ACCESS for ELLs Paper Test

Objectives:

- Learn about ACCESS for ELLs Paper
- Locate the ACCESS for ELLs Paper Training Course
- Describe administration procedures for all domains
- Practice scoring the Speaking section

ACCESS for ELLs Paper

- A secure large-scale English language proficiency assessment
- An annual assessment used by WIDA Consortium member states
- Language Assessment for English language learners (ELLs) in grades K-12

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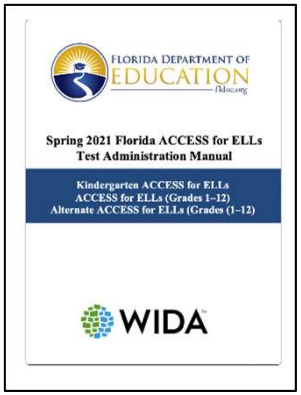
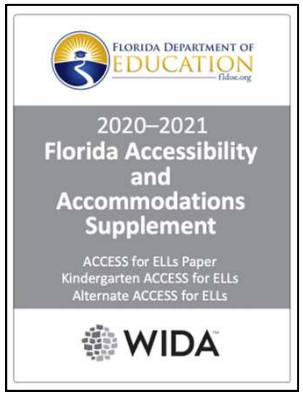
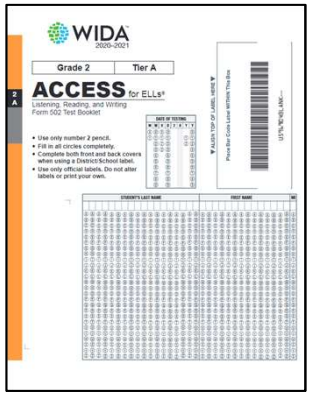
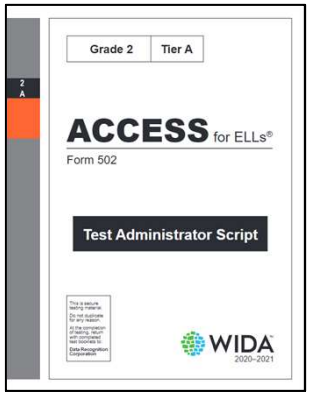
General Administration Responsibilities

- Review the Spring 2021 Florida ACCESS for ELLs Test Administration Manual and the 2020 Florida Accessibility and Accommodations Supplement.
- Distribute needed test materials and equipment
- Follow procedures and scripts exactly
- Always keep test materials secure









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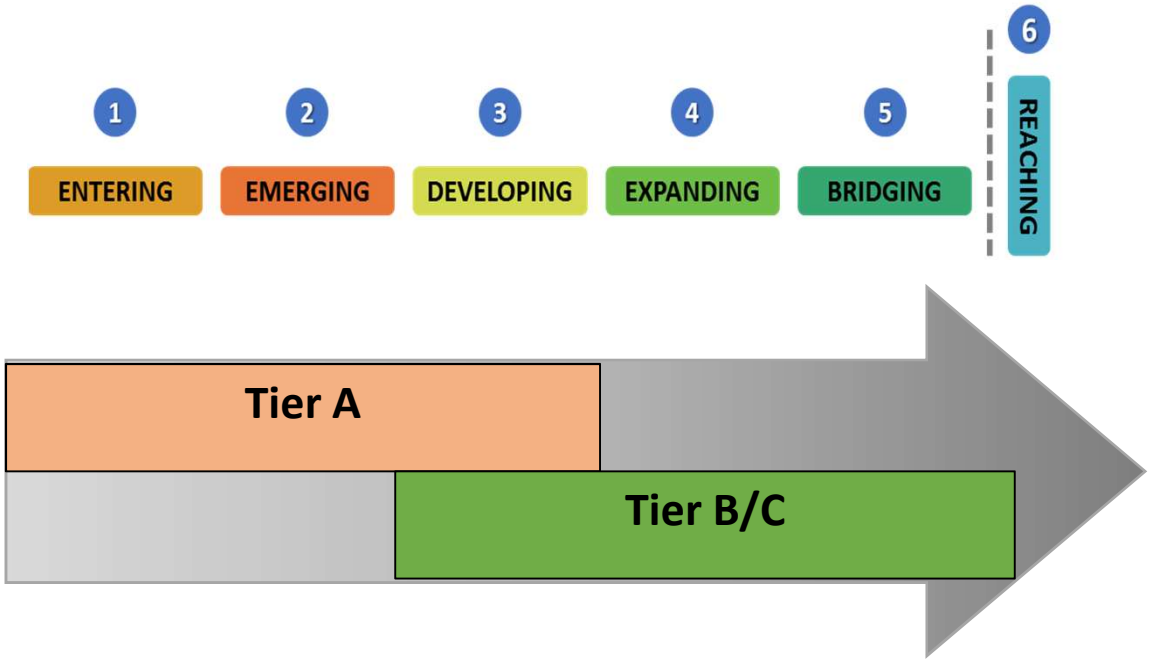
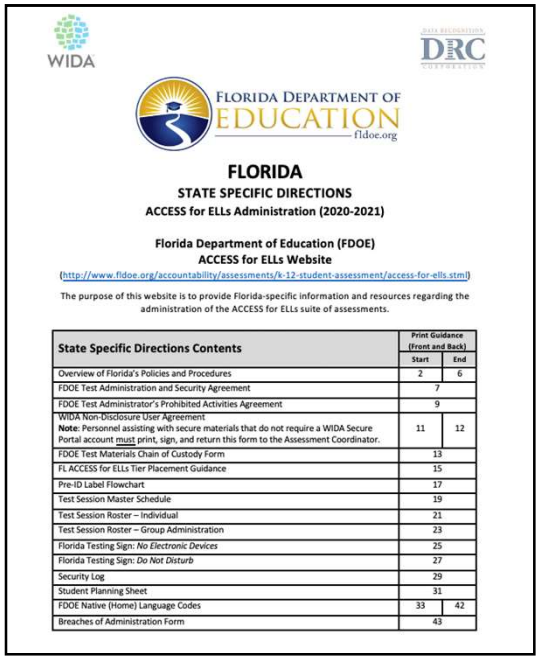
ACCESS for ELLs Paper
Tier Assignment

Adaptive through Tier A or Tier B/C Selection





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FLORIDA
STATE SPECIFIC DIRECTIONS
ACCESS for ELLs Administration (2020-2021)

Florida Department of Education (FDOE)
ACCESS for ELLs Website
(http://www.fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stml)

The purpose of this website is to provide Florida-specific information and resources regarding the administration of the ACCESS for ELLs suite of assessments.

State Specific Directions Contents	Print Guidance (Front and Back)	
	Start	End
Overview of Florida's Policies and Procedures	2	6
FDOE Test Administration and Security Agreement	7	
FDOE Test Administrator's Prohibited Activities Agreement	9	
WIDA Non-Disclosure User Agreement **Note:** Personnel assisting with secure materials that do not require a WIDA Secure Portal account must print, sign, and return this form to the Assessment Coordinator.	11	12
FDOE Test Materials Chain of Custody Form	13	
FL ACCESS for ELLs Tier Placement Guidance	15	
Pre-ID Label Flowchart	17	
Test Session Master Schedule	19	
Test Session Roster – Individual	21	
Test Session Roster – Group Administration	23	
Florida Testing Sign: *No Electronic Devices*	25	
Florida Testing Sign: *Do Not Disturb*	27	
Security Log	29	
Student Planning Sheet	31	
FDOE Native (Home) Language Codes	33	42
Breaches of Administration Form	43	

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ACCESS for ELLs Paper
Grade Level Clusters

Six Grade Level Clusters for Paper: Listening, Reading, and Writing Domains

Five Grade Level Clusters for Paper: Speaking

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ACCESS for ELLs Paper Experience

- **Media-delivered Listening and Speaking** using pre-recorded prompts
- **Rating Scale** used by test administrator to score student speaking compared to a model response
- **Central scoring** for the Listening, Reading, and Writing domains

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ACCESS for ELLs Paper

Administration Format	Approximate Administration Time*	Recommended Scheduled Testing Time
Group: Listening, Reading, Writing **Individual: Speaking**	**Listening: 20–40 minutes** **Reading: 50 minutes** **Writing:** • **Grade 1, Tier A: 25 minutes** • **Grades 2–12, Tier A: 60 minutes** • **Grades 1–12, Tier B/C: 65 minutes** **Speaking: 15–30 minutes**	**Listening: 60 minutes** **Reading: 70 minutes** **Writing:** • **Grade 1, Tier A: 40 minutes** • **Grades 2–12, Tier A: 75 minutes** • **Grades 1–12, Tier B/C: 80 minutes** **Speaking: 45 minutes**

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* Time needed to answer test questions

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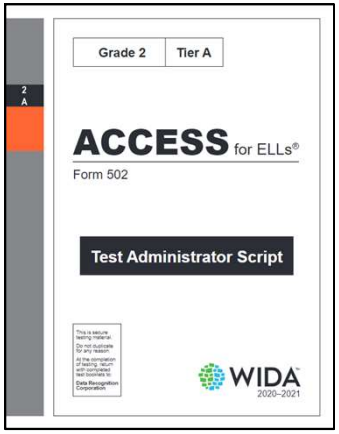
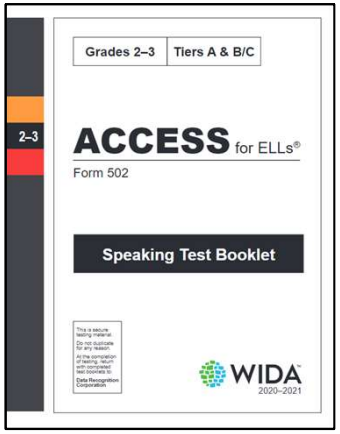
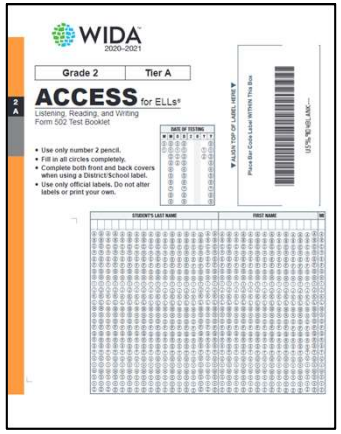
ACCESS for ELLs Paper
Test Materials







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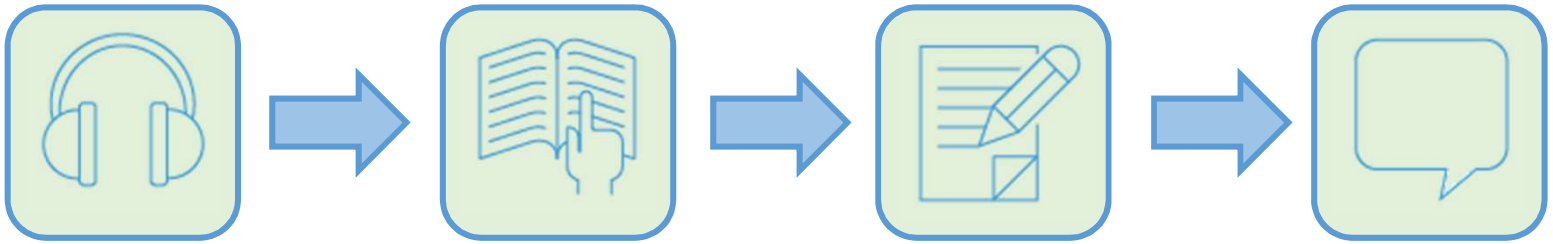
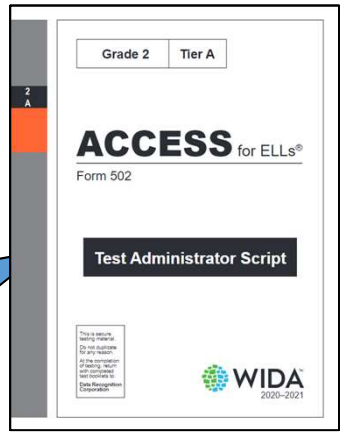
Administering ACCESS for ELLs Paper

- Recommended domain order of administration

Listening → Reading → Writing → Speaking



The domains may be administered in any order, but this order matches the test administrator scripting



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Understand the Test Booklet and Student Response Booklet

- Each test will begin with **MANDATORY** practice or sample items. The Test Administrator Script includes mandatory scripts
- Tests are organized by **theme folders** – A series of questions about one topic with graphic and/or text support
- Students responds in the **Student Response Booklet** for the **Listening, Reading,** and **Writing** Domains.
- The t**est administrator records** the **Speaking** scores in the Student Response Booklet, while the student has the Speaking Test Booklet.

