



# AZELLA

## Stage IV Sample Test

**TEACHER'S EDITION**

**Grades 6-8**



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# Purpose and Use of the AZELLA Stage IV Sample Test

This is the Teacher's Edition of the AZELLA Stage IV Sample Test, which contains the information needed to administer the test. In addition to this document, there are two other documents needed to administer the test – the AZELLA Stage IV Sample Test Book and the Stage IV Answer Document.

This Sample Test was created to provide educators with a tool to help sixth through eighth grade students feel comfortable and confident when taking the Stage IV AZELLA Spring Reassessment. The samples included in the test book represent various common item types that a student will encounter on the AZELLA Stage IV Reassessment Test.

Every year the full range of assessable Performance Indicators (P.I.) from the Stage IV English Language Proficiency Standards (ELPS) are eligible for testing on the Stage IV Reassessment. This Sample Test does not contain a complete representation of all the item types on the Stage IV Reassessment and is not designed to encompass the full range of the Performance Indicators included in the Stage IV ELPS. Therefore, instruction must continue to include all of the English Language Proficiency Standards and Performance Indicators.

This Teacher's Edition provides the directions and scripts needed to administer each section of the test: Listening, Reading, Writing, and Speaking. Also provided in this document are a replica of each item on the Sample Test, the point value associated with each item, the correct response for multiple choice items, and the rubric identifier for extended responses. For extended response items worth multiple points in Writing and Speaking, there is an individualized rubric needed for the scoring of each item. The scoring rubrics are provided at the end of this document. Point values are provided only to offer educators a general sense of the relative value of each of the items. Multiple choice items are worth 1 point each. The highest point value for any item is 4 points, and the lowest point value is .4, which only occurs with the Speaking "repeat" items.

**There is no score interpretation provided for this Sample Test.**

The Stage IV Sample Test Answer Document is provided to give your students an opportunity to practice recording their answers on an external answer document that is similar to the one used for the Stage IV Reassessment. Student responses to both the multiple choice items and the two extended writing responses will be recorded on the answer document. Test Administrators should monitor students to ensure they are recording their responses in the correct places on the answer document.

The Speaking subtest is designed to be administered one-to-one with students. The *Speaking Response Summary* is found on the last two pages of the Stage IV Answer Document. This summary is included to provide Test Administrators with a place to capture student's oral responses and to record scores. A section for notes is provided for your convenience.

Educators are able to use this Sample Test as it best fits their needs; however, it is recommended that the test be printed, providing students with the format and feel of the Stage IV Reassessment. The test can be printed in color or grayscale, single- or double-sided.

To simulate the actual test environment, teachers must insist that students do their own work on this test. Students should be seated so they cannot see each other's work. Creating an appropriate test environment for the Sample Test is another way to assist students to feel comfortable when taking the Stage IV Reassessment.

Although the Stage IV Reassessment utilizes audio recordings, neither a Listening CD nor a Speaking telephone component are available for the Sample Test. Scripts are provided in this Teacher's Edition for those purposes. The Test Administrator will read the directions and test items aloud to students whenever a verbal delivery is necessary. Test Administrators should speak clearly and fluently using a normal tone of voice.

There are items on this Sample Test that are the actual sample items from the Stage IV test. The remaining items are similar to actual item types, but do not appear on the Stage IV Reassessment. For the purpose of administering this Sample Test, it is not advisable to alter the script or items. However, educators will likely want to create their own practice items modeled after these item types for use in the classroom.

AZELLA requires that specific administrative procedures be followed. The scripted directions are formatted to guide you through the test administration and to help ensure proper testing procedures. The Sample Test is designed to parallel the procedures for the Stage IV Reassessment. Please review the directions in advance to become familiar with the scripted text and testing procedures.

Examples of the format for the scripted directions are as follows:

**SAY**

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

*Text Printed in Italics*

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

## Listening Section

The Listening section of this test can be administered in a group setting. The Test Administrator will read from the script in this Teacher's Edition, pausing for the students to record their responses on their answer documents. The Test Administrator will need to monitor students' work to ensure they are following the directions and responding to the right question on the right page. This section of the Sample Test includes seven (7) multiple choice items – each worth 1 point.

The Stage IV Sample Test items include comprehension skills from the ELPS. These include: distinguishing phonemes, making inferences and drawing conclusions, sequencing events, multi-step directions, and summarizing.

## Reading Section

The Reading section of this test can be administered in a group setting. This section includes eighteen (18) multiple choice items that are worth 1 point each. Students will independently read the passages, read the test items, and record their responses on the answer document.

The Reading Section of the Stage IV Sample Test provides items in each of the three major Reading areas as assessed by the Stage IV Reassessment: Print Concepts, Phonemic Awareness/Decoding, and Comprehension. The Sample Reading subtest contains a limited selection of the Reading Comprehension Performance Indicators from the ELPS. The Stage IV Reassessment contains a broader selection of items based on the complete set of Comprehension Standards detailed in Reading Standard 4 of the ELPS.

Test results indicate that ELL students struggle with signal words as identified in the ELPS. These include:

- Chronological Order/Sequence - P.I. 4.9; (e.g. first, next, finally, today, now, meanwhile, not long ago)
- Compare/Contrast - P.I. 4.10 (e.g. similarly, on the other hand, however, yet, in spite of)
- Cause/Effect - P.I. 4.11 (e.g. as a result of, consequently, so that, because of, since)

For the Stage IV Reassessment, students will be tested using both fiction and non-fiction passages. The Sample Test passages include literature (narrative), expository,

persuasive, and functional genres. The Lexile, word count, and sentence length for each passage is included in this Teacher's Edition.

Items may require students to demonstrate skills in prediction and inference (using illustrations, charts, and graphs), locating facts, asking and answering questions, sequencing events, making connections, summarizing, extracting and interpreting information, identifying author's purpose, identifying cause and effect, describing characters and setting, identifying the plot, stating main idea, identifying signal words, locating information from a graphic organizer, and following multi-step directions.

These skills listed above should be taught and tested regularly in the classroom. It is important to prepare students for all of the performance indicators included in the Reading English Language Proficiency Standards.

Because they require a verbal response, Oral Reading skills from Reading Standard 2 are tested within the Speaking section of the test.

Once the Reading section of the Sample Test has been completed, students should be provided with a break before continuing on to the Writing section of the test.

### Writing Section

The Writing section of this test can be administered in a group setting. This section includes twelve (12) multiple choice questions, each worth 1 point. Additionally, there are two extended writing items worth 5 points each. Students will read the questions and answer choices independently, recording their responses in the answer document.

Many of the items are structured around the word order rules of phrase and sentence construction, often focusing on the use of verb tenses and subject-verb agreement. It should be noted that the verb tenses specified in Stage IV of the Writing domain of the English Language Proficiency Standards (Standard 2; P.I. 6) include: simple, progressive, and perfect forms of present, past, and future tenses.

The multiple choice items include, but are not limited to, a series of questions that ask "Which sentence is correct?" The types of sentences that are presented in the items are declarative, negative, and interrogative.

Another common item type requires students to choose one of the answer choices that would fill in a blank within a sentence. To respond correctly, the student will need to apply various language skills for subject-verb agreement and word order rules.

