

Score Like A Pro

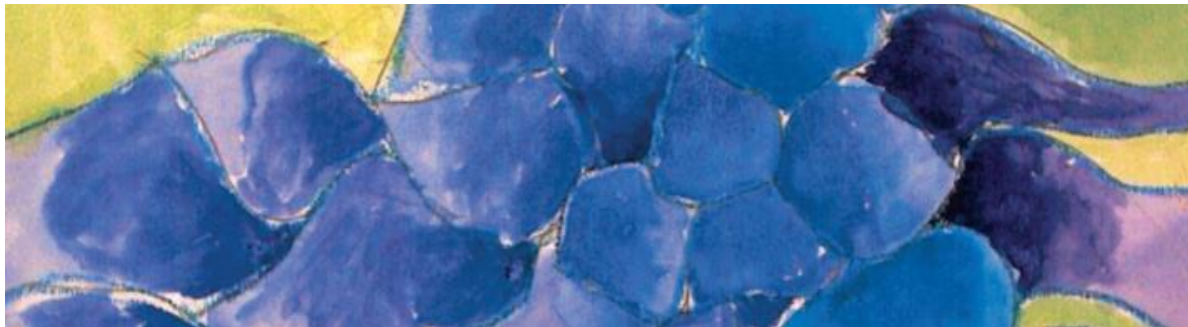
AZELLA Writing Sample Tests Stages I-III

Jonathan Wolfe

Marlene Johnston

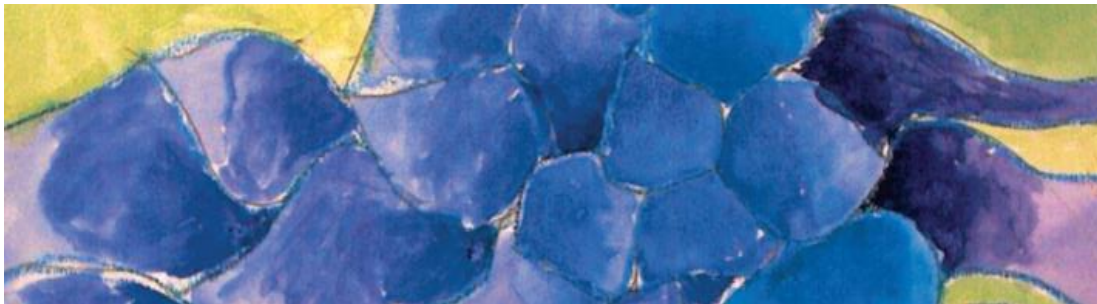
Gabriela Finn

OELAS Conference December 9-10, 2015



Today's Agenda

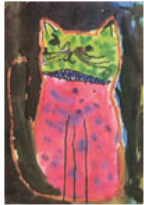
- Introduction
- Fundamentals of Scoring
 - ❖ Rubrics: Applying criteria within holistic scoring
 - ❖ Stage III
 - ❖ Stage II
- Insider Tips
- Connect to the Classroom



Relationship to *PearsonPerspective*

Understand Scoring EDUCATOR HOME REPORTS


AZELLA Training




AZELLA Training will provide:

- Facts about the Arizona English Language Learner Assessment (AZELLA)
- Information about how the AZELLA is used to identify and place English Language Learners
- Opportunities to learn details of AZELLA administration
- Practice scoring several items on the AZELLA
- Verification of your progress by evaluating the accuracy of the scores that you assign to responses on individual items on the AZELLA

Stages



Resources

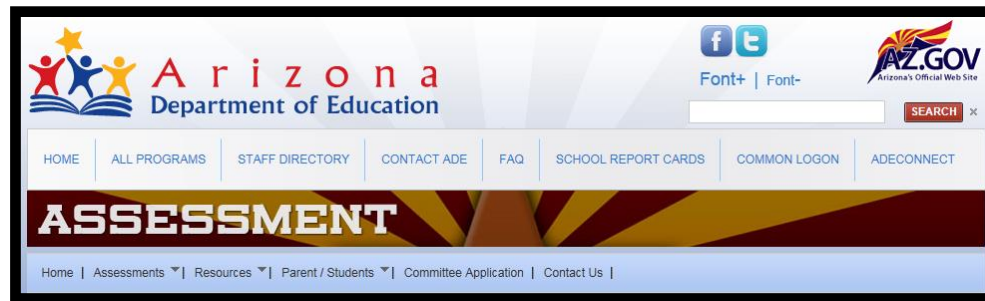


Below are resources and links for additional information and support.