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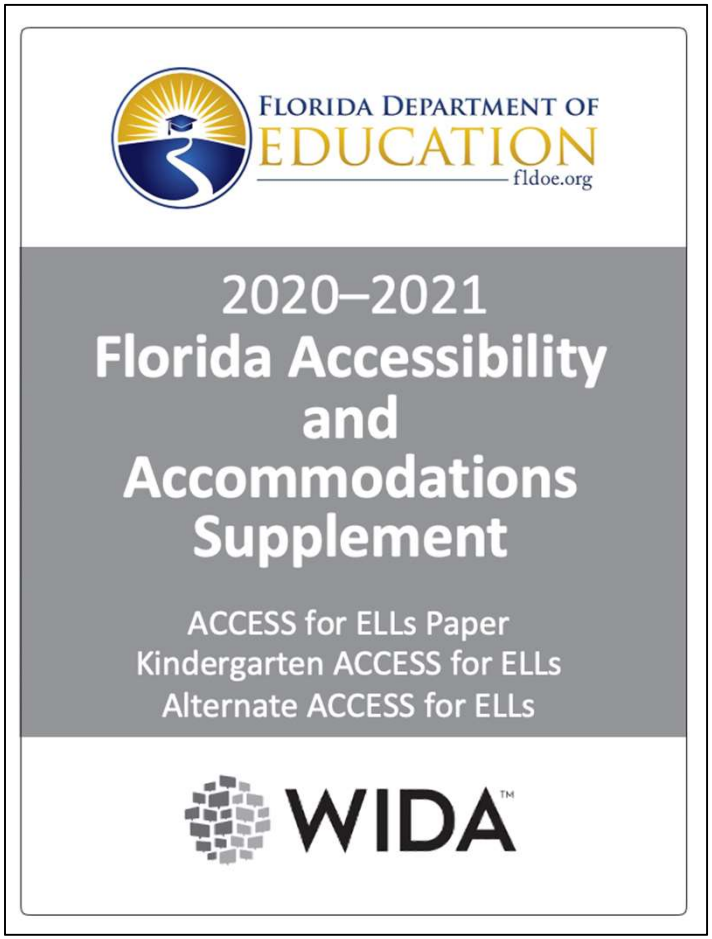
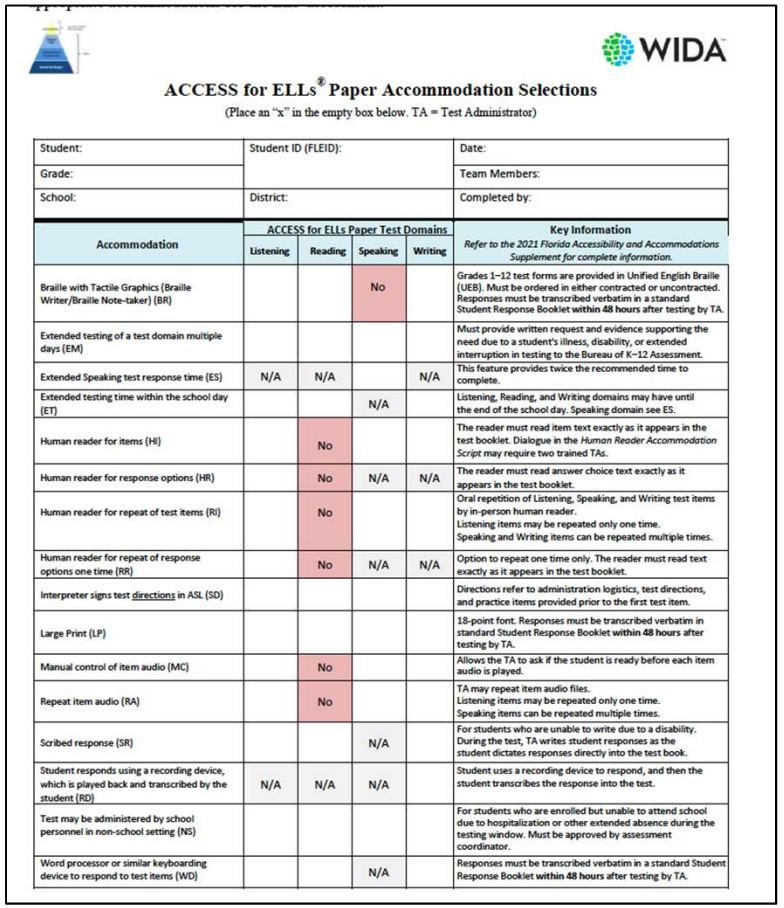
Accommodations Checklist





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ACCESS for ELLs® Paper Accommodation Selections

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID (FLEID):				Date:
Grade:					Team Members:
School:	District:				Completed by:

Accommodation	ACCESS for ELLs Paper Test Domains				Key Information *Refer to the 2021 Florida Accessibility and Accommodations Supplement for complete information.*
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker) (BR)			No		Grades 1–12 test forms are provided in Unified English Braille (UEB). Must be ordered in either contracted or uncontracted. Responses must be transcribed verbatim in a standard Student Response Booklet **within 48 hours** after testing by TA.
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing to the Bureau of K–12 Assessment.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the recommended time to complete.
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for items (HI)		No			The reader must read item text exactly as it appears in the test booklet. Dialogue in the *Human Reader Accommodation Script* may require two trained TAs.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of test items (RI)		No			Oral repetition of Listening, Speaking, and Writing test items by in-person human reader. Listening items may be repeated only one time. Speaking and Writing items can be repeated multiple times.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears in the test booklet.
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.
Large Print (LP)					18-point font. Responses must be transcribed verbatim in standard Student Response Booklet **within 48 hours** after testing by TA.
Manual control of item audio (MC)		No			Allows the TA to ask if the student is ready before each item audio is played.
Repeat item audio (RA)		No			TA may repeat item audio files. Listening items may be repeated only one time. Speaking items can be repeated multiple times.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. During the test, TA writes student responses as the student dictates responses directly into the test book.
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A		Student uses a recording device to respond, and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by assessment coordinator.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in a standard Student Response Booklet **within 48 hours** after testing by TA.

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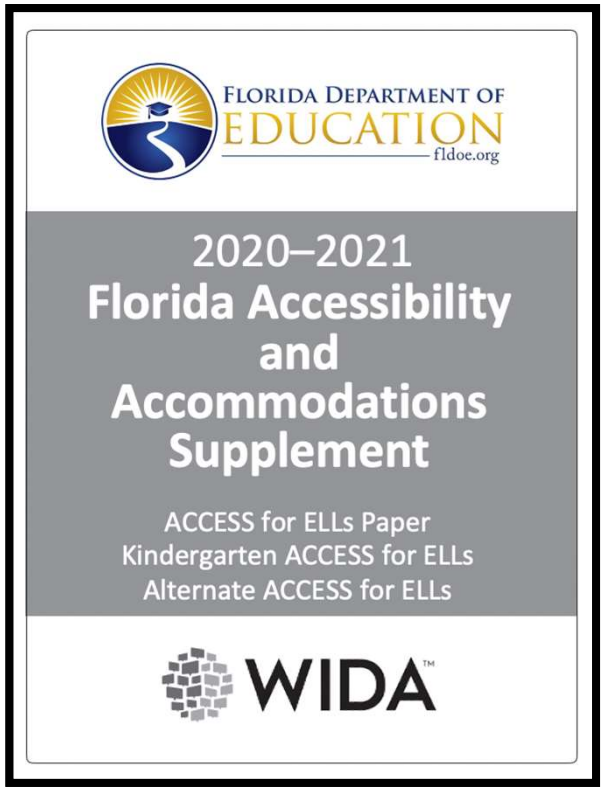
2021 Florida Accessibility and Accommodations Supplement



- Replaces the WIDA Accessibility and Accommodations Supplement.
- This document highlights test administrative considerations, universal tools, and accommodations for individual ELLs taking the paper-based tests.
- Accommodation Selection Forms located in Appendix C.

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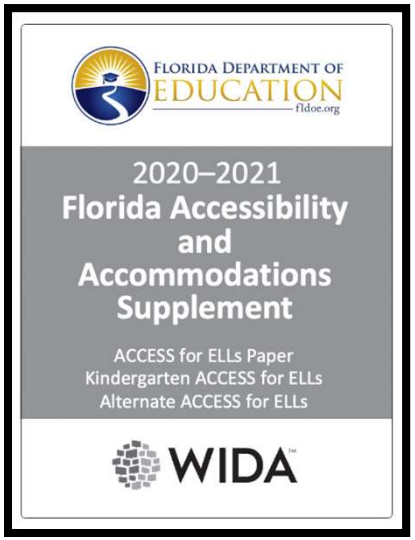
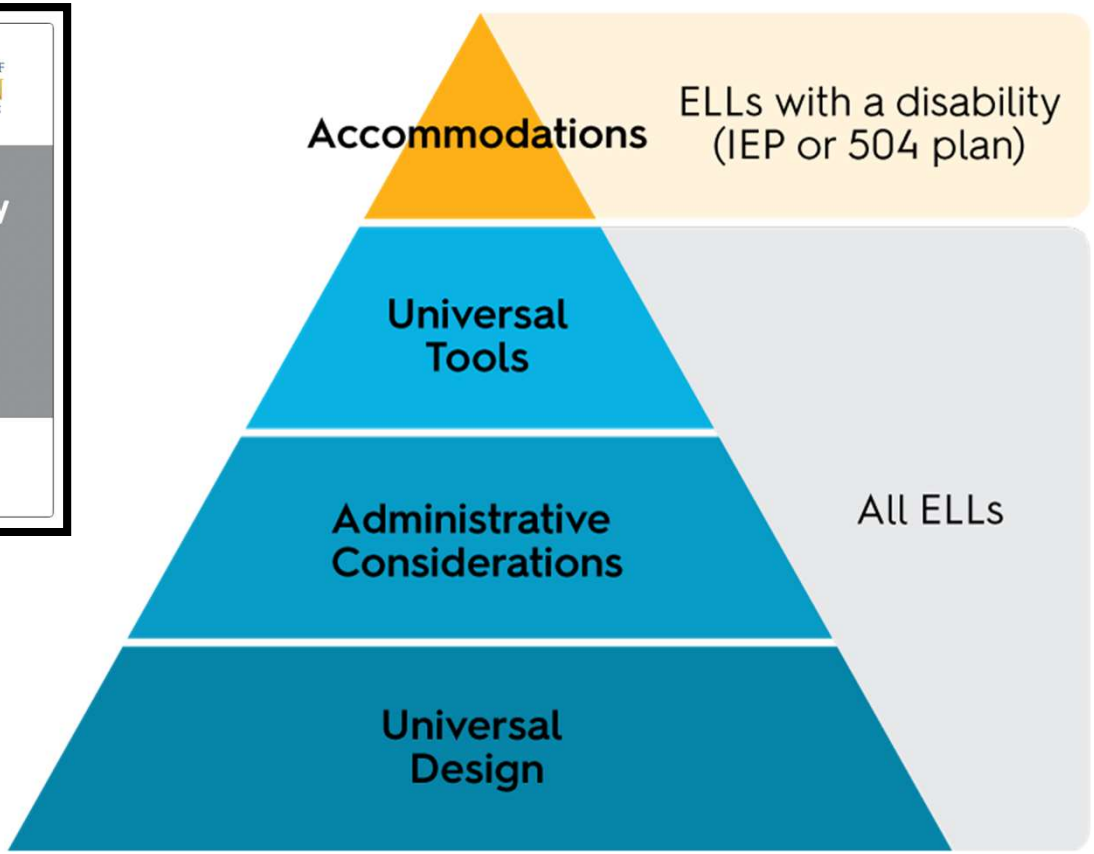
Accessibility and Accommodations





[Triangle width indicates estimated proportion of ELLs using each type of support]

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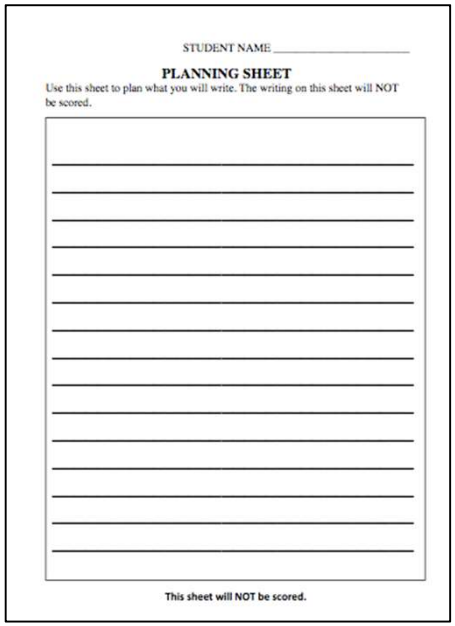
Universal Tools

- May used by all students to address their individual accessibility needs.
- Students should use the tool(s) regularly in the classroom and have become familiar with the appropriate use and availability of the tools. These tools include:
  - Audio aids
  - Color overlay
  - Highlighter, colored pencils, or crayons
  - Line guide or tracking tool
  - Magnifier
  - Student Planning Sheet (Available in the State-Specific Directions)


STUDENT NAME _____

PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will NOT be scored.

