

Speaking
AZELLA Holistic Rubric | Stage I: 0-1 points

Points	Descriptors
1	Student responds correctly in clear and intelligible English with correct pronunciation. <ul style="list-style-type: none">• Response fits question or prompt.
0	Student does not respond in clear and intelligible English. <ul style="list-style-type: none">• No response is given.• Partial response is given.• Response is in language other than English.• Response is unintelligible.• Response does not fit question or prompt.• Response has evidence of teacher interference.

Speaking
AZELLA Holistic Rubric | Stage I: 0-2 Points

Points	Descriptors
2	Student correctly responds using one or more complete English sentences. <ul style="list-style-type: none">• Response is grammatically correct with intelligible pronunciation.
1	Student attempts to respond with one complete English sentence. <ul style="list-style-type: none">• Response has no more than one non-English word used.• Response has no more than one error in grammar (including syntax) and pronunciation errors do not impede comprehension.
0	Student responds incorrectly in limited or no English. <ul style="list-style-type: none">• No response is given.• Partial response is given.• Response is in language other than English.• Response is unintelligible.• Response does not fit question or prompt.• Response has evidence of teacher interference.

Speaking
AZELLA Holistic Rubric | Stage I - V: 0-4 Points

Points	Descriptors
4	<p>Student formulates a response in correct, understandable English using two or more sentences based on given stimuli.</p> <ul style="list-style-type: none"> • Student responds in complete declarative or interrogative sentences. • Grammar errors are not evident and do not impede communication. • Student responds with clear and correct pronunciation. • Student responds using correct syntax.
3	<p>Student formulates a response in understandable English using two or more sentences based on a given stimuli.</p> <ul style="list-style-type: none"> • Student responds in complete declarative or interrogative sentences. • Sentences have minor grammatical (including syntax) errors. • Student responds with clear and correct pronunciation.
2	<p>Student formulates an intelligible English response based on given stimuli.</p> <ul style="list-style-type: none"> • 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.
1	<p>Student formulates erroneous responses based on given stimuli.</p> <ul style="list-style-type: none"> • Student does not respond in complete declarative or interrogative sentences. • Student responds with significant errors in grammar. • Student does not respond with clear and correct pronunciation.
0	<ul style="list-style-type: none"> • Student formulates responses in non-English. • Student does not respond.

Oral Reading

AZELLA Segmenting Syllables Rubric | Stage II and III: 0-1 points

Points	Descriptors
1	Student segments English words into correct number of syllables. <ul style="list-style-type: none"> All syllables are clear and correct.
0	Student does not segment English words into syllables. <ul style="list-style-type: none"> Partial response. No response.

Oral Reading

AZELLA Decoding Rubric | Stage II: 0-3 points

Points	Descriptors
3	Student correctly decodes all three words using intelligible English.
2	Student correctly decodes two of the three words using intelligible English.
1	Student correctly decodes one of the three words using intelligible English.
0	Student incorrectly decodes all three words. <ul style="list-style-type: none"> No response.

Oral Reading Fluency (ORF) is made up of two components – Expressiveness and Words Correct Per Minute (WCPM). Each of these components has a separate rubric and contributes 50% to the student score.

Oral Reading

Oral Reading Fluency – Component 1 - Expressiveness

AZELLA Holistic Rubric | Stages I - V: 0-3 points (ORF-E)

Expressiveness in Oral Reading Fluency is characterized by smooth, rapid reading evidenced by ease of decoding and appropriate use of phrasing, pausing, and expression to convey meaning.

Students who demonstrate competency in this skill have the ability to access information in the mainstream classroom. An incorrect response or no response earns a score point 0. Students who struggle with this skill require more instruction to access information presented in the mainstream classroom.

Points	Descriptors
3	Reads primarily in larger, meaningful phrase groups fluently. Most, or all, of the story is appropriately-paced. Consistently uses organizational features and contextual clues to read with expressive interpretation. (Rating equates to “Proficient.”)
2	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. The phrasing is mostly appropriate. Some pausing and staccato rhythm may be apparent. Use of organizational features or contextual clues to create expressive interpretation is inconsistent. (Rating equates to “Intermediate.”)
1	Reads primarily word-by-word or in two-word phrases. Some larger word groupings may be present. Word groupings seem awkward and unrelated to the larger context of the sentence or passage. Reading is laborious and little or no expressive interpretation is present. The student’s fluency may impede the listener’s comprehension. (Rating equates to “Pre-Emergent/Emergent/Basic.”)
0	<ul style="list-style-type: none"> • Response meets one or more of the following conditions: • Unintelligible speech or foreign language • Response is 5 words or less (silent) • Response is off-topic (Student is speaking in English, but not reading the passage.)

Oral Reading Fluency (ORF) is made up of two components – Expressiveness and Words Correct Per Minute (WCPM). Each of these components has a separate rubric and contributes 50% to the student score.

Oral Reading
Oral Reading Fluency – Component 2 - Words Correct Per Minute
AZELLA Holistic Rubric | Stages I - V: 0-3 points (ORF-WCPM)

WCPM: The number of words correctly read per minute. WCPM is calculated using a pro-rating formula by which the number of words read correctly is divided by the duration of the reading (in seconds) and multiplied by 60. In cases where the student reads for the entire minute, the words read correctly is the WCPM; in cases where the student reads for less than the entire minute, a WCPM score is extrapolated.

For each score point, 0-3, each AZELLA item has a specific performance range of WCPM which is based on the difficulty of the item. The ranges shown below reflect the AVERAGE range for all items at a Stage.

Students who demonstrate competency in this skill have the ability to access information in the mainstream classroom. An incorrect response or no response earns a score point 0. Students who struggle with this skill require more instruction to access information presented in the mainstream classroom.

Points	Descriptors
3	<ul style="list-style-type: none"> • Stage II Average WCPM > 79 • Stage III Average WCPM >103 • Stage IV Average WCPM >112 • Stage V Average WCPM > 122
2	<ul style="list-style-type: none"> • Stage II Average WCPM > 29 < 79 • Stage III Average WCPM > 62 < 103 • Stage IV Average WCPM > 73 < 112 • Stage V Average WCPM > 79 < 122
1	<ul style="list-style-type: none"> • Stage II Average WCPM < 29 • Stage III Average WCPM <62 • Stage IV Average WCPM <73 • Stage V Average WCPM <79
0	<ul style="list-style-type: none"> • Response meets one or more of the following conditions: • Unintelligible speech or foreign language • Response is 5 words or less (silent) • Response is off-topic (Student is speaking in English, but not reading the passage.)