- Arizona Department of Education site www.azed.gov
- Training resources for AZELLA Stages I-V at <https://azed.blackboard.com/>
- Pearson Access at www.PearsonAccess.com

Finding the Sample Tests on the AZELLA Homepage


Stage I – V Sample Tests



You are here: [Home](#) / [AZELLA](#)

AZELLA

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.



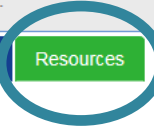
- General Information
- Test Coordinator
- Resources**
- Contact Information

- AZELLA Blueprint (PDF)
- SPEAKING Rubrics for Stages I-V (PDF)
- WRITING Rubric for Stages I-V (PDF)

- ▶ Stage I Sample Test
- ▶ Stage II Sample Test
- ▶ Stage III Sample Test **New 12-10-14**
- ▶ Stage IV Sample Test **New 12-10-14**
- ▶ Stage V Sample Test **New 12-10-14**
- Introduction to the Stages III-V Sample Tests (PP) **New 12-10-14**

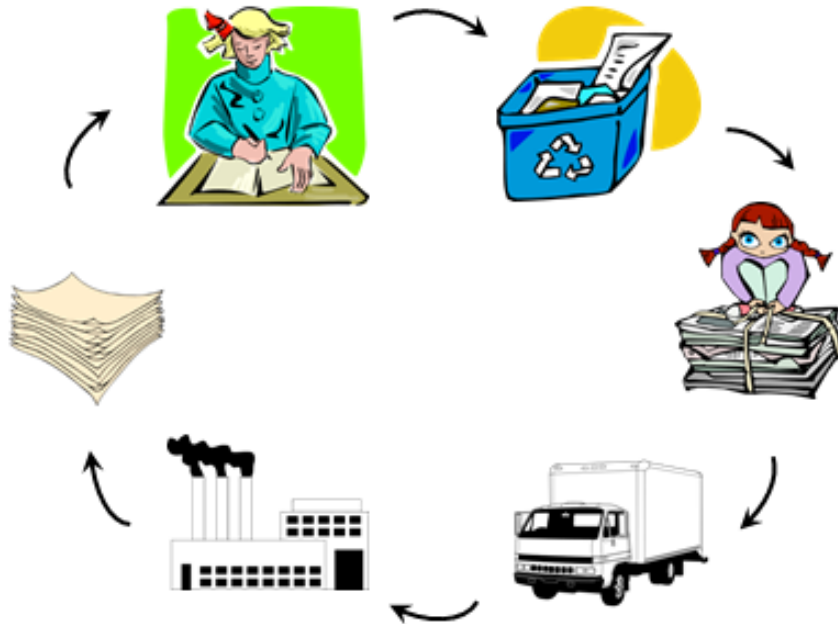


AZELLA Homepage



"Resources" Tab

14 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.

Stage III Prompt

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.

Stage III

Students write responses in Answer Documents

The cover of the 'AZELLA Stage III Sample Test Answer Document' for Grades 3-5. It features a blue and yellow abstract graphic on the left, a student name box at the top right, and the Arizona Department of Education logo at the bottom left. The text 'ANSWER DOCUMENT' is circled in red.

Student's Name _____

AZELLA

Stage III
Sample Test

ANSWER DOCUMENT

Grades 3-5

ARIZONA
Department of Education

The writing area of the 'ANSWER DOCUMENT' for Session 3 - Writing Question 13. It consists of 20 horizontal blue lines for writing. The text 'Page 3' is at the bottom right.

SESSION 3 - WRITING QUESTION 13

Page 3



Score Using the AZELLA Rubrics

Extended Response

Writing Stages III – V

0-5 points

Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 &15

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.