This sheet will NOT be scored.

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Administrative Consideration

- Districts and schools have the authority to make administrative determinations for any ELL student as long as test security is not compromised, and the requirements are met regarding testing conditions and environment.
- These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which the test can be administered most effectively.

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ACCESS for ELLs

Accommodation or Administrative Consideration?

ACCESS for ELLs Accommodation	FSA Accommodation
Extended testing time within the school day (ET) - Listening, Reading, and Writing domains may have until the end of the school day. - Speaking domain may only have twice the recommended time to complete.	**Flexible Scheduling** - Extended time must be provided in accordance with the student's IEP or Section 504 Plan. Extended time is not unlimited. Each test session must be completed within one school day.

Human Reader Accommodations:
- Human Reader for items (HI),
- Human reader for response options (HR)
- Human reader for repeat of test items (RI)
  o Listening items may repeated only one time
  o Speaking and Writing items may repeated multiple times
- Human reader for repeat of response options one time (RR)
 	
Note: Human Reader accommodations are not permissible for the Reading domain. Students CANNOT have any portion of the Reading domain read to them.
	Flexible Presentation
	- Oral presentation of test directions, prompts, questions, and answer choices in – ELA Writing; ELA Reading; Math; Science.
	  o Passages in ELA Reading and ELA Writing may not be read aloud to students

(continued on next slide)

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ACCESS for ELLs

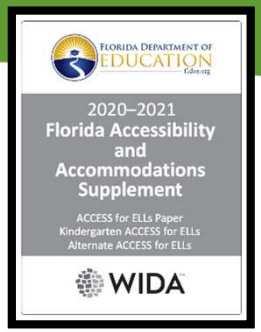
Accommodation or Administrative Consideration? (cont.)

ACCESS for ELLs Accommodation	FSA Accommodation

Scribed Response (SR)
- Responses must be scribed verbatim in paper test booklet at the time of testing by the test administrator.
- Written response (typed)
  o Transcription of the response into the paper-based test is required within 48 hours of testing.
	Flexible Responding
	- Dictation of response to a test administrator/proctor;
	- Oral rather than written response
	- Written response (typed)
	  o Transcription of the response into the paper-based test is not required.

Administrative Consideration – Individual or Small Group Setting **Note**: Administrative Considerations are available to all students, with or without an IEP or Section 504 plan.	**Flexible Setting** - ELLs may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as test administrator.
Administrative Consideration – Frequent or Additional Supervised Breaks **Note**: Administrative Considerations are available to all students, with or without an IEP or Section 504 plan.	**Flexible Scheduling** - ELLs may take a test session during several brief periods within one school day; however, each test session must be completed within one school day.
English-to-heritage language and/or heritage language-to-English translation dictionary, glossary are NOT permissible accommodations for the ACCESS for ELLs suite of assessments.	**Approved Dictionary and Glossary** - ELLs should have access to an English-to-heritage language and/or heritage language-to-English translation dictionary, glossary, or both, such as those made available to ELLS in an instructional setting.

Accommodation Considerations



1. Does the accommodation address the student's special need(s)?
2. Does the student have experience with the given accommodation(s) on an ongoing basis in the classroom or testing situations?
3. Does the accommodation maintain the validity of the construct of what the test measures?
4. Does the test administrator know the student and how to accurately apply the accommodation?

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Situations to Pause the Assessment

1

Interruptions or Emergency

- **Fire drill**
- **Announcement**
- **Loud noise outside**

Pause Testing Session
Resume test from beginning of last item

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Situations to Pause the Assessment

2

Audio Issues

- **Technical difficulties**
- **CD not working**

Instruct students to wait while technicality resolved

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Situations to Pause the Assessment

3

If the student is having an unusually difficult time responding, you may discontinue a domain.

Try again later. If the second attempt is also unsuccessful, discontinue domain altogether. Leave remaining items blank. Do not mark the Do Not Score Code.

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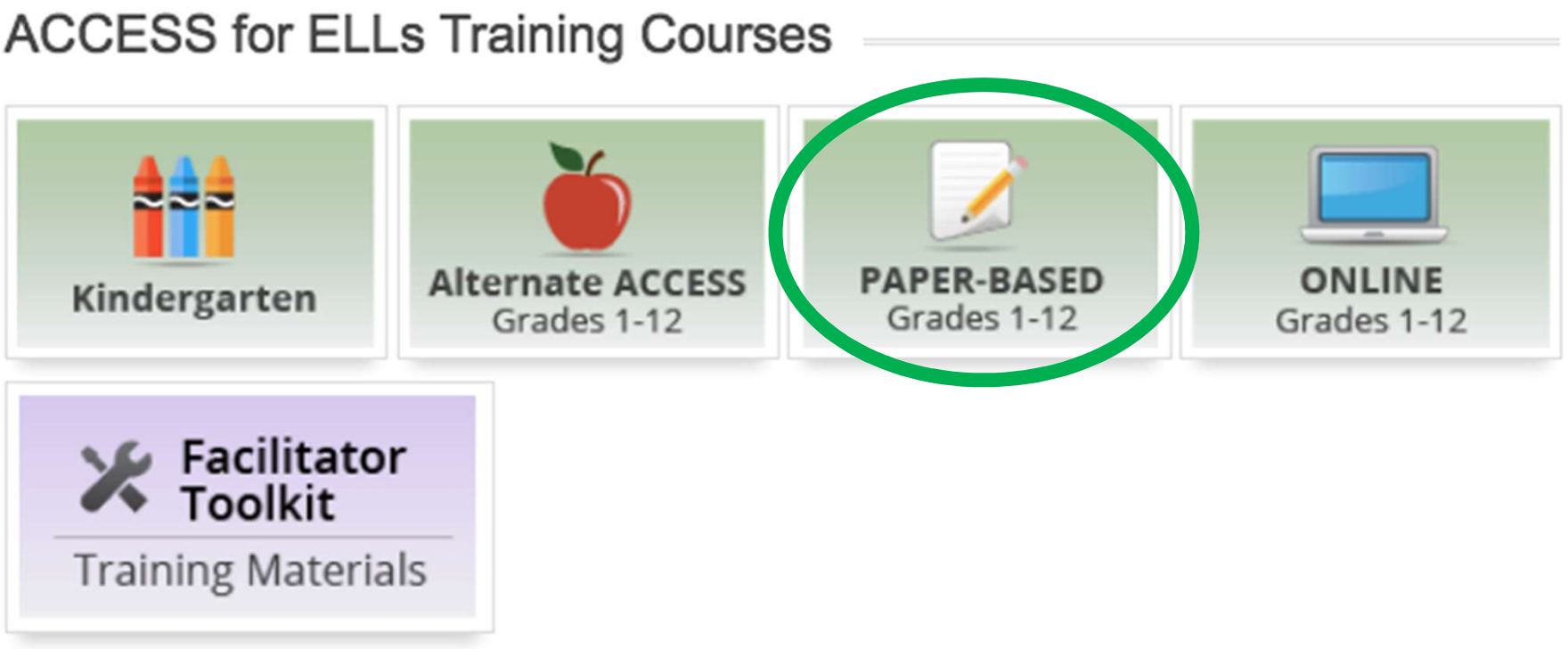
WIDA Secure Portal

https://portal.wida.us/



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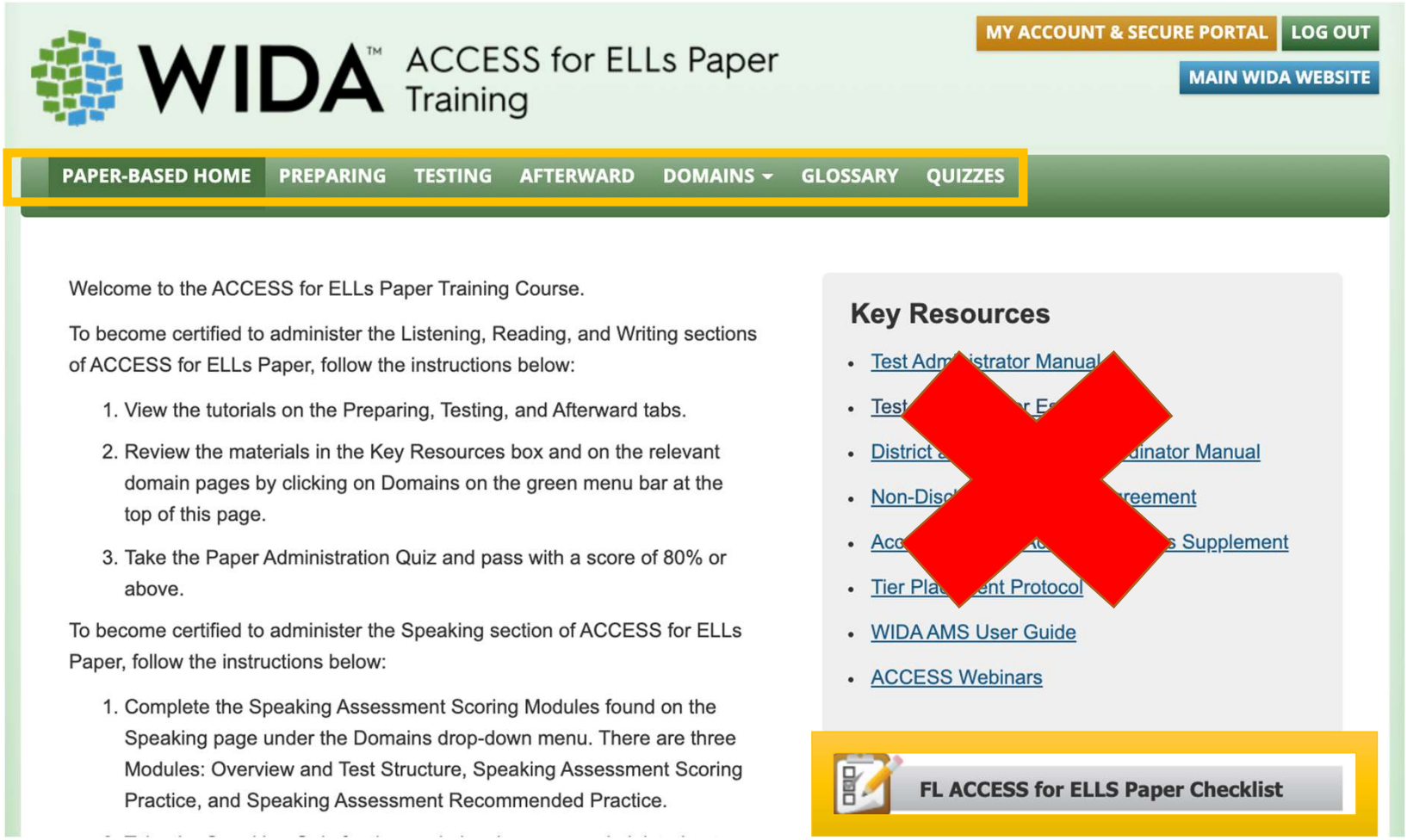
ACCESS for ELLs Paper Training Course