There are items within the multiple choice section that assess specific paragraph construction skills. These include identifying: a topic statement, smooth and effective transitions, clear sequencing, relevant supporting details, and a conclusion that provides a sense of resolution (Standard 4, P.I. 2). An incomplete paragraph may be provided which is missing a first sentence, a last sentence, a transition statement, or a supporting detail. Students must select a sentence from the answer choices that would best fit the paragraph. For this item type students should be aware that a missing first sentence should be a topic statement, and a missing last sentence should be a concluding statement.

The Sample Test includes items that assess Standard English Conventions (Writing Standard 2). These items are heavily influenced by the Language Strand of the ELPS. The Writing Standards together with the Language Strand comprise an extensive set of language skills. Just as with Listening and Reading, an instructional plan built on the Writing Domain and the Language Strand of the ELPS will ensure that students are prepared for the Stage IV Reassessment.

Before moving on to the two extended writing items, a break may be provided after students complete the multiple choice questions (item numbers 1 – 12).

Two extended Writing items are included in this test. Although a paragraph is all that is required, it is important to stress the need for strong structural design in the composition of the paragraph. Review the Stage IV Writing rubric (III-V.W.5) to ensure students have a complete understanding of what is expected regarding their writing. Each item also includes a checklist for students to guide their writing. Again, it is important to emphasize the need to address each element included in the checklist.

The Sample Test and the Stage IV Reassessment call for providing students with blank paper in order to allow for pre-writing activities. This blank sheet of paper will not be scored. Final responses should be written on the Answer Document for scoring. The Stage IV Reassessment may address any of the writing application genres included in the ELPS: Narrative, Expository, Functional, or Persuasive (Standard 1).

Item number 13 can be found on page 23 and item number 14 can be found on page 24. Each of these two items requires the writing of a single paragraph. The scoring rubric for these items begins on page 50 of this Teacher's Edition.

## Speaking Section

The Speaking subtest is individually administered to each student. Using the script in this Teacher's Edition, the Test Administrator will ask the student a series of questions for which the student will need to respond. A two-page Speaking Response Summary, useful for recording the scores of student responses, is included on pages 5 and 6 of the answer document. Scores should be assigned based on the designated rubrics.

The Speaking section of this Sample Test includes twenty-two (22) items: two (2) unscored practice items, one (1) short answer item (Oral Reading) worth 1 point, nine (9) extended responses worth 4 points each, and ten (10) repeat items worth .4 points each. The scoring rubrics for Oral Reading and Speaking items are provided on pages 52 through 54 of this Teacher's Edition.

Speaking items numbers one (1) and two (2) on the Sample Test are actual unscored practice items from the Reassessment Test. These items are the first two questions students will hear when they begin the telephone administration of the Stage IV Reassessment Speaking test. Responses to the first two questions must be sufficiently audible in order for the telephone-administrated Speaking subtest to continue.

There are several item types that students need to be aware of and practice:

- Students may struggle with two-part Speaking items that ask an initial question, then after the student responds, asks a second follow-up question. Examples of this item type are as follows:
  - Tell me what is happening in the picture. *(Pause for response.)* Tell me what will probably happen next. *(Pause for a second response.)*
  - Look at the picture and ask me a question. *(Pause for response.)* Ask me another question. *(Pause for a second response.)*
- It is possible that a “why” or “how” question could be the second follow-up question.
- Students may be required to make a prediction based on a graphic stimulus.
- Students may be asked to provide directions using a map.



- A Speaking test item may include the instruction to “Please answer in two or more complete sentences.” Since it is built into the scoring rubric, it is essential that the student provide two or more complete sentences when that requirement is stated.
- For the repeat items (items 14 through 23), the student must only repeat what is heard and not answer any of the repeat items that are questions.

#### Estimated Sample Test Administration Times

Since the Sample Test is structured differently than the Stage IV Reassessment, the estimated Stage IV Sample Test administration times are as follows:

<b>Domain</b>	<b>Estimated time</b>	<b>Administration</b>
Listening	15 minutes	Small group
Reading	30 - 40 minutes	Small group
Writing	30 - 45 minutes	Small group
Speaking	15-20 minutes	Individual

<h1>Session 1</h1>
<h2>Listening</h2>

*The students respond to each question by filling in the circle in the correct location on their answer documents. During the Listening session, students may be allowed to take notes in the test book, but not on the answer document. Distribute the test books and the answer documents.*

*Make sure each student has a test book, answer document, and two graphite-based (No. 2) pencils with erasers. Be sure that all desks are cleared of books and other materials not needed for the test.*

**SAY** Today, you will be taking the Stage IV Sample Test. This test will measure your English language proficiency. This test has four parts: Listening, Reading, Writing, and Speaking.

**Do not open your test book until I tell you to do so. You must remain silent until the conclusion of the testing session. All answers must be written in the AZELLA Answer Document. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session.**

*Hold up an AZELLA Answer Document. Point to the Student's Name line on the front cover.*

**SAY** Find the Student's Name line on the front cover of your answer document. Write your full name on this line.

*Confirm that every student has written his/her name in the proper location on the answer document.*

**SAY** Now, we will begin the Listening portion of the test. Talking during the Listening portion of the test is not allowed. You may take notes in your test book as you listen to the passages.

You will respond to each question by filling in the answer choice on your answer document. To answer a multiple-choice question, fill in the circle that corresponds to the answer you choose. Be sure to fill in the circles completely and make your mark heavy and dark. Make sure that when you mark your answer, the test question number is the same as the number on your answer document. If you want to change an answer, completely erase the mark you made before making a new mark.

Open your test book to page 3 and your answer document to page 2.  
Locate the Listening section.

*Make sure students have opened their test books and answer documents to the beginning of the Listening section.*

**SAY** We will begin the Listening section.

This is the Listening section. Read the directions to yourself as I read them aloud.

Directions: Listen to the questions and the answers. Fill in the correct circle on your answer document.

**DIRECTIONS**

Listen to the questions and the answers. Fill in the correct circle on your answer document.

#1

*This item is worth 1 point.*

*Correct response is D.*

**SAY** Look at number 1.  
Listen to the passage.

“Brian was waiting for the school bus. As he waited, he read his homework. Suddenly, wind blew the paper from his hands. Brian chased after it. Finally, the paper hit a tree and stuck to it. Brian was happy to get it back before the school bus came.”

Now listen to the passage again to answer the question.  
Where does Brian find his homework?

**“Brian was waiting for the school bus. As he waited, he read his homework. Suddenly, wind blew the paper from his hands. Brian chased after it. Finally, the paper hit a tree and stuck to it. Brian was happy to get it back before the school bus came.”**

**Where does Brian find his homework?**

**Listen to the answer choices. The answer choices are:**

- (A) at home**
- (B) at school**
- (C) on a bus**
- (D) on a tree**

- 1**    **A. at home**  
**B. at school**  
**C. on a bus**  
**D. on a tree**

**Mark your answer.**

*Remain silent for about 5 seconds while the students mark their answers.*

**#2**

*This item is worth 1 point.*

*Correct response is C.*

**SAY   Look at number 2.  
Listen to the passage.**

**“Many people moved west to Arizona in the eighteenth and nineteenth centuries. During the 1870s, settlers in Arizona wanted to join the United States. Later, a bill was proposed to allow Arizona to achieve statehood. Not long after, these citizens wrote a constitution. As a result, on February 14, 1912, Arizona became a state.”**

**Now listen to the passage again to answer the question. According to the passage, what happened after the citizens of Arizona wrote a constitution?**

**“Many people moved west to Arizona in the eighteenth and nineteenth centuries. During the 1870s, settlers in Arizona wanted to join the United States. Later, a bill was proposed to allow Arizona to achieve statehood.**

Not long after, these citizens wrote a constitution. As a result, on February 14, 1912, Arizona became a state.”