Extended Response

Writing Stages III – V (continued)

Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 and #15

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

Score Based on AZELLA Rubrics

- A rubric provides criteria for assigning scores to student responses.
- Adhering exclusively to the criteria of the rubric, provides fair, consistent, and predictable scores.
- Rubrics are based on the ELP Standards & AZELLA Performance Level Descriptors.



Score Based on AZELLA Rubrics

- Official AZELLA Reassessment scoring uses AZELLA rubrics.
- AZELLA rubrics are different than AIMS or AzMERIT.
- AZELLA rubrics are posted on the Assessment webpage and in the Teacher's Edition of Sample Tests.
- AZELLA rubrics are used in the *PearsonPerspective* training for scoring Placement Tests.



Holistic Scoring



- Consider all writing elements without focusing on any single criteria.
- Key elements must be present in the writing.
- The overall score is the one that best describes the response as a whole.
- The whole is more than the sum of its parts.



Scoring Criteria (III-V)

During training, we look at each of the criterion to better understand them. When scoring student responses, we look at the criteria as a whole and weigh and balance them in the student response.

- **Complexity** (*Standards 2 and 4 of the ELPS*)
- **Sentence Structure/Grammar** (*Standard 2 of the ELPS*)
- **Capitalization & Punctuation** (*Standard 2 of the ELPS*)
- **Spelling** (*Standard 2 of the ELPS*)
- **Organization** (*Standard 4 of the ELPS*)
- **Word Choice** (*Standard 4 of the ELPS*)
- **Connection to Prompt**

Complexity

Varied sentence structures, simple and complex



“An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.”

- An increased number of sentences representing different ideas is an indication of complexity.
- Grammatical structures, both simple and complex, are used with accuracy.
- With the addition of words and phrases (e.g., relative clauses and prepositional phrases), simple sentences take on some complexity.
- Advanced structures such as subordinate clauses (beginning with “because,” “when,” “if,” etc.) may also be found in upper-level ELL writing.

Sentence Structure

Grammar and Usage



“Command of grammar (including syntax) and usage with few or no errors.”

- Typical sentence markers, a capital letter at the beginning and a period at the end, can be absent in ELL writing. It is therefore necessary to look for the elements of a basic English sentence—a subject, a verb, and maybe an object. When these elements are present and in the correct order (subject-verb-object), the student has produced a sentence.
- When looking for subject-verb agreement, consider the whole verb phrase, which could include a helping verb + a main verb.

Capitalization, & Punctuation



“Correct capitalization and end punctuation; infrequent errors in internal punctuation.”

- A sentence that is recognizable without capitalization and punctuation is considered a sentence (e.g., “dad sed I am Bize” [Dad said, “I am busy”]). However, capitalization and punctuation remain important considerations in scoring.
- In upper-level writing (score points 3 and 4), there are usually fewer spelling and mechanics errors than at lower-level writing (score points 1 and 2), but these types of errors may still be found at all levels of ELL writing.

Spelling



“Infrequent and/or minor spelling errors that do not impede the reader’s comprehension.”

One of the most visible and pervasive characteristics of ELL writing at all ability levels is phonetic spelling. Spelling, when it does not interfere with comprehension, and when a word is easily recognizable as an English word, is only one component in the total evaluation of student writing and should not take on excessive importance.

Word Choice



“Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.”

- Another feature that differentiates upper- from lower-level ELL writing is word choice. In upper-level writing, choice of vocabulary will become more precise and descriptive. For example, “a student in the fifth grade” might be used instead of “a girl.”
- As a student’s writing ability develops, a few idiomatic words and phrases may be used. It is not uncommon therefore for words like “cool” and “stuff,” which are more appropriate for spoken language, to be used even in upper-level ELL writing.

Organization

Idea(s) supported with relevant reasons and details; organization uses transition words and guide reader from beginning to end



“Recognizable organization that allows the reader to follow the text from beginning to end.”

Logical progression of ideas, linking words (so, then, next, therefore, while, finally, although, because, since, due to, for instance, etc.), contribute to organization of ELL writing. In upper-level writing, students are capable of expressing more ideas. The ability to organize the ideas becomes one of the characteristics which can help differentiate between score point 3 and 4.

Connection to Prompt



“Prompt/question addressed either in a statement or with clear implication.”