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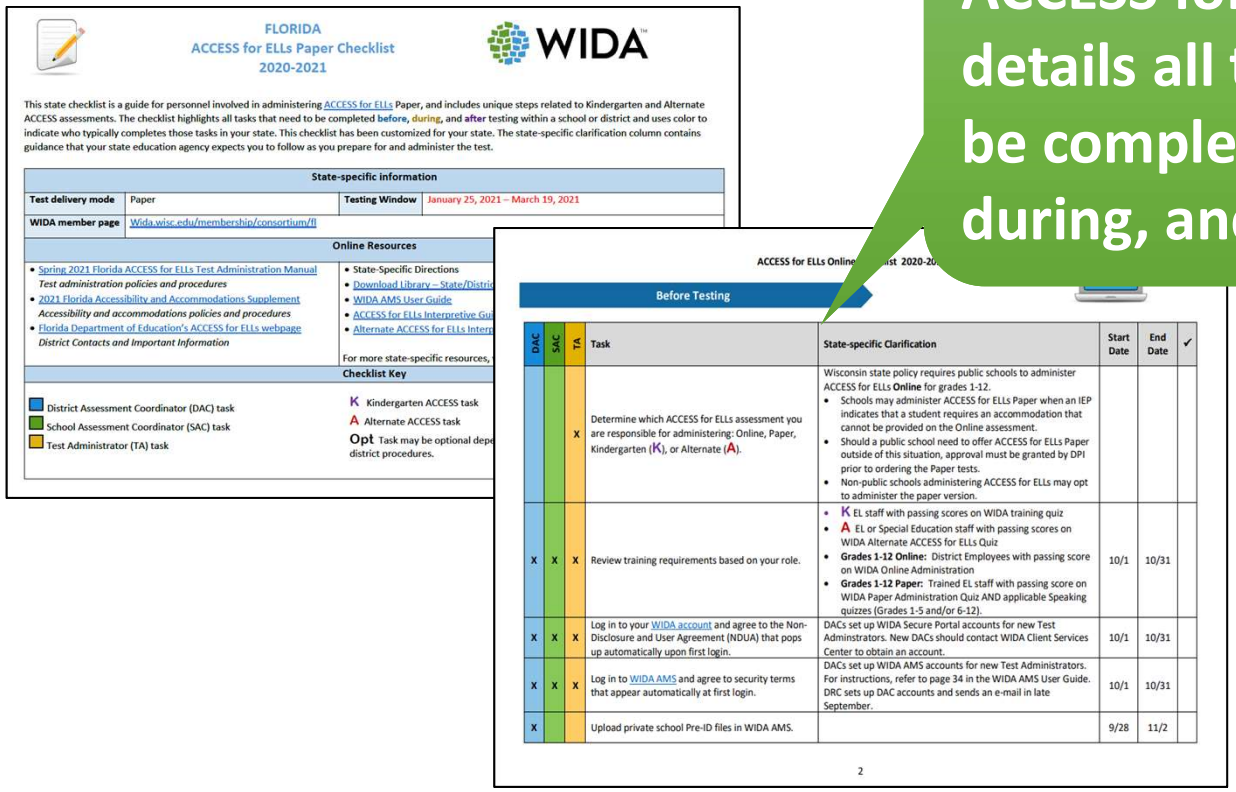
Florida's ACCESS for ELLs Checklist



FLORIDA
ACCESS for ELLs Paper Checklist
2020-2021

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This state checklist is a guide for personnel involved in administering ACCESS for ELLs Paper, and includes unique steps related to Kindergarten and Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed **before**, **during**, and **after** testing within a school or district and uses color to indicate who typically completes those tasks in your state. This checklist has been customized for your state. The state-specific clarification column contains guidance that your state education agency expects you to follow as you prepare for and administer the test.

State-specific information			
Test delivery mode	Paper	**Testing Window**	January 25, 2021 – March 19, 2021
WIDA member page	Wida.wisc.edu/membership/consortium/fl		

Online Resources

- Spring 2021 Florida ACCESS for ELLs Test Administration Manual
  Test administration policies and procedures
- 2021 Florida Accessibility and Accommodations Supplement
  Accessibility and accommodations policies and procedures
- Florida Department of Education's ACCESS for ELLs webpage
  District Contacts and Important Information

- State-Specific Directions
- Download Library – State/Distric
- WIDA AMS User Guide
- ACCESS for ELLs Interpretive Gu
- Alternate ACCESS for ELLs Interp

For more state-specific resources,

Checklist Key

District Assessment Coordinator (DAC) task
School Assessment Coordinator (SAC) task
Test Administrator (TA) task

K Kindergarten ACCESS task
A Alternate ACCESS task
Opt Task may be optional depe
district procedures.

ACCESS for ELLs Onlin ist 2020-2

Before Testing

DAC	SAC	TA	Task	State-specific Clarification	Start Date	End Date	✓
		x	Determine which ACCESS for ELLs assessment you are responsible for administering: Online, Paper, Kindergarten (K), or Alternate (A).	Wisconsin state policy requires public schools to administer ACCESS for ELLs **Online** for grades 1-12. • Schools may administer ACCESS for ELLs Paper when an IEP indicates that a student requires an accommodation that cannot be provided on the Online assessment. • Should a public school need to offer ACCESS for ELLs Paper outside of this situation, approval must be granted by DPI prior to ordering the Paper tests. • Non-public schools administering ACCESS for ELLs may opt to administer the paper version.			
x	x	x	Review training requirements based on your role.	• K EL staff with passing scores on WIDA training quiz • A EL or Special Education staff with passing scores on WIDA Alternate ACCESS for ELLs Quiz • **Grades 1-12 Online:** District Employees with passing score on WIDA Online Administration • **Grades 1-12 Paper:** Trained EL staff with passing score on WIDA Paper Administration Quiz AND applicable Speaking quizzes (Grades 1-5 and/or 6-12).	10/1	10/31	
x	x	x	Log in to your WIDA account and agree to the Non-Disclosure and User Agreement (NDUA) that pops up automatically upon first login.	DACs set up WIDA Secure Portal accounts for new Test Adminstrators. New DACs should contact WIDA Client Services Center to obtain an account.	10/1	10/31	
x	x	x	Log in to WIDA AMS and agree to security terms that appear automatically at first login.	DACs set up WIDA AMS accounts for new Test Administrators. For instructions, refer to page 34 in the WIDA AMS User Guide. DRC sets up DAC accounts and sends an e-mail in late September.	10/1	10/31	
x			Upload private school Pre-ID files in WIDA AMS.		9/28	11/2	

2

ACCESS for ELLs checklist details all tasks by role to be completed before, during, and after testing.

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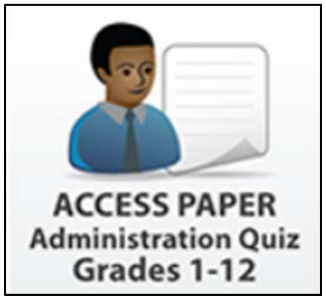
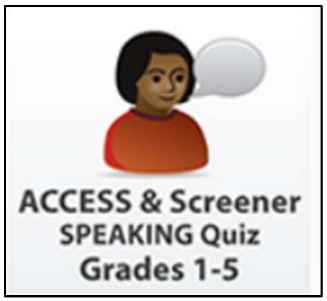
Training Requirements

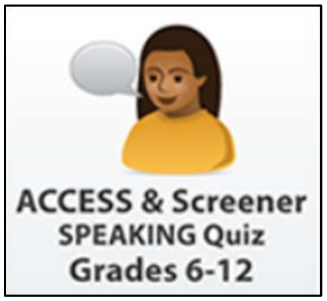
Step 1: View training tutorials for the tasks they are assigned

Step 2: Complete the knowledge checks at the end of each training tutorial

Step 3: Take the Paper Administration and Speaking Quizzes receive a passing score of 80% or higher







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Certification Quizzes

WIDA

This certificate is awarded to

Lori Hanna

For successful completion of the following trainings in the WIDA secure portal, and the above named individual may administer the indicated WIDA assessments during the same academic year.

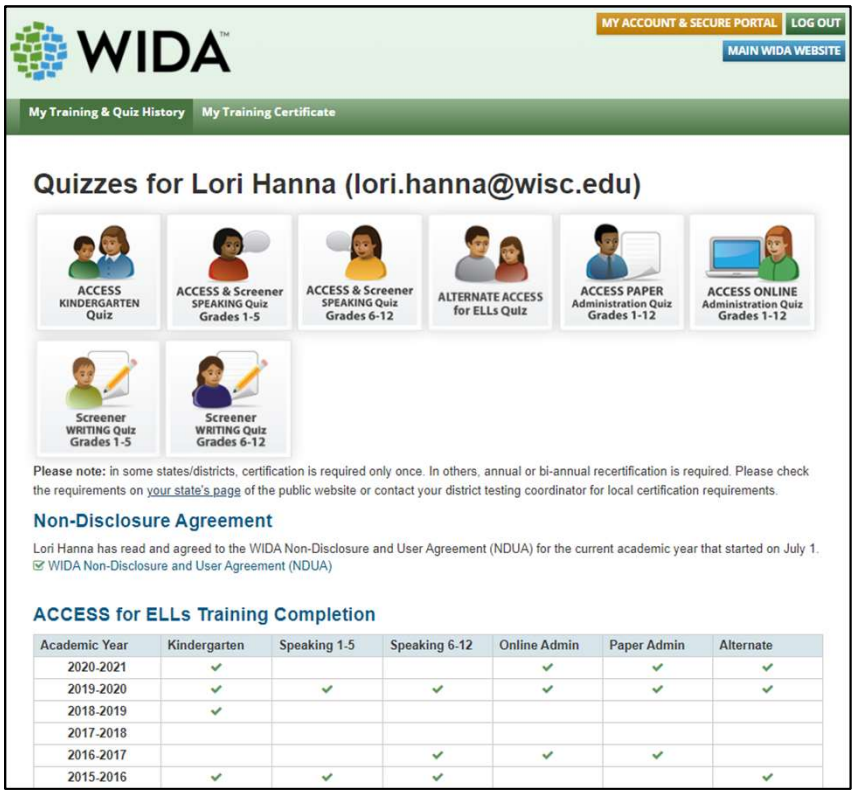
ACCESS for ELLs
Kindergarten Test (10/8/2020)
Speaking Test, Grades 1-5 (9/10/2019)
Speaking Test, Grades 6-12 (9/11/2019)
Online Administration (10/8/2020)
Paper Administration (10/8/2020)
Alternate ACCESS for ELLs Test (10/8/2020)

WIDA Screening Assessments
Speaking Test, Grades 1-5 (9/10/2019)
Speaking Test, Grades 6-12 (9/11/2019)
W-APT Speaking Test (1/25/2015)
Writing Test, Grades 1-5 (9/11/2019)
Writing Test, Grades 6-12 (9/11/2019)

Speaking Test certification is shared between ACCESS for ELLs and WIDA Screener. Completing either Speaking Test quiz will result in both certifications.

The dates listed next to each training component indicate that the above named individual may coordinate or administer the corresponding section of the ACCESS for ELLs, WIDA Screener, or the W-APT during the same academic year. Please note that individual states within the WIDA Consortium may or may not require individuals to recertify as Test Coordinators or Administrators each academic year.

For more information, please contact your state's education agency or visit wida.wisc.edu/.



WIDA

MY ACCOUNT & SECURE PORTAL | LOG OUT
MAIN WIDA WEBSITE

My Training & Quiz History | My Training Certificate

Quizzes for Lori Hanna (lori.hanna@wisc.edu)

ACCESS KINDERGARTEN Quiz
ACCESS & Screener SPEAKING Quiz Grades 1-5
ACCESS & Screener SPEAKING Quiz Grades 6-12
ALTERNATE ACCESS for ELLs Quiz
ACCESS PAPER Administration Quiz Grades 1-12
ACCESS ONLINE Administration Quiz Grades 1-12
Screener WRITING Quiz Grades 1-5
Screener WRITING Quiz Grades 6-12

Please note: in some states/districts, certification is required only once. In others, annual or bi-annual recertification is required. Please check the requirements on your state's page of the public website or contact your district testing coordinator for local certification requirements.