According to the passage, what happened after the citizens of Arizona wrote a constitution?

Listen to the answer choices. The answer choices are:

- (A) Many people moved to Arizona.
- (B) Arizona proposed a bill to achieve statehood.
- (C) On February 14, 1912, Arizona became a state.
- (D) The people in Arizona wanted to join the United States.

Mark your answer.

- 2**

  - A. Many people moved to Arizona.
  - B. Arizona proposed a bill to achieve statehood.
  - C. On February 14, 1912, Arizona became a state.
  - D. The people in Arizona wanted to join the United States.

*Remain silent for about 5 seconds while the students mark their answers.*

**#3**

*This item is worth 1 point.*

*Correct response is B.*

**SAY** Look at number 3.  
Listen to the passage.

“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.”

Now listen to the passage again to answer the question. Which picture shows the correct bar graph?

“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.

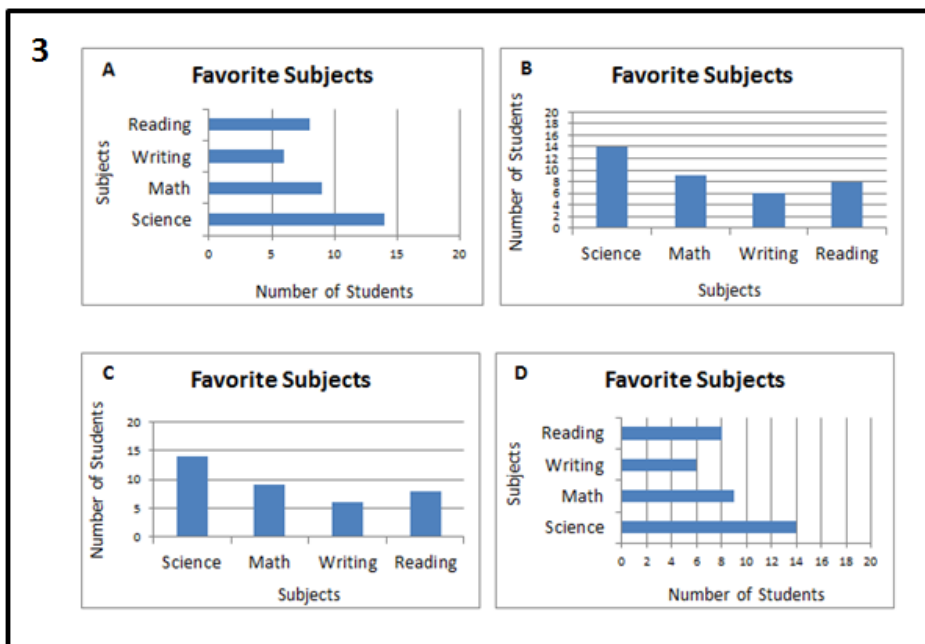
Second, label the axis that runs left to right as ‘Subjects.’ Above the label, list the following categories: ‘Science,’ ‘Math,’ ‘Writing,’ and ‘Reading.’

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?

Mark your answer.

*Remain silent for about 5 seconds while the students mark their answers.*



**#4 – #5**

*Number 4 is worth 1 point.*

*Correct response is D.*

*Number 5 is worth 1 point.*

*Correct response is D.*

**SAY Turn to page 4.**

**Look at numbers 4 and 5**

**Listen to the passage.**

**“The papyrus plant grew in marshy areas around the Nile River. In ancient Egypt, the wild plant was used to make paper. To begin the process of making paper, the inside of the plant stalk was cut into long strips. Afterwards, these strips were then laid out in two layers, one horizontal and one vertical. While the plant strips were pressed and dried, the juices glued them together. Finally, the paper was ready.”**

**Now listen to the passage again to answer the questions:**

**What happens before the plant strips are layered?**

*Pause briefly before reading this second question.*

**What is the main idea of the passage?**

**“The papyrus plant grew in marshy areas around the Nile River. In ancient Egypt, the wild plant was used to make paper. To begin the process of making paper, the inside of the plant stalk was cut into long strips. Afterwards, these strips were then laid out in two layers, one horizontal and one vertical. While the plant strips were pressed and dried, the juices glued them together. Finally, the paper was ready.”**

**Listen to the question and the answer choices.**

**Question number 4: What happens before the plant strips are layered?**

The answer choices are:

- (A) Plant strips are dried.
- (B) Plant stalks are pressed.
- (C) Plant strips are glued together.
- (D) Plant stalks are cut into long strips.

Mark your answer.

- 4**   **A.** Plant strips are dried.

**B.** Plant stalks are pressed.

**C.** Plant strips are glued together.

**D.** Plant stalks are cut into long strips.

*Remain silent for about 5 seconds while the students mark their answers.*

Listen to the question and the answer choices.

Question number 5: What is the main idea of the passage?

The answer choices are:

- (A) The papyrus plant used juices as glue.
- (B) The papyrus plant grew in marshy areas.
- (C) The papyrus plant was dried and pressed.
- (D) The papyrus plant was used to make paper.

Mark your answer.

- 5**   **A.** The papyrus plant used juices as glue.

**B.** The papyrus plant grew in marshy areas.

**C.** The papyrus plant was dried and pressed.

**D.** The papyrus plant was used to make paper.

*Remain silent for about 5 seconds while the students mark their answers.*



**#6 – #7**

*Number 6 is worth 1 point.*

*Correct response is A.*

*Number 7 is worth 1 point.*

*Correct response is B.*

**SAY** Look at numbers 6 and 7  
Listen to the passage.

**“The Earth is composed of three layers: crust, mantle, and the core. The crust is the thinnest layer and is home to all life on Earth. The mantle is the thickest layer. The center, called the core, is made up of two parts: the inner core and the outer core. The inner core is made up of hot, solid metals. The outer core is made up of liquid metals that surround the inner core.”**

**Now listen to the passage again to answer the questions:**

**What is the main idea of this passage?**

*Pause briefly before reading this second question.*

**Which layer is the thickest?**

**“The Earth is composed of three layers: crust, mantle, and the core. The crust is the thinnest layer and is home to all life on Earth. The mantle is the thickest layer. The center, called the core, is made up of two parts: the inner core and the outer core. The inner core is made up of hot, solid metals. The outer core is made up of liquid metals that surround the inner core.”**

**Listen to the question and the answer choices.**

**Question number 6: What is the main idea of this passage?**

The answer choices are:

- (A) The Earth is composed of three layers.
- (B) The outer core is made up of liquid metals.
- (C) The Earth's crust is home to all life on Earth.
- (D) The inner core is made up of hot, solid metals.

- 6**
- A. The Earth is composed of three layers.
  - B. The outer core is made up of liquid metals.
  - C. The Earth's crust is home to all life on Earth.
  - D. The inner core is made up of hot, solid metals.

Mark your answer.

*Remain silent for about 5 seconds while the students mark their answers.*

Listen to the question and the answer choices.  
Question number 7: Which layer is the thickest?

The answer choices are:

- (A) Crust
- (B) Mantle
- (C) Inner core
- (D) Outer core

- 7**
- A. Crust
  - B. Mantle
  - C. Inner core
  - D. Outer core

Mark your answer.

