



**ACCESS for ELLs:  
Paper Test Administrator  
Speaking Training  
Grades 1- 12**

January 2019

**Department of Bilingual Education  
and  
World Languages**

## ACCESS for ELLs 2018–2019 Schedule

Description	Start Date	End Date
Test Window	1/28/2019	3/22/2019

### Who to Contact

- If there are questions regarding the Spring 2019 administration of the ACCESS for ELLs suite of assessments, test administrators should initially contact the school test chairperson.
- If you have questions about the administration of the speaking test for grades 1-12, contact your assigned bilingual district supervisor.
- If you have been asked to complete WIDA online training activities, but do not believe you have a login, please contact your test chairperson.

### LIEP Classification

**LIEP= Language Instruction Educational Program**

If a student is enrolled in the following instructional model/approach:	Then grid the following LIEP Classification Code:	M-DCPS
Dual Language	Mixed Bilingual (MBL)	BISO, EFL
Maintenance or Developmental Education	EL-specific Transition Instruction (ETI)	N/A
Sheltered-English or Sheltered-Core/Basic Subject Areas	EL-specific English-only instruction (EEO)	Self-Contained ESOL (ESOL levels 1 & 2) (elementary) Developmental LA thru ESOL and M/J LA thru ESOL or English thru ESOL (secondary)
Mainstream/Inclusion-Core/Basic Subject Areas or Mainstream/Inclusion/English	Mixed Classes with English-only support (MEO)	Not in Self-Contained ESOL classes (elementary)
		Secondary ESOL students in Intensive Reading and M/J LA thru ESOL or English thru ESOL (double coded)

**SCHOOL USE ONLY**

**LIEP CLASSIFICATION**

- EL Bilingual
- Mixed Bilingual
- EL-Specific Transition Instruction
- Mixed Classes with Native Language Support
- EL-Specific with English-only Support
- Mixed Classes with English-only Support
- No Support Provided
- Parental Refusal of Services



Florida ACCESS for ELLs Paper  
Test Administrator Speaking  
Training  
Grades 1-12  
January 2019

## WORKSHOP DESCRIPTION

This workshop is designed for test administrators scoring the ACCESS for ELLs Paper Assessment in grades 1 through 12. During this workshop, test administrators will focus on administering and scoring the **speaking** section of ACCESS for ELLs Paper Assessment.

## WORKSHOP OBJECTIVES

By the end of this workshop, participants will be able to:

1. Define the roles and responsibilities of the test administrator.
2. Describe the scoring procedures and explain how they are applied to proficiency level tasks.
3. Locate resources on the secure WIDA website to facilitate training at the school site.
4. Describe the difference between accessibility supports and accommodations and implications for test administration (ESE).

## AGENDA

- Welcome & Introductions
- Test Administrator Role and Responsibilities
- Resources for Test Administrators
- Scoring Procedures for Grades 1–12 Speaking
  - Speaking Scoring Activity
- Locating training resources to facilitate training

### Weekly Briefing # 23816

ALL PRINCIPALS/APs: Mandatory ACCESS for ELLs 2.0 Certification Requirements for All Test Administrators

### Weekly Briefing # 24020

ALL PRINCIPALS: ACCESS for ELLs 2.0 Test Administrators Review of Online Training Modules Meeting in Preparation for the Administration of the 2019 ACCESS for ELLs 2.0 Assessments

<http://mdcpsbilingual.net/pdf/Briefings/briefings.pdf>

## ANTICIPATION GUIDE: True or False

Directions: Before you listen to the presentation and practice test administration, please decide if each item is true or false. After listening to the presentation and practicing test administration, you may revise your answer or keep it the same. If the answer is false, indicate why.