Non-Disclosure Agreement

Lori Hanna has read and agreed to the WIDA Non-Disclosure and User Agreement (NDUA) for the current academic year that started on July 1.
☑ WIDA Non-Disclosure and User Agreement (NDUA)

ACCESS for ELLs Training Completion

Academic Year	Kindergarten	Speaking 1-5	Speaking 6-12	Online Admin	Paper Admin	Alternate
2020-2021	✔			✔	✔	✔
2019-2020	✔	✔	✔	✔	✔	✔
2018-2019	✔					
2017-2018						
2016-2017			✔	✔	✔	
2015-2016	✔	✔	✔			✔

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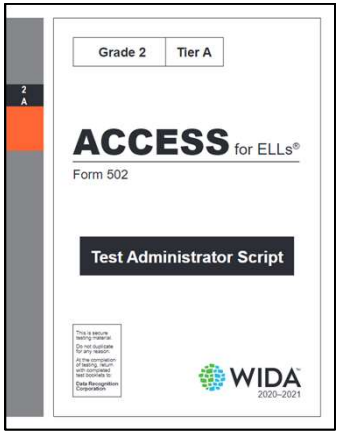
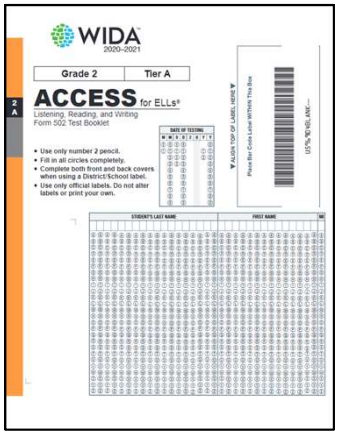
Listening Domain Information

- Media-delivered. Equipment needed: CD player and speakers.
  - Check CD prior (see security policy for your school)
- Materials needed: CD, Student Test Booklet, number 2 pencil.





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Listening Domain Information

- Plan a testing time of about 1 hour.
- Tier B/C Listening test takes longer to administer than the Tier A test for the same grade-level cluster.
- The length of the test increases at higher grade-level clusters.

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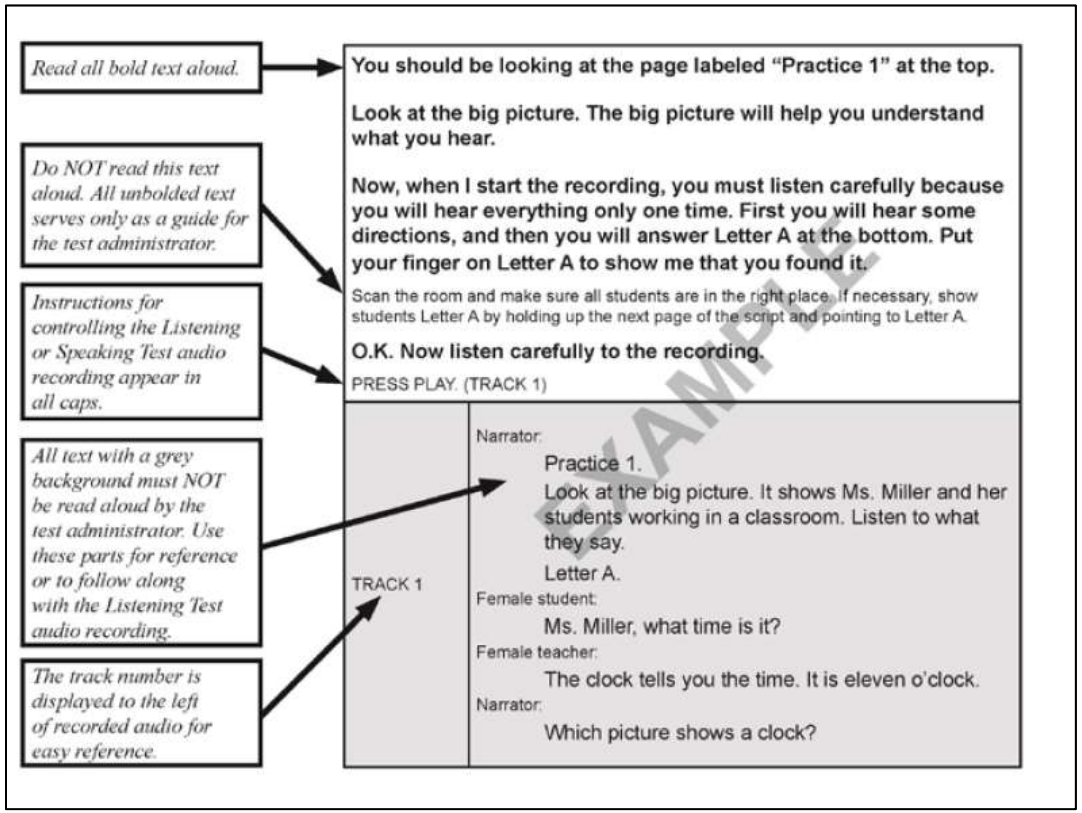
Listening Test Introduction & Practice

- Practice the Test Administrator Script ahead of time.



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Administering the Listening Domain

- Do not read any answer choices out loud
- Once the test has begun, do not stop or pause the audio
  - 25 seconds response time is included in the audio files
  - Tone to alert next prompt/question
  - Check-in time is included
- Pause only in the case of a significant interruption
  - Exact guidelines in the Spring 2021 Florida ACCESS for ELLs Test Administration Manual.
  - Current item < 15 minutes vs. current part > 15 minutes

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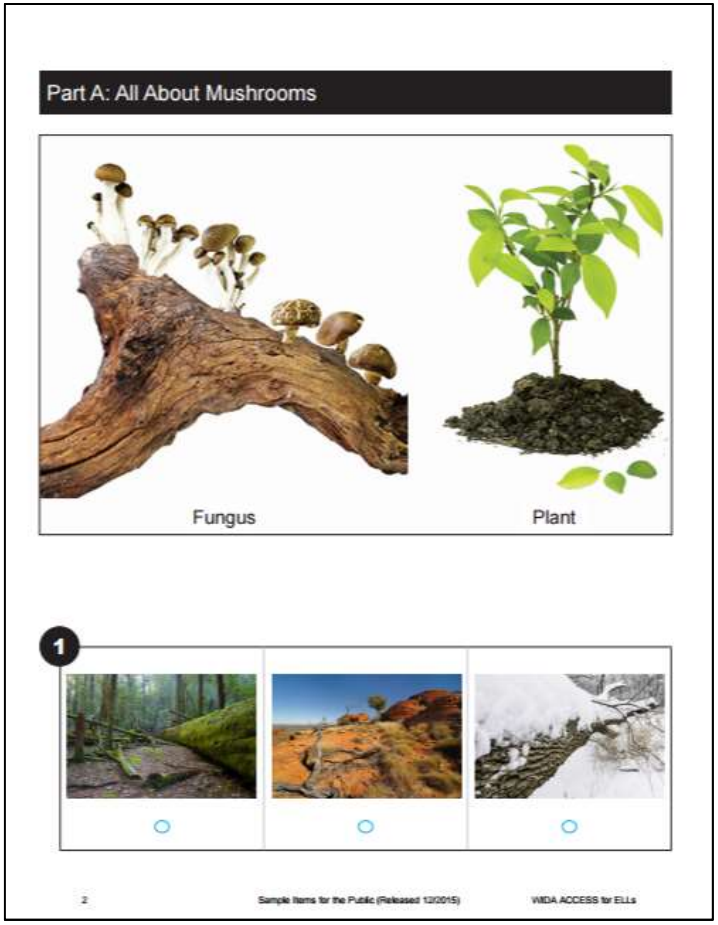
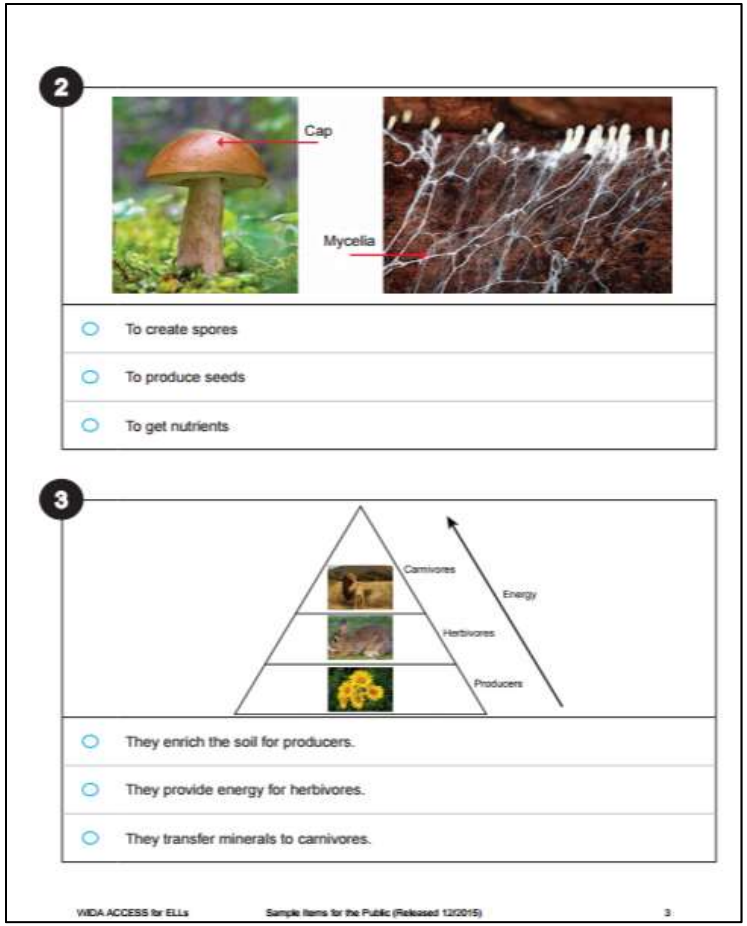
Listening Domain Example





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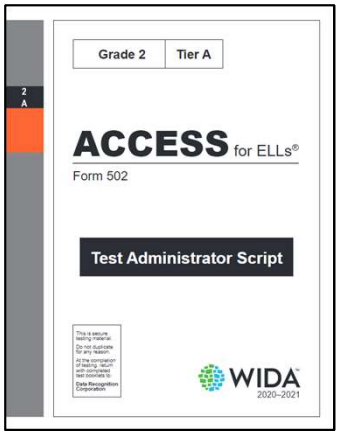
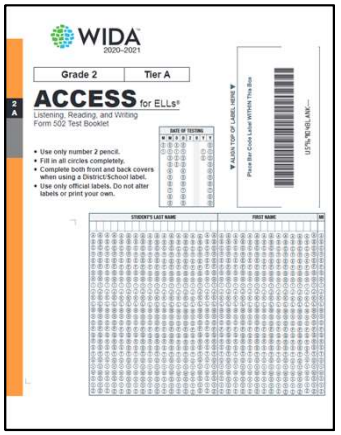
Reading Domain Information

- Designed to take no more than 55 minutes
- Materials needed: Test Administrator Script, Student Test Booklets, number 2 pencil
- Follow the Test Administrator Script exactly
- Do **not** read aloud test items or response choices





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Reading Domain Example

Reading Practice

Look at the big picture. It shows a classroom at snack time.

R1

We eat a snack at 11:00.

Which picture shows a clock?

A	B	C

Test Booklet: Grades 4–5 Path A

R2

There are cups on the table.

What is on the table?

A	Spoons
B	Cups
C	Plates

R3

One teacher and two students are getting ready for snack time.

How many people are there in all?

A	One
B	Two
C	Three
D	Four

Test Booklet: Grades 4–5 Path A

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Monitoring the Reading Test

- Circulate through the testing room
- Perform check-ins as indicated by stop signs in the test booklets.
  - Whole group check-ins should be performed simultaneously with all students.
  - Individual check-ins occur when students raise their hand as they arrive at a stop sign.

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Reading Domain Completion

- Stop signs do not indicate the end of the test.
- Confirm a student has progressed through all parts of the Reading domain before advising to discontinue.
- Students may be provided additional time to complete the Reading domain, as appropriate
  - Discuss any concerns with the school assessment coordinator.