*Remain silent for about 5 seconds while the students mark their answers.*

**SAY** We have finished the Listening activity.

# Session 2

## Reading

*For the Reading test, make sure each student has a test book, an answer document, and two graphite-based (No. 2) pencils with erasers. Be sure that all desks are cleared of books and other materials not needed for the test. The students respond to each question by filling in the circle in the correct location on their answer documents. During the Reading session, students are allowed to take notes in the test book, but not on the answer document.*

**SAY** The Reading section contains several passages followed by multiple-choice questions. Only answers written in the AZELLA Answer Document will be scored.

Now we will begin the Reading portion of the test. If it helps you to select your answer choice, you may write in your test book.

You will respond to each question by filling in the answer choice on your answer document. To answer a multiple-choice question, fill in the circle that corresponds to the answer you choose. Be sure to fill in the circles completely and make your mark heavy and dark. Make sure that when you mark your answer, the test question number is the same as the number on your answer document. If you want to change an answer, completely erase the mark you made before making a new mark.

Turn to page 6 of the test book. Now open your answer document to page 2. Locate the Reading section.

*Verify that all students have their test books and answer documents open to the correct pages.*

**SAY** Find the directions at the top of the page of the test book.

Read the directions to yourself as I read them aloud.

**Directions:** Read the questions and the answers. Fill in the correct circle on your answer document.

**DIRECTIONS**

Read the questions and the answers. Fill in the correct circle on your answer document.

**SAY** You will answer questions 1 through 18. When you have finished number 18, stop and put down your pencil. If you have any questions, raise your hand and I will assist you. You may begin now.

*Monitor students to make sure that they are marking their answers in the correct location.*

**#1**

*This item is worth 1 point.*

*Correct response is D.*

**1** Read the sentence.

Juan \_\_\_\_\_  
to his sister.

Which word belongs in the blank?

- A. family
- B. hungry
- C. meets
- D. talks

**#2**

*This item is worth 1 point.*

*Correct response is B.*

**2** Read the sentence.

The raccoons  
opened the lid  
\_\_\_\_\_ the  
trash container.

Which word belongs in the blank?

- A. green
- B. of
- C. quietly
- D. recycle

**#3**

*This item is worth 1 point.*

*Correct response is D.*

**3** When you add the prefix anti- to social, what is the meaning of the new word?

- A. do socializing
- B. like socializing
- C. deep socializing
- D. against socializing

**#4**

*This item is worth 1 point.*

*Correct response is D.*

**4** Which set of words is in alphabetical order?

- A. Through, Though, Thought, Throughout
- B. Throughout, Through, Thought, Though
- C. Thought, Through, Throughout, Though
- D. Though, Thought, Through, Throughout

#5

*This item is worth 1 point.*

*Correct response is C.*



- 5** Which option would you select to locate information on summer swimming in Taylor County?
- A. Work
  - B. News
  - C. Visit & Play
  - D. Office Hours

**#6**

*This item is worth 1 point.*

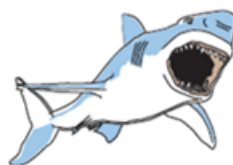
*Correct response is A.*

**DIRECTIONS**

Read the passage and the question. Fill in the correct circle on your answer document.

**Shark Teeth**

Sharks need their teeth so that they can catch their food. If they did not have teeth, they could not catch anything. Sharks have an endless supply of teeth. If a shark loses a tooth, then another one will always grow in its place. A shark can have more than five rows of teeth in its mouth.



- 6** According to the passage, what happens when a shark loses a tooth?
- A.** A new tooth grows in its place.
  - B.** A larger tooth begins to grow.
  - C.** The shark cannot chew its food.
  - D.** The shark cannot catch anything.

“A Simple Lesson” – Passage for items #7 – 9.

- *Lexile: 810L*
- *Mean Sentence Length: 14.46*
- *Word Count: 405*

**DIRECTIONS**

Read the passage and answer questions 7 through 9. Fill in the correct circle on your answer document for each question.

## A Simple Lesson

My name is Anton Belinsky. Over the past two months, each time I have come home from school, I have either slammed the door or tossed my backpack across the room. Papa thinks it has something to do with moving to a new house.

“I know this move has been hard on you. Leaving your friends and cousins behind is tough,” Papa said, as he put his arm around my shoulder. “What you must remember is that, with a lot of hard work and some time, you will make new friends.”

“You don’t know how hard it is. When I was on my old school’s soccer team, I was able to score at least one point each game. At my new school, they won’t even give me a chance to be a forward. All I get to do is to play defense.”

Papa turned toward me, “Things will get better, I promise you. Do you remember anything about your grandfather?”

“He was the first in the family to come to this country and all that,” I answered, rolling my eyes in anticipation of hearing another one of my father’s boring stories.

“Yes, he was the first to come here; however that is only part of the story. In his home country, he had been a teacher. When he came to America, he could only get manual labor jobs because he didn’t speak the language. It took him two years of perseverance before he spoke English well enough to be allowed to teach here, but he did it. He never complained because he knew change could be difficult.”

I looked down at my feet, ashamed at my behavior. “I guess that it must have been hard for him,” I said sheepishly.



"Your grandfather taught your uncles, aunt, and me that if you work hard, possess determination, and let people see your talents, they will accept you for who you are. When you were born, I wanted my son to grow up with the same kind of values. I want you to always remember what my father, your grandfather, taught me about change – that it can be very difficult, but things will always work out over time.

All I could say was, "Okay." Then I asked, "What should I do now, while I wait for people to see my talents?"

Laughing, Papa said, "How about we practice kicking the soccer ball? Your defensive moves need some work."

**#7**

*This item is worth 1 point.*

*Correct response is D.*

**7** Based on the passage, what will **most** likely happen next?

- A. Anton will quit playing soccer.
- B. Anton will return to his old school.
- C. Anton and his father will go visit his friends and cousins.
- D. Anton and his father will go outside and practice soccer.

**#8**

*This item is worth 1 point.*

*Correct response is C.*

**8** Why does Anton slam the door when he comes home from school?

- A. He is not able to visit his grandfather.
- B. He is excited about seeing his friends.
- C. He is upset about all the changes in his life.
- D. He anticipates hearing another one of his father's stories.

**#9**

*This item is worth 1 point.*

*Correct response is C.*

- 9** What is the main problem in the passage?
- A. Anton cannot speak English.
  - B. Anton slams the door and throws his backpack.
  - C. Anton is having trouble adjusting to his recent move.
  - D. Anton is angry that his soccer ability is not being recognized.

“The Amazing Aardvarks” – Passage for items #10 – 15.

- *Lexile: 920L*
- *Mean Sentence Length: 13.32*
- *Word Count: 253*

**DIRECTIONS**

Read the passage and answer questions 10 through 15. Fill in the correct circle on your answer document for each question.

## The Amazing Aardvark

Recently, my seventh grade class had a guest speaker from South Africa talk to us about an incredible animal called an aardvark. My classmates and I learned many interesting facts about the aardvark which will help us write our animal reports.

There are many unbelievable things about the aardvark. The most amazing is the length of its tongue. It can be as long as 30 centimeters! The aardvark's body is also unusual. Its head has a long nose and rabbit-like ears. The largest part of the body, which can be five to six feet in length, looks like a bear, and its webbed feet have sharp claws. It can dig down into the ground to create a shelter in minutes because it is very strong. The aardvark is a very shy animal until a more aggressive animal attacks. Under these circumstances, the aardvark will defend itself with its front claws. In fact, the aardvark has been observed lying on its back fighting with all four claws.