BEFORE LISTENING	Statements	AFTER LISTENING: If false, write WHY.
<b>GENERAL TEST ADMINISTRATION</b>		
	Test Administrators must read the Test Administrator's script verbatim.	
	A Test Administrator can use a pen on the Speaking scoring sheet.	
	The Speaking domain can be administered in a classroom while students are working independently.	
	The Speaking domain can be administered in a group setting.	
	During the Speaking test, the Test Administrator should assess students' language and not the content accuracy of their responses.	
	For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this.	
	If a student says, "I don't know" the response must be scored as Adequate.	
	The Test Administrator may repeat a Speaking test item if the student doesn't respond after hearing the prompt.	
	A Test Administrator can translate test items in the student's home language to elicit a response.	
<b>GENERAL TEST SECURITY</b>		
	A Security Log must be signed by the Test Administrator and proctors for each test session.	
	Testing signs are only required to be posted for a group administration.	
	It is the responsibility of the Test Administrator to confirm each student receives a preidentified test booklet.	
	During a test session, the Test Administrator may grade papers, check email, and/or leave students unattended.	

## WIDA Website

**WIDA:** <https://wida.wisc.edu/>

The WIDA Consortium provides valuable secure resources that require an account.



## WIDA Secure Portal

Use the WIDA Secure Portal to access test training manuals and resources, as well as Professional Learning modules.



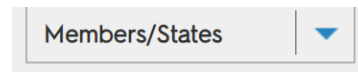
- Training for test coordinators and test administrators
  - WIDA user accounts provide access to WIDA Secure Portal
  - Test preparation, administration and post-testing resources; training courses; and user account management

<https://portal.wida.us/client/documents/WIDAsecurePortalUserGuide.pdf>

## Florida's WIDA Webpage

- Drop down menu on the top of the webpage
- Map on consortium page
- In the ACCESS training course\_

<https://wida.wisc.edu/memberships/consortium>



## Obtaining a WIDA Secure Portal Account

- Contact your School Test Coordinator.

## Forgot Your Username or Password

- Have an account but forgot your password or having trouble logging in? Contact the WIDA Client Services Center at [help@wida.us](mailto:help@wida.us)
- Have a WIDA Secure Portal account but forgot your password? Go to our password reset page. <https://portal.wida.us/ResetPasswordRequest.aspx>

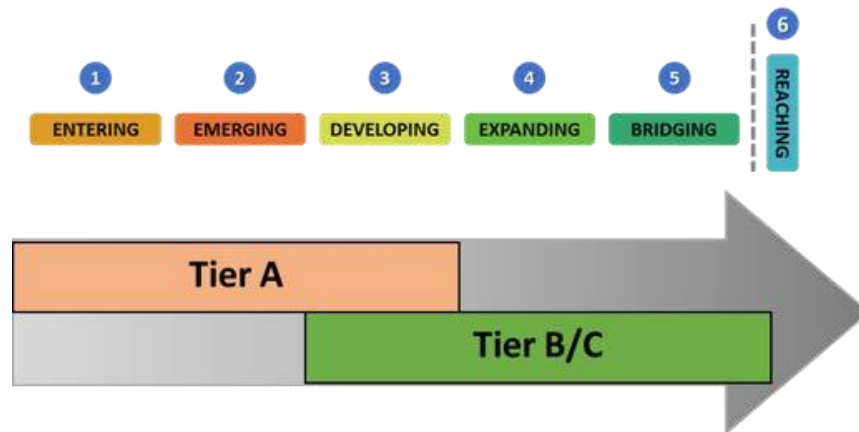
## Overview of Speaking Section of ACCESS for ELLs Paper Assessment

### Grade Clusters for Paper Speaking Domain

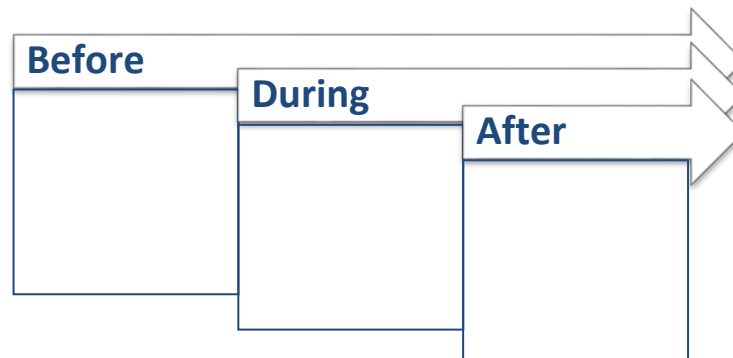


### Adaptive through Tier A or Tier B/C Selection

- Tier A has test items at Proficiency Levels 1, 2, and 3
- Tier B/C has test items at Proficiency Levels 3, 4, 5, and 6



### Administering the Test



### Speaking Test Notes:



The ACCESS for ELLs Paper Speaking test is an individually administered test that standardizes test administration across students. Speaking test items are media-delivered. Speaking test audio is provided on the same Listening and Speaking test CD. Your role as the Test Administrator is to monitor the student as they take the test and to score the student's responses during the test administration.