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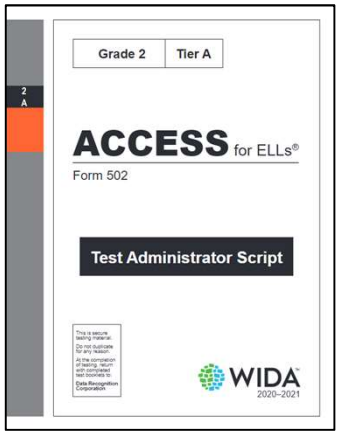
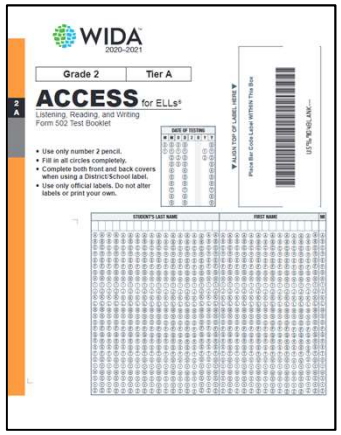
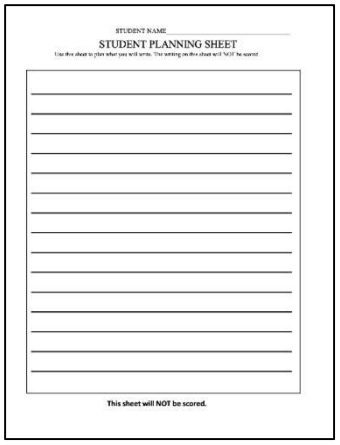
Writing Domain Information

- Materials needed:
  - Test Administrator Script
  - Student Response Booklets
  - Number 2 pencil
  - Student Planning Sheets
- Follow the Test Administrator Script exactly.
- Make sure students begin the Writing test on the appropriate page.







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Writing Domain Administration Times

Grade 1 Tier A

Grades 2-12 Tier A

All Grades Tier B/C

Grades 1 Tier A Writing Test: Organization, Content, and Timing Guidelines Per Task

WIDA English Language Development Standard		Time	Extra Time
Part A	Social and Instructional Language	5 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part D
Part B		5 minutes	
Part C		10 minutes	
Part D		10 minutes	
Total time–35 minutes			

Grades 2, 3, 4–5, 6–8, and 9–12 Tier A Writing Tests: Organization, Content, and Timing Guidelines Per Task

WIDA English Language Development Standard		Time	Extra Time
Part A	Social and Instructional Language	15 minutes	5 minutes if needed
Part B	Language of Language Arts	15 minutes	5 minutes if needed
Part C	Language of Mathematics Language of Science	15 minutes	5 minutes if needed
Total time–60 minutes			

All Grades Tier B/C Writing Tests: Organization, Content, and Timing Guidelines Per Task

WIDA English Language Development Standard		Time	Extra Time
Part A	Social and Instructional Language	10 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part C
Part B	Language of Mathematics Language of Science	20 minutes	
Part C	Language of Language Arts Language of Social Studies Social and Instructional Language	30 minutes	
Total time–65 minutes			

Test Administration Manual page 104

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Writing Domain Example

Jianzi

Jianzi is a traditional Asian game. After you read about how Lee and his friends play jianzi, you will think about a game you like to play with your friends. Then you will write an essay comparing jianzi and your favorite game.

Jianzi is played with a featherball.

Jianzi is played by kicking a small ball that has colorful feathers on the top. Players pass the featherball back and forth to each other and try to keep the ball in the air.

Lee tries not to let the featherball hit the ground.

In jianzi, you must kick the featherball and you cannot touch it with your hands. Lee's friends like to see how many times in a row they can kick the featherball without letting it touch the ground.

Now it's your turn to write!

Describe your favorite game and how it is the same as and different from jianzi. Write an essay in your booklet.

You can write on the next page, too.

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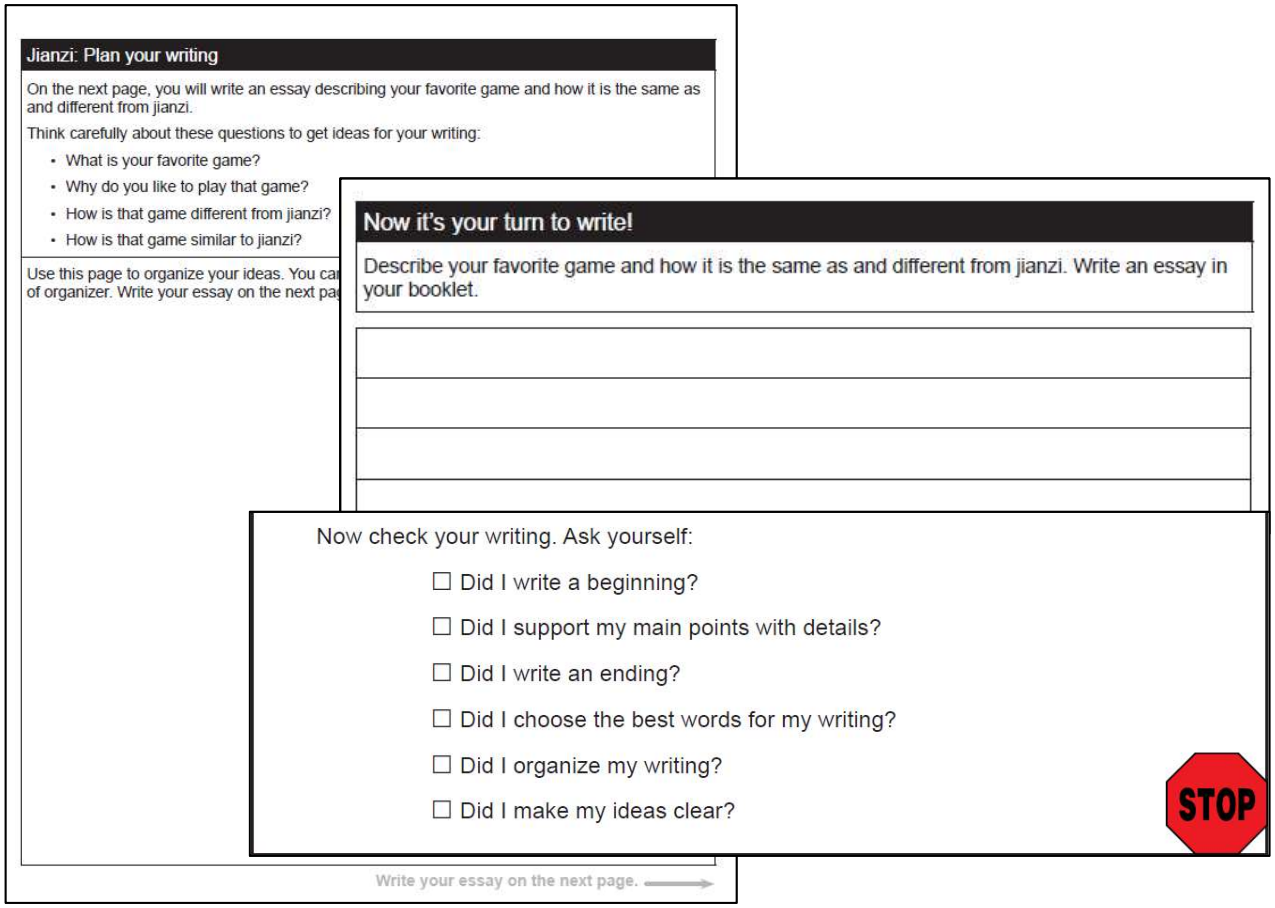
Writing Domain Student Guidance



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Monitoring the Writing Test

- Circulate the room to **monitor** students' progress after 10 minutes and 30 minutes.
- Perform **check-ins** as indicated by stop signs in the test booklets. Whole group check-ins should be performed simultaneously with all students.
    - Individual check-ins occur when students raise their hand as they arrive at a stop sign.

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Writing Domain Completion

- Stop signs **do not** indicate the end of the test.
- Confirm a student has progressed through all parts of the Writing domain before advising to discontinue.
- Students may be provided **additional time** to complete the Writing domain, as appropriate
  - Discuss any concerns with the school assessment coordinator.

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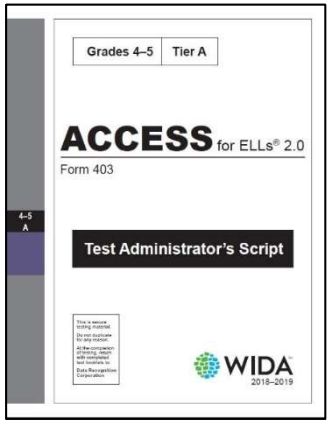
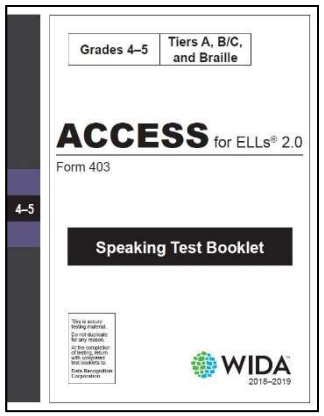
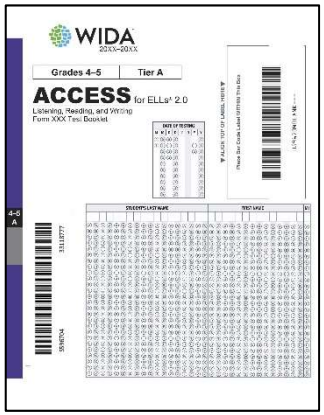
Speaking Domain Information

- **Media-delivered**. Equipment needed: **CD player and speakers**.
- M**aterials needed**: Test Administrator Script, Speaking Test Booklet, CD, Student Response Booklet, and number 2 pencil.
- Test administration should take place in a quiet room free of distractions.







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Speaking Administration Times

- Takes approximately 15 to 30 minutes per student. Higher grade-level clusters and tiers will take longer.

Tier A Speaking Tasks by Part, Standard, and Proficiency Level			
	WIDA English Language Development Standard	**Task 1**	**Task 2**
Part A	Social and Instructional Language	Proficiency Level 1	Proficiency Level 3
Part B	Language of Language Arts Language of Social Studies		
Part C	Language of Mathematics Language of Science		

Tier B/C Speaking Tasks by Part, Standard, and Proficiency Level			
	WIDA English Language Development Standard	**Task 1**	**Task 2**
Part A	Social and Instructional Language	Proficiency Level 3	Proficiency Level 5
Part B	Language of Language Arts Language of Social Studies		
Part C	Language of Mathematics Language of Science		

