do classes last a semester or all year long?

D. Can the classes be from the same department?
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<td>Reading</td>
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</table>
Which section of this webpage would help you develop a flood plan?

A. Weather
B. Editorials
C. Useful Links
D. Featured Articles
Reading Example
Signal Words – Chronological Order

12. Which word in the passage indicates chronological order?

A. Carefully
B. Place
C. Now
D. Gently
Reading Example

Choose the “Best”

19  Which sentence best describes the main conflict in the passage?

A. Ahmose and his uncle needed to find their tent.

B. Ahmose is excited to be so close to the pyramid.

C. Ahmose realizes he will not be working on the pyramid.

D. Ahmose handed out one loaf of bread and more workers would appear.
Stage V

Session 3

Writing
Writing Example

Which words belong in the underlined part of the sentence?

9

Read the sentence.

When the phone rang, I realized I had slept too long.

Which words belong in the underlined part of the sentence?

A. has slept
B. had slepted
C. have sleeping
D. correct as is
Writing

Last sentence…. concluding statement.

14 Read the paragraph from a student essay.

Jessica reviewed her list before leaving home and planned her route. She would begin with the post office, then travel to the bank. Jessica would meet her friend Ann near the bank for lunch. Following lunch, Jessica would stop for groceries and pick up her dog at the veterinarian. ________________

Which sentence belongs in the blank space?

A. Her dog, Spotty, seemed to be very tired lately.
B. Heading home, she might think about an afternoon nap.
C. Jessica was happy that Ann was her best friend in high school.
D. She would buy all the ingredients for her favorite recipe at the grocery store.
19 Florence has chosen to research three of the most influential people during the Civil War period in American history.

Which source is **best** to use for this assignment?

A. A book with Civil War era biographies.
B. A map of the United States from 1864.
C. A book about Civil War battles in the South.
D. A search on the internet for “Abraham Lincoln.”
Writing Items Use Both the Writing ELPS and the Language Strand

The verb tenses specified in **Stage V** of the Writing domain of the ELPS (Standard 2; P.I. 6) include: *simple, progressive, and perfect forms of present, past, and future tenses.*
On page 3 of your answer document, write an expository paragraph that explains what it is like to live in Arizona.

Be sure to include:
• A topic sentence.
• Supporting details.
• A conclusion.

Check Your Writing: Expository Writing
- Present information about the topic.
- Use a topic sentence, supporting details, and a conclusion.
- Use words that explain the topic.
- Use a variety of complete sentences.
- Use correct capitalization, punctuation, and grammar.
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Stage V
Look at the chart. Please answer in complete sentences. Based on the chart for “Prom Attendance” predict one thing about next year’s prom attendance.

Pause for student response.

Predict one more thing about next year’s prom attendance.

Pause for student response.
Additional Resources
# AZELLA Reassessment Blueprint

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Approximate Lexile Summary for Reassessment and Sample Test

Stage III: 300 to 900 – Sample Test: 650 to 900
Stage IV: 450 to 1050 – Sample Test: 800 to 1150
Stage V: 550 to 1150 – Sample Test: 930 to 1150
Just an introduction......

Item Type Templates to Build Your Own Items
2.7 (HI) HI-7: using verb tenses (simple and progressive) in a variety of writing applications.

4 options – different versions of the same sentence. 3 with incorrect verb tense.

Which sentence is correct?

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________

KEY ___________________________
1.6 LI-6: following multi-step instructions/directions, procedures and processes which contain specific academic content vocabulary.

Speaker 1: Look at number XX. Listen to the [passage/instructions/announcement].
Speaker 2: 50-70 word fiction/nonfiction multi-step passage/ instructions/announcement

Speaker 1: Now listen to the [passage/instructions/announcement] again to answer the question.

**Question about multiple step directions/instructions/procedures (read to students)**

Speaker 2: Repeat [50-70 word non-fiction passage]
Speaker 1: Repeat **question about multiple step directions/instructions/procedures**

Listen to the answer choices.

A. __________________________________________________________________________
B. __________________________________________________________________________
C. __________________________________________________________________________
D. __________________________________________________________________________

Mark your answer.
2.13 applying knowledge of word order (i.e., syntax) to confirm decoding of text

Read the sentence. [provide sentence with a blank]

Which word belongs in the blank space?

Word that fits context and order __________________________

Word that fits context, but not order __________________________

Word that fits order, but not context __________________________

Word that does not fit order or context __________________________

Correct response __________________________
Next Steps Under Consideration

• Create scored anchor papers and training sets for the Sample Test Extended Writing Prompts. These would be similar to the training materials for Placement Test Writing Scoring. We would need to collect student writing samples to accomplish this.

• Create recordings for the Listening and Speaking Sample Test items.
Teach the English Language Proficiency Standards

... and students will do well on the AZELLA
Questions?
Thank you!

- Sample Test Item Writers
- Frank Brashear