The Speaking test provides ELLs with the opportunity to demonstrate their academic English language proficiency in speaking across the WIDA ELD Standards through a set of constructed-response tasks. The Speaking test is tiered. Students will either take the Tier A form or a Tier B/C form, which are included in the same Speaking Test Booklet.

The Speaking test is multi-modal. The student hears audio input and also sees the input as text in their Speaking Test Booklet. This presentation format supports the student in understanding test input. Media-delivery of the Speaking test means that an audio recording will guide the student through the Speaking test.

The audio recording includes two voices: A Model Student and a Virtual Test Administrator.

- Each task on the Speaking test is preceded by a Model Student task and response. The questions posed to the Model Student are the same proficiency level as the tasks to which the student will respond, allowing the Model Student to demonstrate the expected language use at a given proficiency level. In most cases the model questions are designed to be parallel to but not exactly the same as the examinee questions. The model student also has an important function for scoring using a scoring scale that is designed to evaluate student responses relative to the Model Student's response.
- The Virtual Test Administrator guides the student through the test and asks the student questions designed to elicit language at targeted proficiency levels. While the Virtual Test Administrator will instruct and guide the student through the Speaking test, you may also need to assist the student in navigating test materials (e.g., turning the page when prompted).

The Speaking test includes standardized, built-in response time for every task. The amount of time varies according to the grade-level cluster, tier, and proficiency level of the task, and ranges from 15 to 50 seconds in Grades 1–3 and from 15 to 45 seconds in Grades 4–12. Five seconds prior to the end of the response time, a tone will sound. This alerts the student that the response time is coming to an end. Students may not require the entire time allotted. After the response time has ended, the test audio will automatically continue to the next Speaking task.

## Scoring ACCESS Speaking

Level	Speaking Task Expectations
P1 P1	<ul style="list-style-type: none"> <li>Identify items from a picture</li> <li>Produce responses that consist of words or short phrases</li> </ul>
P3 P3	<ul style="list-style-type: none"> <li>Describe, give an opinion, or compare/ contrast</li> <li>Draw information from visual stimuli or personal experience</li> <li>Produce sentences in response</li> </ul>
P5 P5	<ul style="list-style-type: none"> <li>Explain, recount, or argue using elaborated &amp; sophisticated language</li> <li>Designed to elicit extended oral responses which use precise content-area vocabulary</li> <li>Elaboration using multiple complex sentences in which each idea is joined appropriately</li> <li>Response is clear, automatic, and fluent</li> </ul>



### ACTIVITY: Speaking Score Differences

Listen and evaluate the speaking samples. Use the Speaking Scoring Scale to determine the score point to assign to speaking samples. Select a card that represents your score to share with the whole group and be prepared to justify your selection.				
Exemplary pink card	Strong orange card	Adequate green card	Attempted yellow card	No Response white card



# ACCESS for ELLs Paper • Speaking Test At a Glance

Planning to deliver the Speaking test? Use this handy guide to make sure you've got it all covered.

## LEARN

1. Complete the ACCESS for ELLs Paper [training course](#). (Check [State Checklist](#) for specific requirements.)
2. Then, complete the [Core Speaking Assessment Training](#).
  - Module 1: Overview and Test Structure
  - Module 2: Speaking Assessment Scoring Practice
  - 2018-19 Supplemental Training for the Speaking Assessment
3. Review the paper [sample test items](#) and [sound files](#).
4. Take Grades 1-5 and/or Grades 6-12 Speaking [Certification Quiz\(zes\)](#).
5. Download the [Speaking Scoring Scale](#).



## PREPARE

1. Gather materials from the School Test Coordinator:
  - CD player and speakers
  - Listening & Speaking test CD
  - Speaking Test Booklet
  - Student Test Booklet
  - Test Administrator's Script
  - No. 2 Pencils
2. Set aside enough time. The test is delivered one-on-one and may take 15-35 minutes per student. Higher grade-level clusters and tiers may take a bit longer.
3. Find a quiet room, free of distractions. Post Testing Signs to each door of the testing room.