Due to the fact that it eats ants, sometimes people refer to the aardvark as an “anteater”; however, this is inaccurate. Although an aardvark and an anteater look similar, they are actually different species. Some of the characteristics of an aardvark are that it is found in Africa, has cylindrical-shaped teeth, and lives below ground in burrows. In contrast to the aardvark, an anteater's habitat is in South and Central America. The anteater is toothless and lives on the ground. Both animals eat mostly ants and termites.



**#10**

*This item is worth 1 point.*

*Correct response is D.*

- 10** Which part of the passage does the illustration help the reader understand?
- A. How the aardvark sleeps.
  - B. The food the aardvark eats.
  - C. The place the aardvark lives.
  - D. How the aardvark defends itself.

**#11**

*This item is worth 1 point.*

*Correct response is B.*

- 11** Which word from the passage indicates cause and effect?
- A. Recently
  - B. because
  - C. however
  - D. Although

**#12**

*This item is worth 1 point.*

*Correct response is C.*

- 12** What is the **best** summary of the passage?
- A. The seventh grade class learned about animals from South Africa.
  - B. The seventh grade class was visited by a guest speaker from South Africa.
  - C. The seventh grade class learned facts about aardvarks from a guest speaker.
  - D. The seventh grade class learned that another name for the aardvark is the "anteater."

**#13**

*This item is worth 1 point.*

*Correct response is A.*

**13** What does the word aggressive mean in the passage?

- A. hostile
- B. large
- C. shy
- D. strong

**#14**

*This item is worth 1 point.*

*Correct response is B.*

**14** What is similar about the aardvark and the anteater?

- A. They both have teeth.
- B. They both eat termites.
- C. They both burrow under the ground.
- D. They both live on the same continent.

**#15**

*This item is worth 1 point.*

*Correct response is D.*

**15** What is the main idea of the second paragraph of the passage?

- A. Why are aardvarks' ears so big?
- B. How do aardvarks use their claws?
- C. How does an aardvark build a home?
- D. What are some interesting aardvark facts?

“Hansen Housewares” – Passage for items #16 – 18.

- *Lexile: 1190L*
- *Mean Sentence Length: 15.36*
- *Word Count: 215*

**DIRECTIONS**

Read the passage and answer questions 16 through 18. Fill in the correct circle on your answer document for each question.

## Hansen Housewares

Hansen Housewares is committed to bringing you the highest quality housewares at a competitive price. Dare to compare the quality of our locally manufactured products to the quality of our competitors. Search the world over and you won't find better products anywhere. For over seventy-five years, Hansen Housewares has developed our unique products with our customers' needs in mind.

	<u>Our price</u>
Item 116371A Waffle Maker	\$81.99
Nonstick coating makes clean-up a breeze	
Bake four Belgian waffles at once	
On/Off switch, ready light, and automatic shutoff	
Item 118472C Coffee Maker	\$125.99
Brew 8 cups of coffee at a time	
Stainless steel carafe, easy-to-use controls, and brew light	
Programmable timer and automatic shutoff	
Item 121646B Five-Speed Blender	\$197.99
Wide, non-skid base	
36 oz glass jar is dishwasher safe	
Stainless steel blades	
Brushed stainless steel finish	

**Order Information:**

To order by phone, call our local customer service number: (802) 555-7112.

To order online, go to our website at [www.HansenHW.com](http://www.HansenHW.com).

To fax your order, use: (802) 555-7113.

To order by mail, complete the order form found in our spring catalog and send to:

Hansen Housewares  
2625 Dalton St.  
Carson, CA 90810

**Payment Method:**

All orders must include a completed order form and be accompanied by payment. We accept personal checks and major credit cards.

advertisement

**#16**

*This item is worth 1 point.  
Correct response is A.*

- 16** Which item has a programmable timer and automatic shutoff?
- A. Coffee Maker
  - B. Waffle Maker
  - C. Five-Speed Blender
  - D. Hansen Housewares

**#17**

*This item is worth 1 point.  
Correct response is C.*

- 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

**#18**

*This item is worth 1 point.  
Correct response is B.*

- 18** Which sentence from the advertisement is an opinion?
- A. "Dare to compare the quality of our locally manufactured products to the quality of our competitors."
  - B. "Search the world over and you won't find better products anywhere."
  - C. "For over seventy-five years, Hansen Housewares has developed our unique products with our customers' needs in mind."
  - D. "All orders must include a completed order form and be accompanied by payment."

*Monitor students' progress on the Reading subtest until all students have completed question 18.*

**SAY We have finished the Reading activity.**

*Provide students with a break before continuing on to Writing.*

<h1>Session 3</h1>
<h2>Writing</h2>

*The Writing Domain is administered in two portions. The first portion of the test is a series of multiple-choice questions, and the second portion has two open-ended writing prompts.*

*Please have two sheets of blank or lined scratch paper available for each student. This scratch paper should be distributed before students begin the open-ended writing prompts numbers – 13 and 14 – for the second portion of the Writing test. The student response for number 13 will be written on page 3 and the response for number 14 will be written on page 4. The scratch paper will not be scored.*

**SAY** The Writing session is administered in two parts. The first part of the test is a series of multiple-choice questions, and the second part has two open-ended writing prompts.

**Now, we will begin the Writing portion of the test. Talking during the Writing portion of the test is not allowed. If it helps you to select your answer choice, you may write in your test book.**

**Turn to page 18 of the test book. Now open your answer document to page 2. Locate the Writing section.**

*Verify that all students have their test books and answer documents open to the correct pages.*

**SAY** Find the directions at the top of the page of the test book.

**Read the directions to yourself as I read them aloud.**

**Directions: Read the questions and the answers. Fill in the correct circle on your answer document.**

<b>DIRECTIONS</b>	Read the questions and the answers. Fill in the correct circle on your answer document.
-------------------	---



**SAY** You will do questions 1 through 12. When you have finished number 12, stop and put down your pencil.

*Pause to answer student's questions.*

**SAY** You may begin.

*Allow students time to complete questions 1 through 12.*

**#1**

*This item is worth 1 point.*

Correct response is B.

- 1** Which sentence uses capitalization correctly?
- A. Our favorite science teacher is dr. Joe Ortiz.
  - B. Our favorite science teacher is Dr. Joe Ortiz.
  - C. Our favorite Science teacher is Dr. Joe Ortiz.
  - D. Our favorite Science teacher is dr. Joe Ortiz.

**#2**

*This item is worth 1 point.*

Correct response is B

- 2** Which address is capitalized correctly?
- A. 933 E. Maple st., Tuba City, AZ
  - B. 933 E. Maple St., Tuba City, AZ
  - C. 933 E. Maple ST., Tuba City, AZ
  - D. 933 E. Maple St., Tuba city, AZ

**#3**

*This item is worth 1 point.*

Correct response is D.

- 3** Read the sentence.
- Kara is buying bananas at the store.
- Which word belongs in the underlined part of the sentence?
- A. away
  - B. out
  - C. toward
  - D. correct as is

**#4**

*This item is worth 1 point.*

Correct response is B.

- 4** Which word is spelled correctly?
- A. smileing
  - B. smiling
  - C. smilling
  - D. smilling

**#5**

*This item is worth 1 point.*

*Correct response is A.*

**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.

**#6**

*This item is worth 1 point.*

*Correct response is D.*

**6** Read the sentence.

The boys\_\_\_\_\_ skateboarding when it started to rain.