Spring 2021 FL Test Administration Manual, page 109

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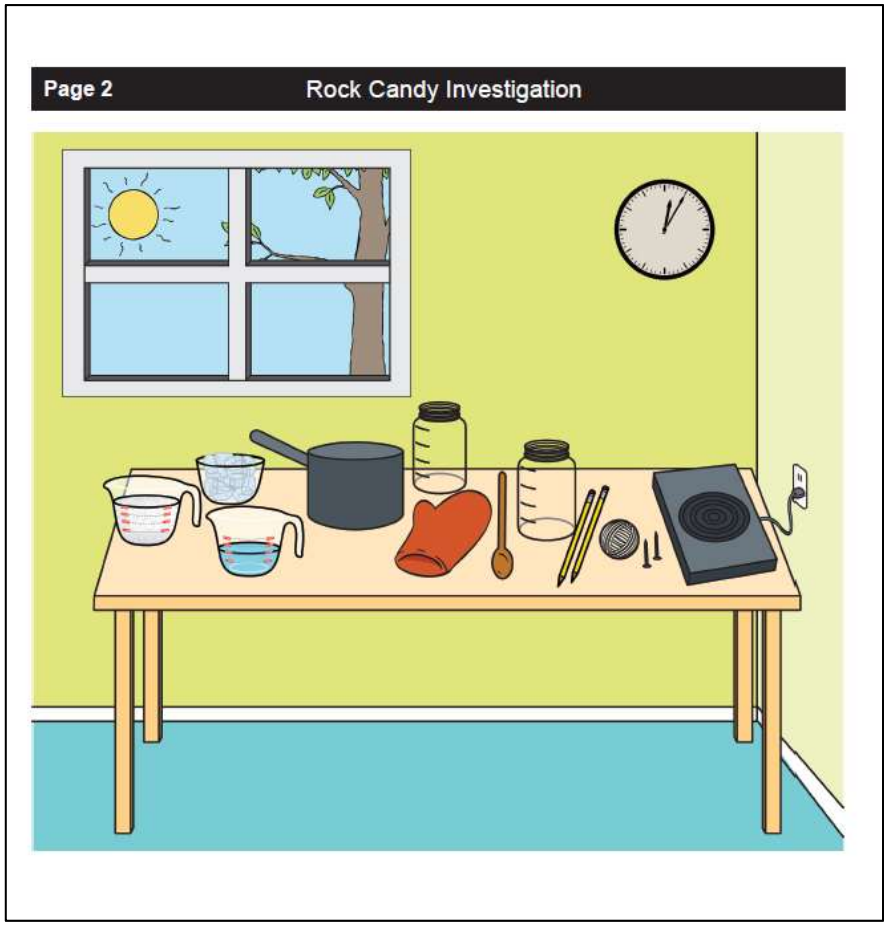
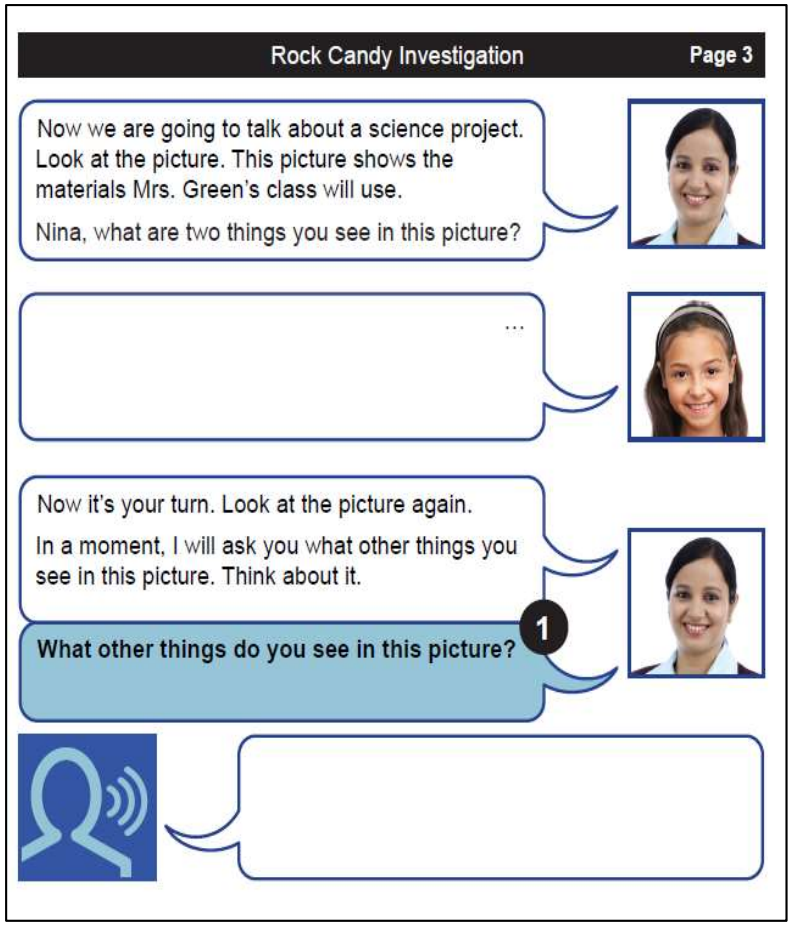
Speaking Domain Example





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Speaking Administration

- Virtual test administrator, Ms. Lee, guides students and asks them sets of questions that are design to elicit language at progressively higher target proficiency levels.

- Model student, Nina, provides task level responses to support students and help test administrators score the test.

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Speaking Training in Portal

(continued on next slide)

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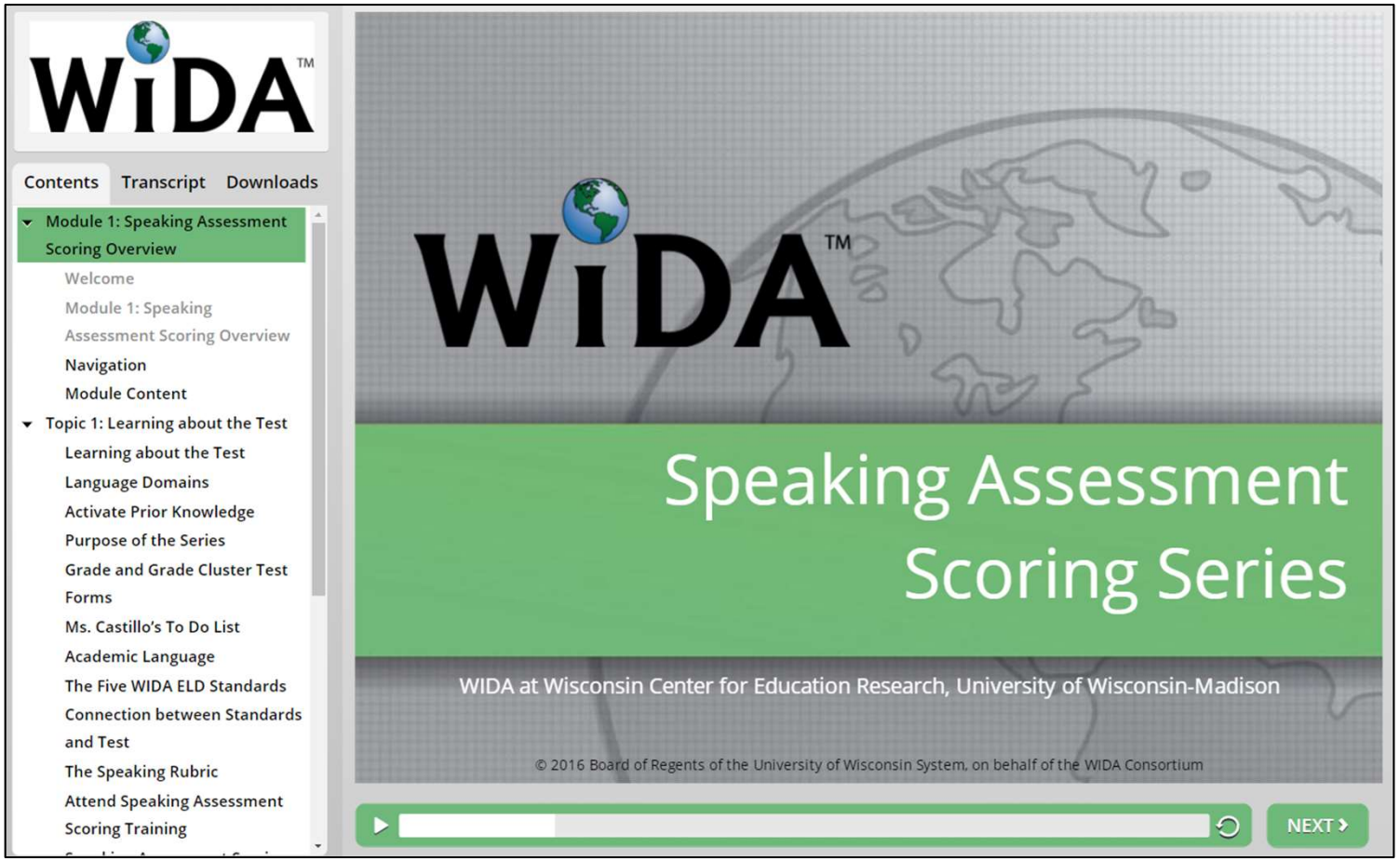

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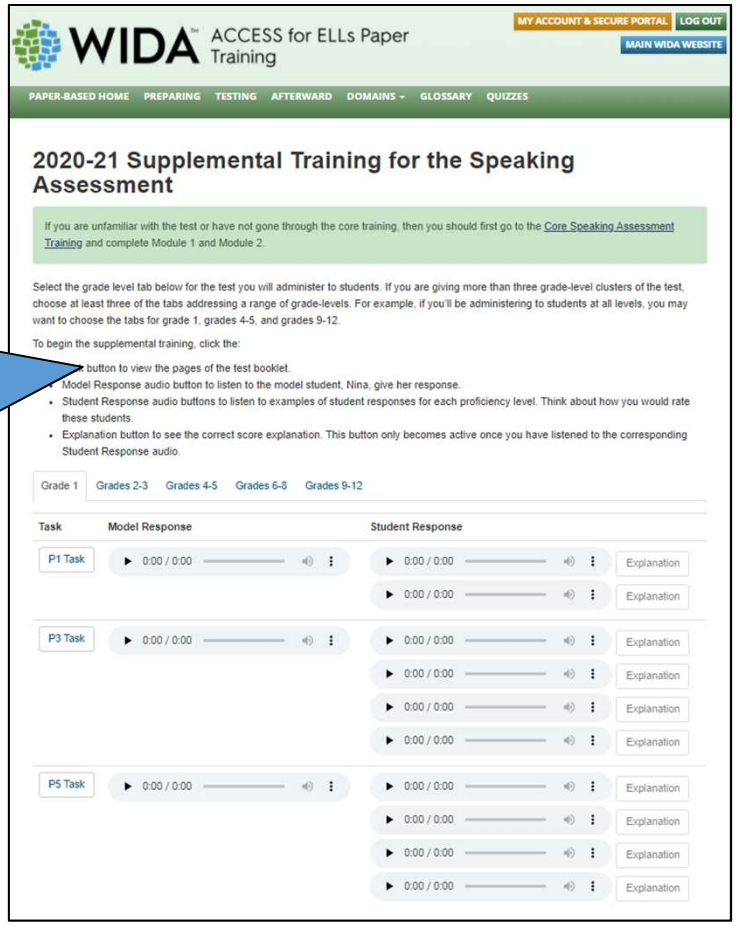
Supplemental Training for the Speaking Assessment

WIDA is providing supplementary materials to help prepare to score this year's test.



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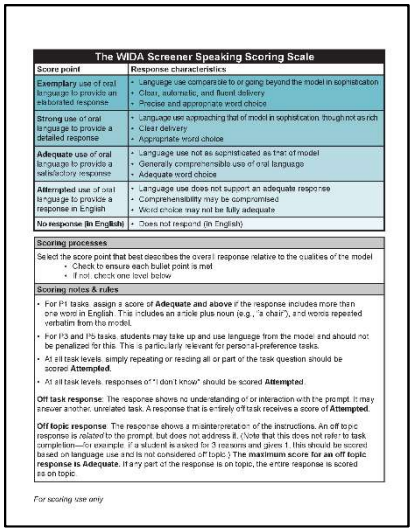
Speaking Administration

- Test administrator scores using the WIDA Speaking Scoring Scale
- Scores are recorded in the Student Response Booklet



The WIDA Screener Speaking Scoring Scale

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	• Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

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

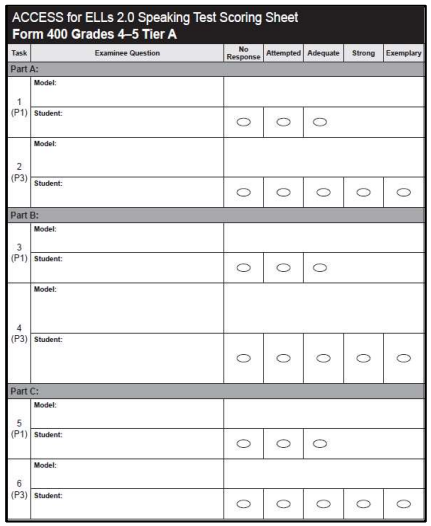
Scoring notes & rules

- 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 reciting 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**.