- A response with no connection to the prompt is not acceptable.
- A response that addresses and develops only one aspect of the prompt is acceptable.

Applying the Criteria Holistically

- Score point above
 - Bullets may match some elements in the response.
- Score point below
 - Bullets may match some elements in the response.
- Score assignment
 - Which score point best fits the response?
 - Most elements supported in the score point
 - May satisfy bullets from other score points

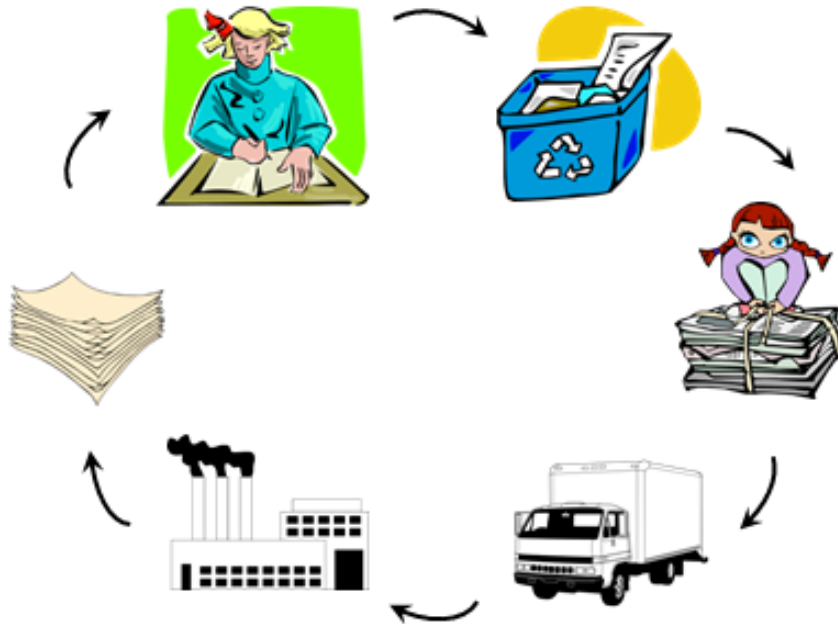
What Are Annotations?

An annotation explains the score of each anchor paper using language from the rubric.

Scoring

Activity 1

14 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.

Stage III Prompt

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.

Extended Response Writing

Stages III-V

(score points 3-5)

Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 &15

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:

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- 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.

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- An idea and details or characters and setting as appropriate.
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- Infrequent errors in capitalization and punctuation do not impede communication.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
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- 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.

Extended Response Writing Stages III-V continued

Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 and #15

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

Stage III Response #1

The lady is writing. She is RECYCLING
the paper. The paper is going in the
truck. Where they take it to a factory
where they make paper.

Score and Annotation (#1)

Score Point 2

The response contains ideas that are vague and simplistic. Vocabulary is limited and repetitive.

The response is not a score point 1 because ideas are clear and organized.

The response is not a score point 3 due to repetitive vocabulary and sentence structure.

Stage III Response #2

- There is a stack of paper that you can use to write on. Did you know that paper is made out of wood.
- You can use paper to write, draw, and do what you want to. Like the girl in the picture. Her assignment is complete. Now she is going to throw the paper in the recycling bin.
- If you don't know what a recycling bin is just look for the symbol, the three arrows. The symbol for the three arrows means to keep on going. The more paper you recycle the more you can use.
- Sometimes the paper you recycle becomes newspaper. Newspaper can be recycled so is not only paper can be recycled there are many other things that can be recycled to.

Score and Annotation (#2)

Score Point 3

Response exhibits some of the traits of a score point 4; including a main idea with significant details. However, communication is impeded by errors in grammar, spelling, punctuation, sentence structure, and capitalization.

The response is not a score point 2 as the ideas are beyond vague and simplistic and there is clear evidence of an organizational structure.

The response is not a score point 4 due to the density and variety of errors in standard English conventions.

Stage III Response #3

First, on the recycling poster they show that a girl is using some of the paper. Next, the girl decides to put the paper in the recycling bin. Then, the girl who used the paper, raps it with some string for the recycling people to pick up. Before that the recycling people came and picked up the paper and drove away. After, the recycling people got to the "Recycling Plant" they got the paper. Last, when they finished rapping the paper they melted the used paper and made new paper.