Which word belongs in the underlined part of the sentence?

- A.** are
- B.** is
- C.** was
- D.** were

**#7**

*This item is worth 1 point.*

*Correct response is D.*

**7** Read the sentence.

The students \_\_\_\_\_ the room.

Which words belong in the underlined part of the sentence?

- A.** quiet entered
- B.** entered quiet
- C.** entered quietly
- D.** quietly entered

**#8**

*This item is worth 1 point.*

*Correct response is A.*

**8** Read the sentence.

The teacher meets  
with my parents last  
night.

Which word belongs in the  
underlined part of the  
sentence?

- A. met
- B. mets
- C. meet
- D. correct as is

**#9**

*This item is worth 1 point.*

*Correct response is D.*

**9** Which sentence uses  
punctuation correctly?

- A. If it rains, Mark's sister  
wont go to the state fair.
- B. If it rains, Marks sister  
won't go to the state fair.
- C. If it rains, Marks' sister  
won't go to the state fair.
- D. If it rains, Mark's sister  
won't go to the state fair.

**#10**

*This item is worth 1 point.*

*Correct response is A.*

**10** Read the sentence.

The science teacher  
asked us to classify  
animals by their  
species.

Look at the dictionary entry  
for classify.

**clas si fy**, (klas-uh-fī) v. **1** to  
arrange (people or things)  
into groups based on ways  
that they are alike v. **2** to  
assign (someone or  
something) to a particular  
group v. **3** To limit or restrict  
the availability of information  
to authorized people. ANT –  
disarray, disorder, upset.

Which word best replaces  
classify in the sentence?

- A. group
- B. limit
- C. restrict
- D. upset

## #11

*This item is worth 1 point.*

*Correct response is A.*

**11** Read the paragraph from a student essay.

Yesterday I made a peanut butter and jelly sandwich. I started with two slices of bread. Next, I spread peanut butter on one slice of bread. \_\_\_\_\_. Finally, I cut the sandwich and put it on my plate.

Which sentence belongs in the blank space?

- A.** Then, I spread the jelly on the other slice of bread.
- B.** Initially, I spread the jelly on the other slice of bread.
- C.** Furthermore, I spread the jelly on the other slice of bread.
- D.** Consequently, I spread the jelly on the other slice of bread.

## #12

*This item is worth 1 point.*

*Correct response is C.*

**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

*Monitor students' progress on the Reading subtest until all students have completed the question 12.*

**SAY** *This concludes the first portion of the Writing activity.*

*It would be appropriate to provide students with a break before beginning number 13.*

*Following the break, pass out two pieces of blank or lined scratch paper to each student.*

**SAY** Look at page 22 of your test book and turn to page 3 of your answer document. Read the directions to yourself as I read them aloud.

**Directions:** For items 13 and 14, follow the directions to write a paragraph. Think about what you want to include in your paragraph before you begin to write. Use the scratch paper provided to make notes, organize your thoughts, and write a draft. Write your final response to item 13 on page 3 of the answer document. Write your final response to item 14 on page 4 of the answer document. There is a checklist following each item in your test book. Use the checklist to help you in your writing.

**When you have finished numbers 13 and 14, stop and put down your pencil. Turn to page 23. Look at number 13. You may begin.**

**DIRECTIONS**

For items 13 and 14, follow the directions to write a paragraph. Think about what you want to include in your paragraph before you begin to write. Use the scratch paper provided to make notes, organize your thoughts, and write a draft. Write your final response to item 13 on page 3 of the answer document. Write your final response to item 14 on page 4 of the answer document. There is a checklist following each item in your test book. Use the checklist to help you in your writing.

**#13**

*This item is worth 5 points.*

*Score with rubric III-V.W.*

- 13** 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.

**Check Your Writing: Persuasive Writing**

- ☐ State a position on the issue.
- ☐ Support the position with evidence.
- ☐ Use persuasive words.
- ☐ Use a variety of complete sentences.
- ☐ Use correct capitalization, punctuation, and grammar.

**#14**

*This item is worth 5 points.*

*Score with rubric III-V.W.*

- 14** 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 at William Tell High School, 1500 Jefferson, Peoria, Arizona 85000.

**Check Your Writing: Informational Letter Writing**

- ☐ Write a letter that presents information and recommendations.
- ☐ Use correct letter format.
- ☐ Include details to inform the reader.
- ☐ Use a variety of complete sentences.
- ☐ Use correct capitalization, punctuation, and grammar.

*Monitor students' progress on the extended writing prompts until all students have completed the question 14.*

**SAY We have completed the Writing activity.**

# Session 4

## Speaking

### Sample Test Speaking Session Script

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

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

**SAY** Today we're going to do an interesting Speaking activity. All you need to do is to answer some questions in English. Turn to page 25 of your test book.

#1

*Unscored Practice Item*

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

*Pause for student response.*

#2

**SAY** How old are you?

*Pause for student response.*



#3

*This item is worth 4 points.*

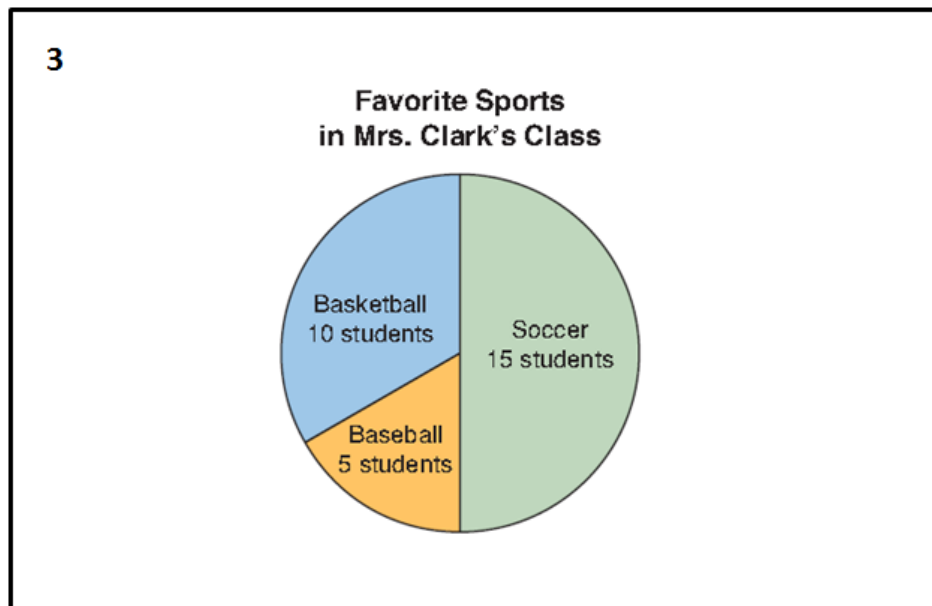
*Score with rubric II-V.S.4.*

**SAY** Turn to page 26 of your test book. Look at number 1. Look at the circle graph. Please answer in complete sentences. Which sport is the favorite in Mrs. Clark's class?