## DELIVER

To begin, play the recorded audio prompts. Follow along in the Speaking Test Booklet. Do not press pause or stop the audio; response time is included in the audio files.

Nina is the model student. She helps students understand the task demands, and gives them an appropriate response as an example.

Ms. Lee is the virtual Test Administrator. She interacts with Nina and asks her questions that encourage language production.



## SCORE

Score students' responses objectively as you go through the test.

Remember that you are assessing students' language, not the content accuracy of their responses. This is true for all ages and proficiency levels.

Keep the [Speaking Scoring Scale](#) in front of you when you score.

**No Response → Attempted → Adequate → Strong → Exemplary**

After testing, return all test materials to the School Test Coordinator.



<b>Test Administrator Do's and Don'ts During Speaking</b>	
Do	Don'ts
<ul style="list-style-type: none"> <li>Allow each track to play only one time.</li> </ul>	<ul style="list-style-type: none"> <li>Do <b>not</b> pause any audio.</li> <li>The student may <b>not</b> listen to tracks again or look back at previous pages of his or her test booklet.</li> </ul>
<ul style="list-style-type: none"> <li>Allow the response time to play</li> </ul>	<ul style="list-style-type: none"> <li>Do <b>not</b> fast forward or skip to the next track even if the student has finished his or her response.</li> </ul>
<ul style="list-style-type: none"> <li>Help the student if he or she needs assistance navigating the test or understanding what to do (e.g., turning pages; understanding when to respond).</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>The Test Administrator should <b>not</b> help the student with any test content (e.g., rephrasing questions).</li> </ul>
<ul style="list-style-type: none"> <li>The Test Administrator may prompt the student to respond or to provide more extended answers.</li> </ul>	
<ul style="list-style-type: none"> <li>Only use the scripted language provided in the Test Administrator's Script to assist the student.</li> </ul>	
<ul style="list-style-type: none"> <li>Be objective in your scoring. At all task levels, responses of "I don't know" must be scored <b>Attempted</b>.</li> </ul>	
<ul style="list-style-type: none"> <li>Testing environment must be free of distraction (No testing during instructional time)</li> </ul>	

## ACCESS for ELLs 2.0 Speaking Scoring Scale

Score point	Response characteristics
<b>Exemplary</b> use of oral language to provide an elaborated response	<ul style="list-style-type: none"> <li>• Language use comparable to or going beyond the model in sophistication</li> <li>• Clear, automatic, and fluent delivery</li> <li>• Precise and appropriate word choice</li> </ul>
<b>Strong</b> use of oral language to provide a detailed response	<ul style="list-style-type: none"> <li>• Language use approaching that of model in sophistication, though not as rich</li> <li>• Clear delivery</li> <li>• Appropriate word choice</li> </ul>
<b>Adequate</b> use of oral language to provide a satisfactory response	<ul style="list-style-type: none"> <li>• Language use not as sophisticated as that of model</li> <li>• Generally comprehensible use of oral language</li> <li>• Adequate word choice</li> </ul>
<b>Attempted</b> use of oral language to provide a response in English	<ul style="list-style-type: none"> <li>• Language use does not support an adequate response</li> <li>• Comprehensibility may be compromised</li> <li>• Word choice may not be fully adequate</li> </ul>
<b>No response (in English)</b>	<ul style="list-style-type: none"> <li>• Does not respond (in English)</li> </ul>

### Scoring processes

Select the score point that best describes the overall response relative to the qualities of the model

- Check to ensure each bullet point is met
- If not, check one level below

### Scoring notes & rules

- For P1 tasks, assign a score of **Adequate and above** if the response includes more than one word in English. This includes an article plus noun (e.g., “a chair”), and words repeated verbatim from the model.
- For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks.
- At all task levels, simply repeating or reading all or part of the task question should be scored **Attempted**.
- At all task levels, responses of “I don’t know” should be scored **Attempted**.