Score and Annotation (#3)

Score Point 4

Main idea is evident and development is present. There are minor errors in spelling and grammar that do not impede communication (*decises* for *decides*, *Than* for *then*, *ben* for *bin*, etc).

The response is not score point 3 because details are connected and developed; and errors do not impede communication.

The response is not a score point 5 because there is a limited use of descriptive words and phrases that address the audience and purpose. The number of errors in conventions, while minimal, does not display command of grammar.

Scoring

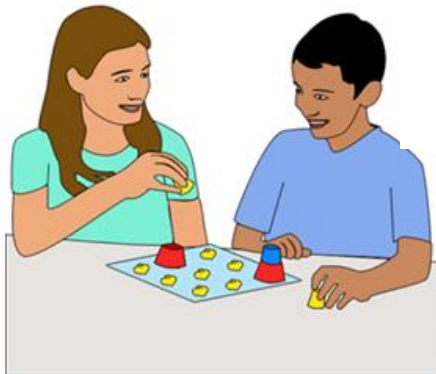
Activity 2

Stage II Prompt



DIRECTIONS

17 Look at the picture.



Write a story about what you see in the picture.

Be sure to include:

- Characters.
- Setting.
- A beginning, a middle, and an end.

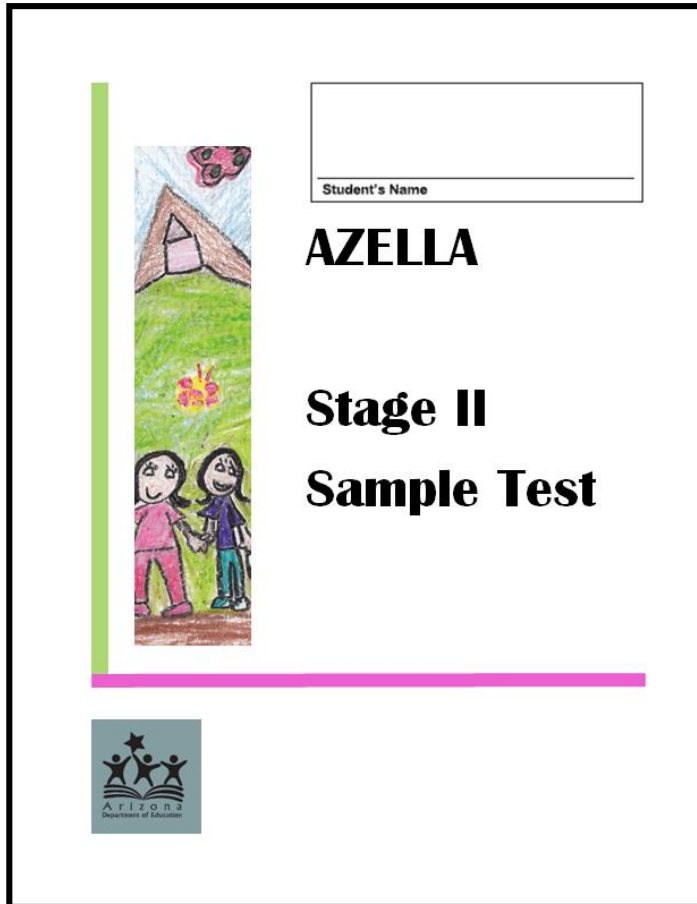
For question 17, you will write a paragraph. Think about what you want to write. Use the blank paper I gave you to make notes about what to write. There is a checklist in the test book. The checklist helps you know what to write. When you are ready, you will write your paragraph on the lines in the test book.

Check Your Writing: Narrative Writing

- Write a story about what you see in the picture.
- Include a main idea, characters, and details.
- Use descriptive words.
- Include a beginning, a middle, and an end.
- Use complete sentences.
- Use correct capitalization and punctuation.

Stages I-II

Students write responses in Test Books



The cover of the AZELLA Stage II Sample Test book features a vertical illustration on the left side showing a house, a butterfly, and two children. To the right of the illustration is a box for the student's name, followed by the text "AZELLA", "Stage II", and "Sample Test". At the bottom left is the Arizona Department of Education logo.