*Pause for student response.*

**SAY** How many students in Mrs. Clark's class like baseball best?

*Pause for student response.*



**SAY** Turn to page 27.

#4

*This item is worth 1 point.*

*Score with rubric III-IV.OR.1.*

**SAY** Look at the list of words. Read each word to me.

*Pause for student response.*

**4**

authentic  
thrifty  
shielding

#5

*This item is worth 4 points.*

*Score with rubric II-V.S.4.*

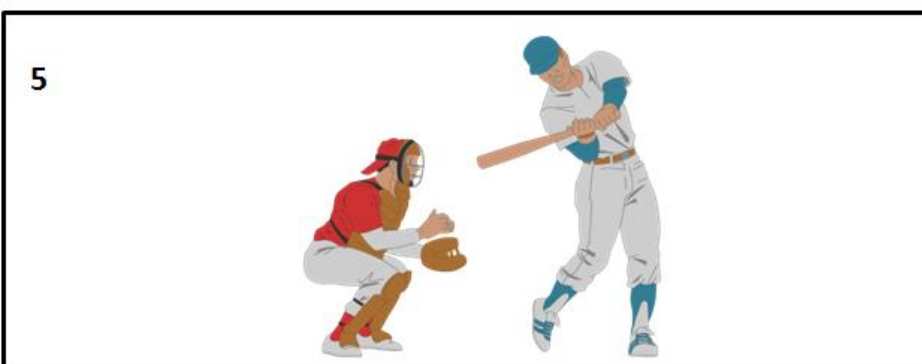
**SAY** Look at number 5. Look at the picture.

**What is happening in the picture?**

*Pause for student response.*

**SAY** What will probably happen next?

*Pause for student response.*



#6

*This item is worth 4 points.*

*Score with rubric II-V.S.4.*

**SAY** Look at number 6. Look at the picture. Ask a question about the picture.

*Pause for student response.*

**SAY** Ask another question about the picture.

*Pause for student response.*



**SAY** Turn to page 28.

#7

*This item is worth 4 points.*

*Score with rubric II-V.S.4.*

**SAY** Look at number 7. 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.*

**SAY** Predict one more thing about the Class Schedule for week 2.

*Pause for student response.*

7					
Class Schedule					
Week 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 am	Reading	Reading	Reading	Reading	Reading
8:30	Writing	Writing	Writing	Writing	Writing
9:30	Math	Math	Math	Math	Math
10:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:30	lunch	lunch	lunch	lunch	lunch
12:30 pm	PE	Art	PE	Music	Library
1:30	Science	Science	Science	dismiss	Science
2:30	Homeroom	Homeroom	Homeroom		Science lab
3:30	dismiss	dismiss	dismiss		dismiss

#8

*This item is worth 4 points.*

*Score with rubric II-V.S.4.*

**SAY** Look at number 8.

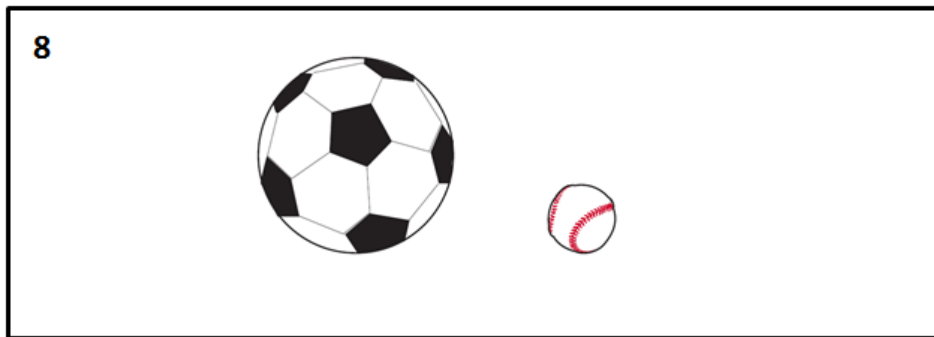
**Please answer in complete sentences.**

**Tell me one way the objects are different.**

*Pause for student response.*

**SAY** Tell me another way the objects are similar.

*Pause for student response.*



**SAY** Turn to page 29.

#9

*This item is worth 4 points.*

*Score with rubric II-V.S.4.*

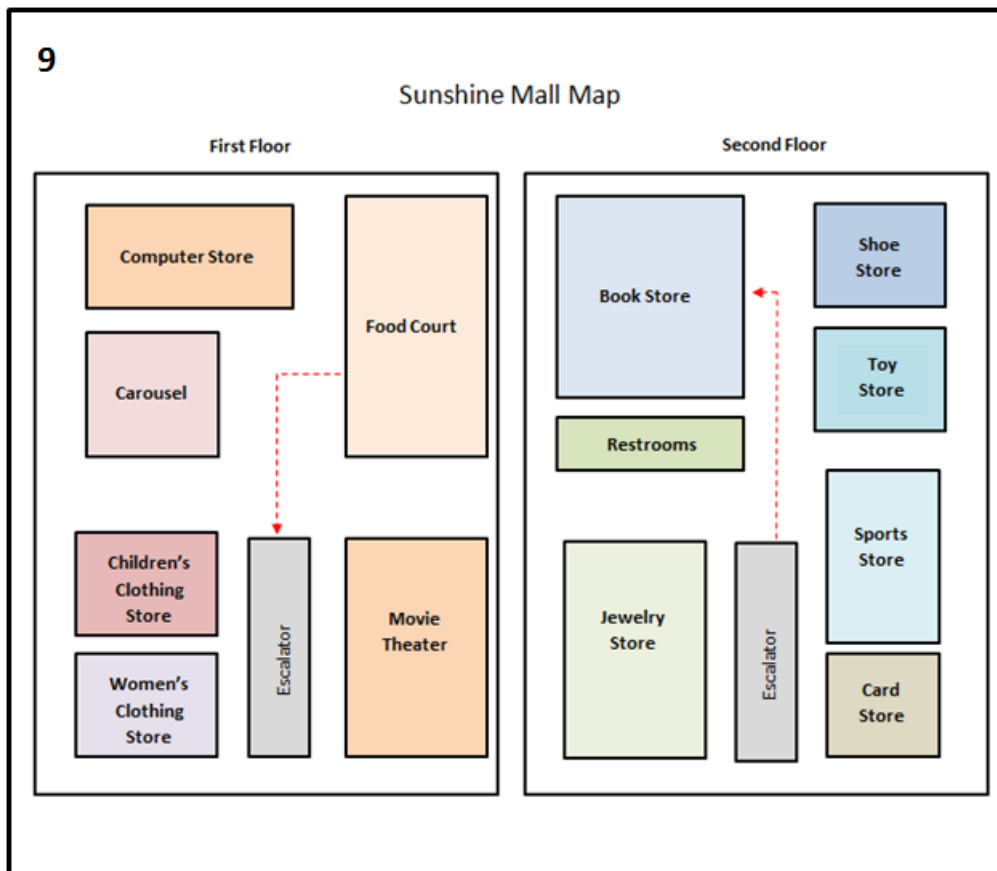
**SAY** Look at number 9.

**Please answer in complete sentences.**

**Look at the map of the Sunshine Mall.**

**Please answer in two or more complete sentences. Use the path marked on the map to tell how to get from the Food Court to the Book Store.**

*Pause for student response.*



**SAY** You can now close your book. The Speaking test will continue for questions 10 through 22.

You can now close your book.  
The Speaking test will continue  
for questions 10 through 22.