**Off-task response:** The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of **Attempted**.

**Off-topic response:** The response shows a misinterpretation of the instructions. An off-topic response is *related* to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language use and is not considered off topic.) **The maximum score for an off-topic response is Adequate.** If any part of the response is on topic, the entire response is scored as on topic.

*For scoring use only*

Here are guidelines for how to respond to situations that may occur during the administration of the Speaking Test:

	SITUATION	RESPONSE
Understanding How to Respond	If the student does not know how to respond to a <u>practice</u> question,	Press pause and assist the student in understanding what to do.  For example, you can point to the speech bubble, and say: <i>Remember, when the speech bubble is blue that means it's your turn to answer. After you hear Ms. Lee, say your answer clearly.</i>
	If the student does not know how to respond to a <u>scored test</u> question,	Say: <i>Try your best. If you can't answer a question, it's O.K. to say, "I don't know."</i>
	If the student asks for help answering a <u>scored test</u> question,	Say: <i>Do your best to answer the question.</i>
	If the student completes a response, and is unsure of what to do during the remaining silence,	Say: <i>It's O.K. if you finish your answer before the recording starts again. Wait for the next part.</i>
Page Turning	If the student is not turning the page when instructed,	Say: <i>Remember to turn the page when Ms. Lee tells you.</i>  You may turn the page for the student, if needed.
	If the student attempts to turn back to previous pages or to look ahead,	Say: <i>Please stay on this page.</i>
Volume and Clarity	If the student is talking too quietly,	Say: <i>Remember to speak clearly when you answer.</i>  Say: <i>Please speak loudly so I can hear you.</i>
Response Length	If the student needs encouragement to provide a more extended response,	Say: <i>Can you say more about that?</i>  However, DO NOT repeat or rephrase the test questions.

## ACCESS for ELLs Paper Speaking Scoring

### What is rater reliability?

Rater reliability is a technical term used in testing that refers to the consistency of scores awarded by multiple raters. Rater reliability is calculated by having the same group of raters evaluate the same students. We can then compare how consistent these raters are in evaluating the same spoken responses. If the raters are very consistent in how they evaluate the students' spoken language, their rate of reliability will be high. However, if they award many different scores to the same students, then the rate of reliability will be low, which is problematic as it indicates a risk of measurement error and students receiving scores that are not fair or appropriate. Reliability can be measured easily and reported as a percentage from 1 to 100.

On the ACCESS for ELLs Paper Speaking Test, raters may award one of five different score points: Exemplary; Strong; Adequate; Attempted; No Response. In order to calculate the reliability of the raters, these score points can be converted into numbers, as shown in the table below.

Score Point	Numeric Score
Exemplary	4
Strong	3
Adequate	2
Attempted	1
No Response	0

### Listen and Calculate Rater Reliability

Indicate the proficiency level in the **Task** column for each sample item. Listen to sample student responses and write your scores in the **Rater 1 scores** column. After scoring, write down a partner's scores in the **Rater 2 scores** column. Calculate the difference for each task and add the totals. To calculate the Adjacent %, take the sum of the differences and divide it by 0.12. Then, subtract the Adjacent % from 100 and this will equal the **Reliability %**.

Item	Task	Rater 1 scores	Rater 2 scores	Difference
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Sum				
Adjacent %				
Reliability %				

Do not use a pen to record scores.

**ACCESS for ELLs 2.0 Speaking Test Scoring Sheet  
Form 400 Tier A**

Task	Examinee Question	No Response	Attempted	Adequate	Strong	Exemplary
<b>Part A:</b>						
1 (P1)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2 (P3)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Part B:</b>						
3 (P1)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4 (P3)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Part C:</b>						
5 (P1)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
6 (P3)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ACCESS for ELLs 2.0 Speaking Test Scoring Sheet  
Form 400 Tier B/C**

Task	Examinee Question	No Respon se	Attempt ed	Adequa te	Strong	Exempl ary
<b>Part A:</b>						
1 (P3)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 (P5)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Part B:</b>						
3 (P3)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 (P5)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Part C:</b>						
5 (P3)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 (P5)	<b>Model:</b>					
	<b>Student:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ACCESS for ELLs Preparation Notes

*When I return to my school, I need to  
remember to . . .*

<b>Task</b>	<b>Date Completed</b>	<b>Notes</b>