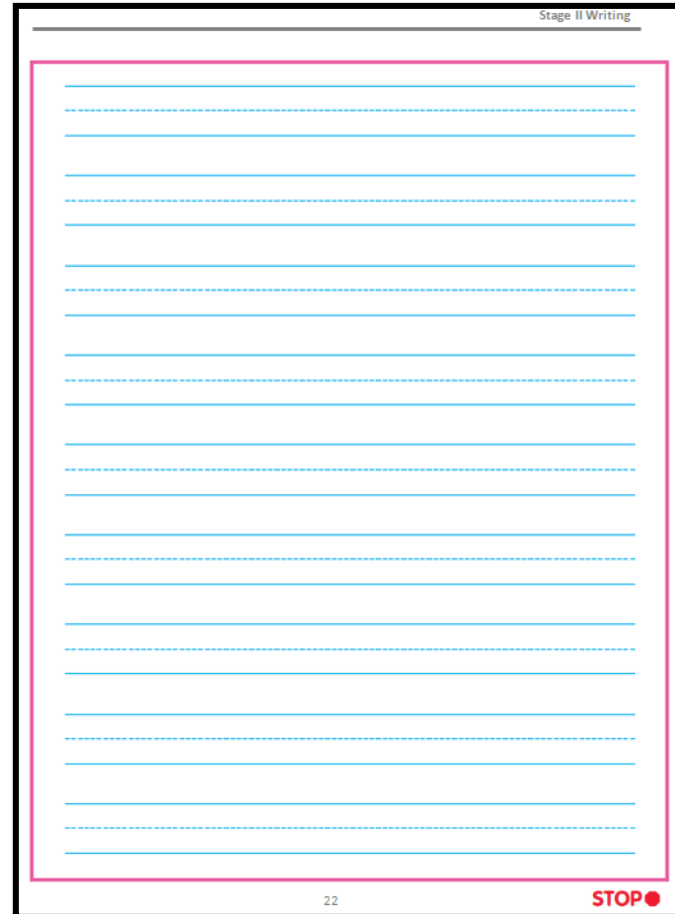
Student's Name _____

AZELLA

Stage II

Sample Test

Arizona
Department of Education



The page is titled "Stage II Writing" in the top right corner. It contains a large area with horizontal blue lines for writing, framed by a pink border. At the bottom right, there is a red "STOP" sign icon.

Stage II Writing

22

STOP

Extended Response

Writing Stages I – II

0-3 points

Writing Rubrics

Writing AZELLA Holistic Rubric
Stage I and II: 0-3 points
Rubric ID: I-II.W.3
Use for item numbered: #17

Rubric interpretation: This holistic rubric measures student skill in creating multiple English sentences about a topic that is depicted in one or more pictures. In holistic scoring, the best fit score is awarded. Evidence of correct subject-verb is considered, as well as capitalization, punctuation, and spelling. Evidence of consistent spacing between letters and words is also considered. Response will include reference(s) to the prompt/picture(s). If spelling of more complex words is phonetic and words are recognizable, it can be accepted. A score point of zero is applied in any of the following conditions: blank page; language other than English; off-topic response; restatement or copying of the prompt; illegible or unintelligible response; evidence of teacher interference.

Points	Descriptors
3	<p>Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.</p> <ul style="list-style-type: none">Ideas and details are present.Errors in subject-verb agreement are not evident.Beginning capitalization and/or end punctuation have only minor errors or omissions.Minor spelling errors do not impede the meaning of words.Phonetic spelling is acceptable.
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none">Ideas and details may be vague but are present.Minimal errors in subject-verb agreement are noted.Beginning capitalization and/or end punctuation have only minor errors or omissions.Word order impedes clarity.Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable.
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none">Ideas and details are vague and/or non-existent.Errors in subject-verb agreement confuse the reader.No consistent evidence of capitalization and/or punctuation is noted.Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.