*Test continues. Please read questions 10 through 22.*

**#10**

*This item is worth 4 points.*

*Score with rubric II-V.S.4.*

**SAY** 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.*

**#11**

*This item is worth 4 points.*

*Score with rubric II-V.S.4.*

**SAY** 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.*

#12

*This item is worth 4 points.*

*Score with rubric II-V.S.4.*

**SAY Please answer in two or more complete sentences.**

**Think about a time when you were late. Tell why you were late and what happened.**

*Pause for student response.*

#13 through #22 repeats

*Individual repeat items are worth .4 points – repeat total is worth 4 points. Begin the repeat section as scripted below.*

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

#13

**SAY Draw a semi-circle next to an octagon.**

*Pause for student response.*

#14

**SAY What is the correct answer to the equation?**

*Pause for student response.*

#15

**SAY Remember to bring your pencils to math class.**

*Pause for student response.*

#16

**SAY John’s sister was the third person to kick the ball.**

*Pause for student response.*



**#17**

**SAY** What chapters are going to be included on the test?

*Pause for student response.*

**#18**

**SAY** Underline the signal words that show cause and effect.

*Pause for student response.*

**#19**

**SAY** They'll all be going to the dance after school tomorrow.

*Pause for student response.*

**#20**

**SAY** After vacation, we will be studying the Revolutionary War.

*Pause for student response.*

**#21**

**SAY** Look at the illustration in the book for information on constellations.

*Pause for student response.*

**#22**

**SAY** Please get your math textbook out quickly and open to page forty-one.

*Pause for student response.*

**SAY** Now we have finished the Speaking activity.

# Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #13 and #14

**Score 5:** Ideas are expressed and developed clearly; conventions of Standard English are successfully incorporated; sentences are varied with both simple and complex structures; writing is organized and clearly moves from one sentence to the next; writing is focused and descriptive. A score point 5 will include:

- An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.
- Command of grammar (including syntax) and usage with few or no errors.
- Correct capitalization and end punctuation; infrequent errors in internal punctuation.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- Recognizable organization that allows the reader to follow the text from beginning to end.
- Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.
- Prompt/question addressed either in a statement or with clear implication.

**Score 4:** Main idea is evident and development is present. Writing includes minimal errors in Standard English conventions that do not impede communication of the text. There is variation of sentence structures; simple sentences prevail. Vocabulary is appropriate. Student uses transitions although they are repetitive or missing at times. A score point 4 will include:

- An idea and details or characters and setting as appropriate.
- Minimal errors in grammar (including syntax) and usage that do not impede communication.
- Infrequent errors in capitalization and punctuation do not impede communication.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- An organization that incorporates transitional words to guide the reader through the text, from beginning to end.
- Words and phrases that address the topic and audience using academic language although inconsistencies are noted.
- Evidence of connection to the prompt/question, stated or implied.

**Score 3:** Main idea is present; few details are evident although some are general. Writing includes errors in Standard English conventions which impede communication. There is a hint of sentence variation, but attempts are often unsuccessful. Vocabulary is limited. A score point 3 will include:

- Main idea present; details randomly placed; simplistically stated character(s) and/or setting as appropriate.
- Errors in grammar (including syntax) and usage that begin to confuse the reader.
- Frequent errors in capitalization and punctuation that begin to impede communication.
- Frequent spelling errors that begin to impede reader's comprehension.

- Organization difficult to follow; transitions often missing; beginning and/or ending that may be missing.
- Repetitive use of words and phrases.
- Some evidence of connection to the prompt/question stated or implied.

**Score 2:** Main idea is discernible; details are not always tied to an idea and are sometimes off topic. Errors in Standard English conventions impede communication. Sentences are often incomplete or are simplistic in structure. Vocabulary is limited and repetitive. A score point 2 will include:

- Ideas vague and/or simplistic; details sometimes unrelated; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- Beginning capitalization and end punctuation are often incorrect. Internal punctuation not correct if used.
- Spelling errors that impede reader's comprehension.
- Organization non-existent; no cohesiveness among the sentences; beginning and ending missing.
- Repetitive and/or incorrect words and phrases.

**Score 1:** No main idea is present; there is only a list of English words and phrases with no connection to one another. The use of Standard English conventions is not evident. Sentences are incomplete or are random words strung together. Vocabulary is the repetition of a few words that offer no cohesive meaning. A score point 1 will include:

- Absence of ideas; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- No consistent evidence of capitalization and punctuation.
- Spelling errors that impede the reader's comprehension.
- Organization non-existent; no cohesiveness among the words and phrases; beginning and ending missing.

**Score 0:** This score point is applied in any of the following conditions:

- Blank page or
- Language other than English
- Off-topic response
- Restatement or copying of the prompt
- Illegible or unintelligible response
- Evidence of teacher interference or student cheating

# Oral Reading Rubric

Rubric ID: III-IV.OR.1 (Decoding)

Stage III-IV

0-1 point

Use for item numbered: #4

**Rubric interpretation:** Although these items are included in the Speaking section of the test, these items test Oral Reading skills found in the Reading domain of the ELPS. The decoding rubric is a scoring tool to measure correct decoding of multi-syllable words. The item in Stage IV assesses students' ability to correctly decode words. The student is presented with three words and they must use their knowledge of sound-letter relationships to decode the words aloud with clear pronunciation. The rubric is defined by score points 0-1. The student must decode all three words correctly to earn a score point 1. Responses that earn a score point 0 indicate that students cannot fluently decode the three words.

These items help identify whether students are aware of the sounds represented by letters. Decoding words is a fundamental skill of fluent readers. Word-recognition skills must be developed to the point of fluency if comprehension benefits are to be maximized. Students must demonstrate competency in this skill so that they will have access to information presented in the mainstream classroom.

**Score 1:** Student correctly decodes all three words using understandable English.

**Score 0:** Student incorrectly decodes one or more words using unintelligible English.

- Partial response.
- No response.

# Speaking Rubric

Rubric ID: II-V.S.4 (Extended Response)

Stages II-V

0-4 points

Use for items #3, #5 through #12

**Rubric interpretation:** The AZELLA 4 Point Speaking Rubric is a scoring tool that measures correct oral English responses to given stimuli in two or more sentences. The items in Stages II, III, IV, and V assess students' ability to orally respond to stimuli using correct grammar and understandable English. The rubric is defined by score points 0-4. Students who correctly respond to two separate questions using correct English grammar and intelligible English earn a score point 4. Some items will ask a student to respond in two or more interrogative sentences.

**Score 4:** Student formulates a response in correct understandable English using two or more sentences based on given stimuli.

- Student responds in complete declarative or interrogative sentences.
- Grammar (including syntax) errors are not evident and do not impede communication.
- Student responds with clear and correct pronunciation.
- Student responds using correct syntax.

**Score 3:** Student formulates a response in understandable English using two or more sentences based on a given stimuli.

- Student responds in complete declarative or interrogative sentences.
- Sentences have minor grammatical (including syntax) errors.
- Student responds with clear and correct pronunciation.

**Score 2:** Student formulates an intelligible English response based on given stimuli.

- Student does not respond in two complete declarative or interrogative sentences.
- Student responds with errors in grammar (including syntax).
- Student attempts to respond with clear and correct pronunciation.

**Score 1:** Student formulates erroneous responses based on given stimuli.

- Student does not respond in complete declarative or interrogative sentences.
- Student responds with significant errors in grammar (including syntax).
- Student does not respond with clear and correct pronunciation.

**Score 0:**

- Student formulates responses in non-English.
- Student does not respond.

# Scoring Repeat Items

Use for items #13 through #22

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

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

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

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

**Pronunciation:** Accurate pronunciation as evidenced by the ability to produce consonants and vowels, applying stress clearly and accurately in sentence context, and utilizing accurate phonological forms (phonemes and lexical stress) in everyday words.