Scoring Criteria (Stages I-II)

- Ideas and Details are Present
- Sentence Structure
- Subject/Verb Agreement
- Capitalization & Punctuation
- Spelling Connection to Prompt

Stage II Response #1

They are playing
game. The girl is eating
a chocolate and the boy.

They write a story. The
boy and the girl is playing
a game. The girl is
showing the chocolate to
the boy. The boy is
talking the chocolate.

Score and Annotation

Score Point 2

This response contains ideas and details. Capitalization and punctuation are correct. There is inconsistent subject-verb agreement (*The boy and the girl is playing a game*). Spelling errors begin to impede the meaning of words (*talking* instead of *taking*).

Not a 3 as subject-verb agreement errors are evident and spelling errors begin to impact meaning.

Stage II Response #2

One day a girl and
the boy are playing a
board game. First they told
the instructions and it
helped them play. Next
they are taking turns
doing the board game and
the boy's name is Joe.
We had an extent day!

Score and Annotation

Score Point 3

This response presents ideas and details that directly relate to the prompt. Sentences show subject-verb agreement. There is sentence variety that includes the use of transition words. Use of phonetic spelling does not impede the meaning of words.

Not a 2 as the response has subject-verb agreement, ideas and details are not vague, and the errors in conventions are minimal.

What Are Anchor Papers?

- Student responses used to define the range of performance levels within each score point on the AZELLA rubric.
- Anchor sets contain exemplar student responses that clarify the rubric.
- From the lowest possible score to the highest one, they demonstrate different approaches and levels of achievement within a score point.
- Anchors do not represent every possible way to achieve each score point.

Where are the Sample Test Anchor Papers and Annotations?


The Anchor Set can be found on the AZELLA webpage with the associated Stage's Sample Test materials.



You are here: [Home](#) / AZELLA

AZELLA

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.



[General Information](#) [Test Coordinator](#) [Resources](#)

[Contact Information](#)

- [SPEAKING Rubrics for Stages I-V \(PDF\)](#)
- [WRITING Rubric for Stages I-V \(PDF\)](#)
- [Introduction to the Stages III-V Sample Tests \(PP\)](#)

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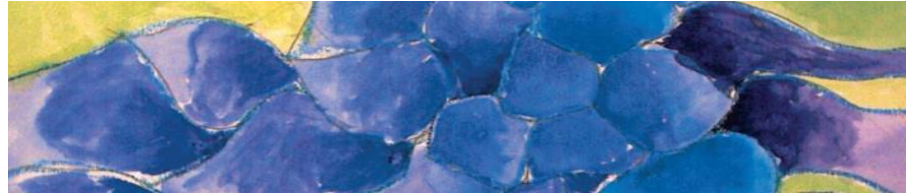
▶ [AZELLA Blueprints and PLDs](#)

Insider Tips

The Pros Practice Bias-free Scoring

- Do not allow your scores to be influenced by preconceived ideas you may have about what constitutes good writing or what an ELL student should be able to demonstrate in a writing assessment.
- Do not be influenced by your personal history with a student.
- Do not be influenced by the gender, socioeconomic status, personality, political or religious viewpoints, or the emotional content evidenced in the students' writing responses.
- Do not be influenced by the response appearance such as style, tidiness and size.

**Connect
to the
Classroom**





Using the Writing Responses to the AZELLA Sample Test to Improve Learning

Remember! The scoring rubrics are Standards-based

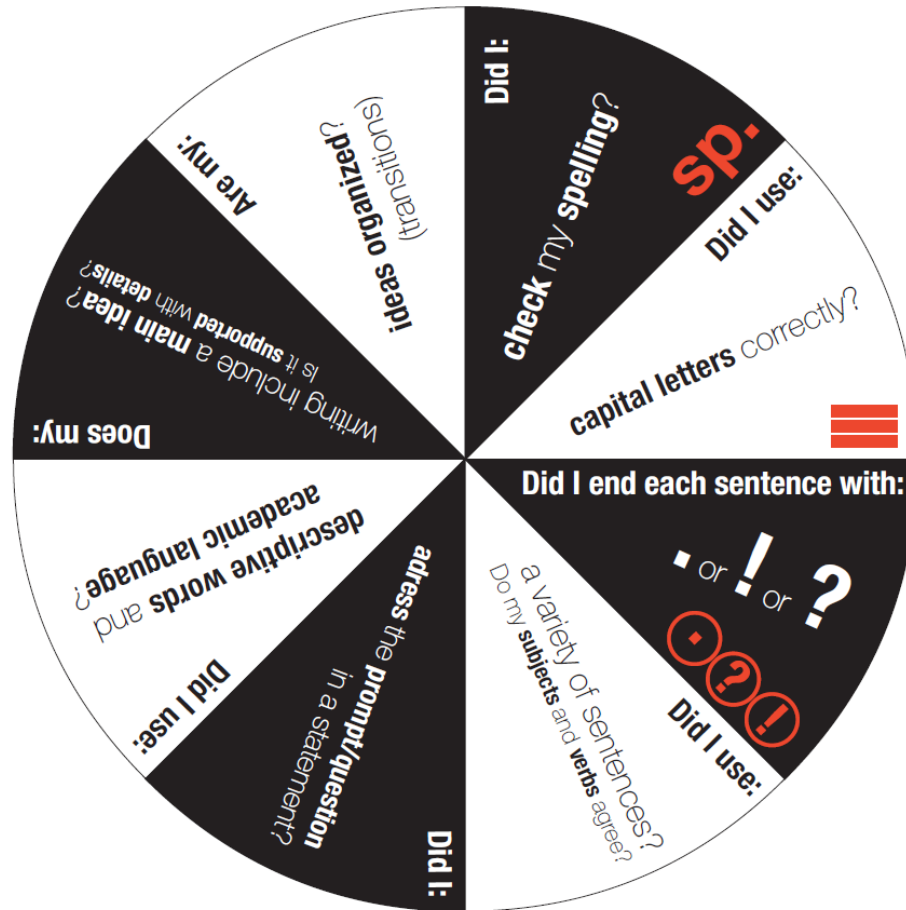
To **score**: look at the responses using a **holistic approach**

To **improve instruction**: take **discrete elements** into consideration to

- Identify strengths (e.g., minimal errors in capitalization)
- Isolate weaknesses (e.g., spelling errors impede comprehension - homophones)
- Give feedback and set instructional goals

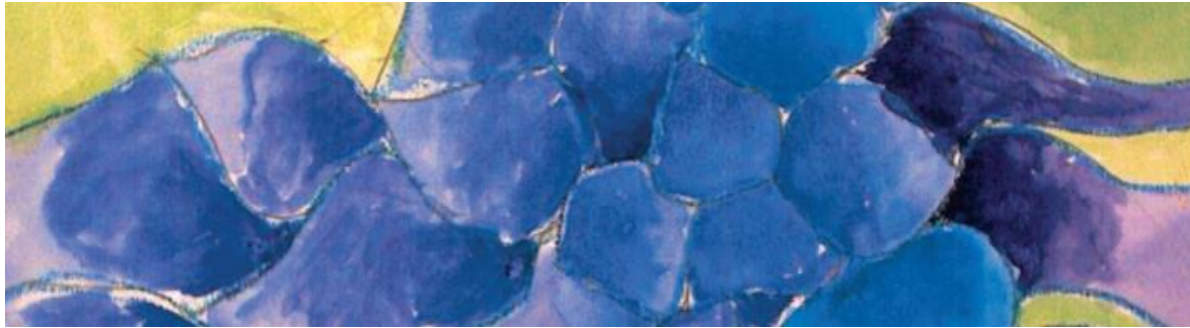
- There is a stack of paper that you can use to fight on. Did you know that paper is made out of wood. 
- You can use paper to fight, draw, and do what you want to. Like the girl in the picture. Her assignment is complete. Now she is going to throw the paper in the recycling bin.
- If you don't know what a recycling bin is just look for the symbol, the three arrows. The symbol for the three arrows means to keep on going. The more paper you recycle the more you can use.
- Some times the paper you recycle becomes newspaper. Newspaper can be recycled so is not only paper can be recycled there are many other things that can be recycled to. 

AZELLA Writing Rubric Checklist Wheel



Located at <http://www.azed.gov/assessment/azella/> under the **Resources** tab

Questions?



Thank you!