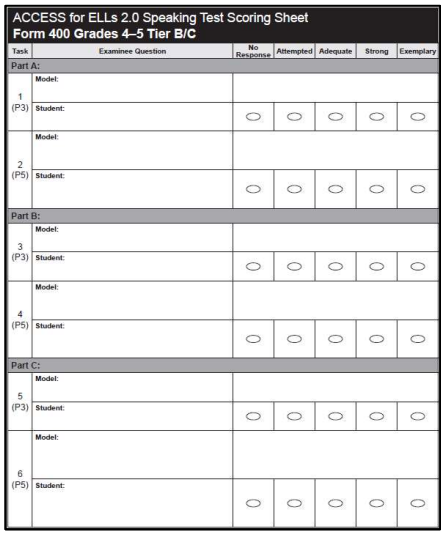
Off topic response: The response shows a misinterpretation of the instructions. An off topic response is related to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language 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



ACCESS for ELLs 2.0 Speaking Test Scoring Sheet
Form 400 Grades 4–5 Tier A

Task	Examinee Question	No Response	Attempted	Adequate	Strong	Exemplary
Part A:						
1 (P1)	Model:					
	Student:	○	○	○		
2 (P3)	Model:					
	Student:	○	○	○	○	○
Part B:						
3 (P1)	Model:					
	Student:	○	○	○		
4 (P3)	Model:					
	Student:	○	○	○	○	○
Part C:						
5 (P1)	Model:					
	Student:	○	○	○		
6 (P3)	Model:					
	Student:	○	○	○	○	○



ACCESS for ELLs 2.0 Speaking Test Scoring Sheet
Form 400 Grades 4–5 Tier B/C

Task	Examinee Question	No Response	Attempted	Adequate	Strong	Exemplary
Part A:						
1 (P3)	Model:					
	Student:	○	○	○	○	○
2 (P5)	Model:					
	Student:	○	○	○	○	○
Part B:						
3 (P3)	Model:					
	Student:	○	○	○	○	○
4 (P5)	Model:					
	Student:	○	○	○	○	○
Part C:						
5 (P3)	Model:					
	Student:	○	○	○	○	○
6 (P5)	Model:					
	Student:	○	○	○	○	○

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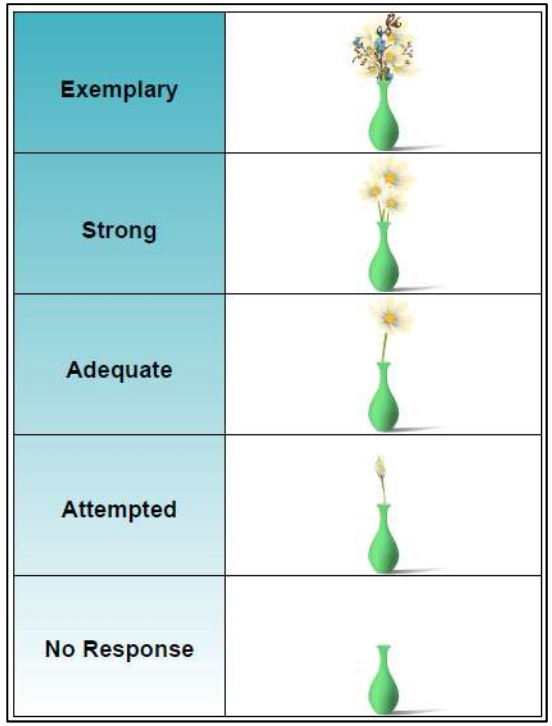
Speaking Scoring Scale

ACCESS for ELLs Speaking Scoring Scale	
Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent deliver • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	• Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)



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Target Proficiency Level Descriptions

Level	Expectations
P1	• Identify items from a picture • Produce responses that consist of words or short phrases
P3	• Describe, give an opinion, or compare/ contrast • Draw information from visual stimuli or personal experience • Produce sentences in response
P5	• Explain, recount, or argue using elaborated & sophisticated language • Designed to elicit extended oral responses which use precise content-area vocabulary • Elaboration using multiple complex sentences in which each idea is joined appropriately • Response is clear, automatic, and fluent

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Scoring Speaking Tips

When scoring Speaking think about:

- The grade level you are assessing
- How difficult are the demands of the task
- The Model Student Response
- The language needed on the scoring scale at each level

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Exemplary versus Strong Score Point

- When using the Speaking Scoring Scale, a score point that can often be difficult to distinguish between is Exemplary versus Strong.
- It is good to keep in mind that the model response (Nina's response) is considered Exemplary.

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Exemplary versus Strong Score Point

Questions to ask yourself:

- Is the language of the student response as sophisticated as the model?
- Does it include the same level of elaboration and detail?
- Or is it similar to the model but not as rich?

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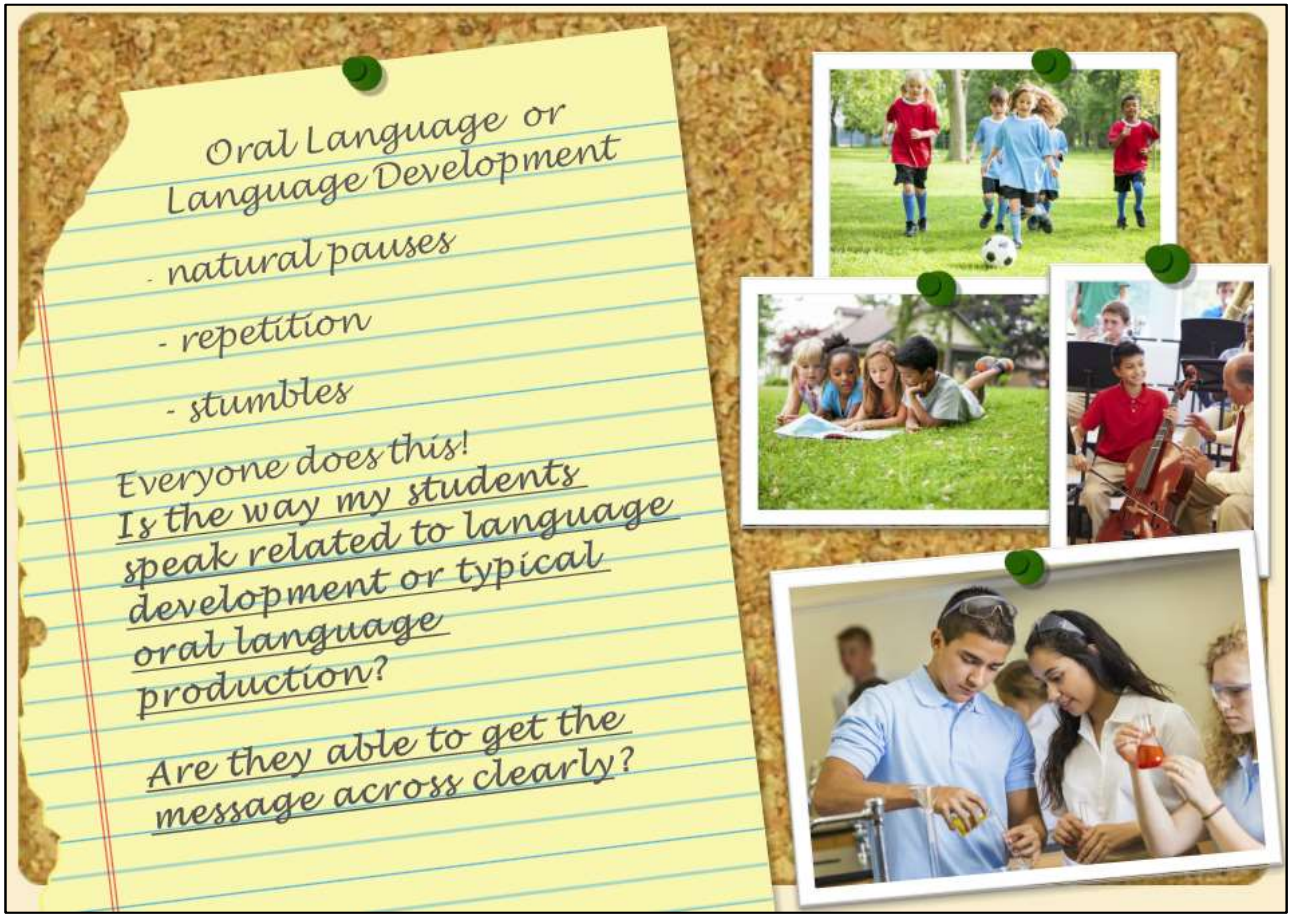
Just Remember…



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Administering the Speaking Test

1. **Prepare** the **Listening** and **Speaking Test CD** to begin at the appropriate track number.
2. **Read** the **Test Administrator Script** aloud to the student to begin the practice items.
3. **Press "Play"** when indicated in the script to begin the Directions and Practice. The **virtual test administrator** guides the student through this section. Do **not** score the practice items.
4. Follow along with the student as he or she goes through the Directions and Practice. Use the guidelines for monitoring the test and prompting provided in the Test Administrator Script.
5. Press "Pause" after the end of the Directions and Practice.

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Administering the Speaking Test (cont.)

6. **Read the Test Administrator Script** aloud to begin the test.
7. **Press "Play"** when indicated in the script to begin administration of the test.
8. **Follow along** with the student as he or she goes through the test. Monitor the test according to the guidelines provided in the Test Administrator Script.
9. **Evaluate and score** student responses immediately after the student gives a response to each task.
10. Record the score on the Speaking Test Scoring Sheet with a number 2 pencil **before** the next audio track begins.

Important: Do not use a pen to record scores.

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Prompting During Testing

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

- Test administrators **may prompt** the student to respond or to provide more extended answers.
- **Use scripted language** provided in the Test Administrator Script to assist the student.

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Test Administrator
Do's and Don'ts During Speaking

- Do **not** pause any audio.
- Allow each track to play only one time. The student may **not** listen to tracks again or look back at previous pages of his or her test booklet.
- Allow the response time to play and do **not** fast forward or skip to the next track even if the student has finished his or her response.

(continued)

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Test Administrator
Do's and Don'ts During Speaking (cont.)

- **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).
- The test administrator should **not** help the student with any test content (e.g., rephrasing questions).

(continued)

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Test Administrator
Do's and Don'ts During Speaking (cont.)

- The test administrator **may prompt** the student to respond or to provide more extended answers.
- Only use the **scripted language** provided in the Test Administrator Script to assist the student.
- Be objective in your scoring. At all task levels, responses of **"I don't know"** must be scored **Attempted**.
- Do not use a separate sheet to record scores.

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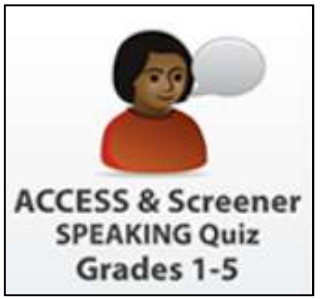
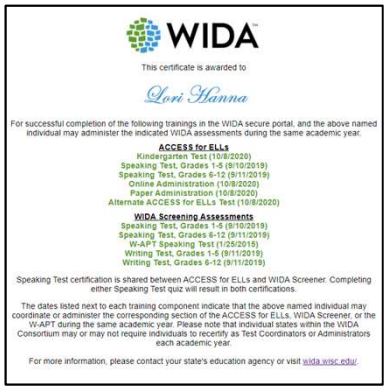
Take the Speaking Quiz

- If you have not already, complete the ACCESS for ELLs **speaking quiz**
- Take the **quizzes** that apply to you
- **80%** or higher to pass
- May be taken **multiple times** if needed

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This certificate is awarded to

Lori Hanna

For successful completion of the following trainings in the WIDA secure portal, and the above named individual may administer the indicated WIDA assessments during the same academic year.

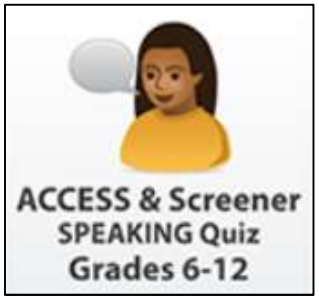
ACCESS for ELLs
Kindergarten Test (10/8/2020)
Speaking Test, Grades 1-5 (9/10/2019)
Speaking Test, Grades 6-12 (9/11/2019)
Online Administration (10/8/2020)
Paper Administration (10/8/2020)
Alternate ACCESS for ELLs Test (10/8/2020)

WIDA Screening Assessments
Speaking Test, Grades 1-5 (9/10/2019)
Speaking Test, Grades 6-12 (9/11/2019)
W-APT Speaking Test (1/25/2015)
Writing Test, Grades 1-5 (9/11/2019)
Writing Test, Grades 6-12 (9/11/2019)

Speaking Test certification is shared between ACCESS for ELLs and WIDA Screener. Completing either Speaking Test quiz will result in both certifications.

The dates listed next to each training component indicate that the above named individual may coordinate or administer the corresponding section of the ACCESS for ELLs, WIDA Screener, or the W-APT during the same academic year. Please note that individual states within the WIDA Consortium may or may not require individuals to recertify as Test Coordinators or Administrators each academic year.

For more information, please contact your state's education agency or visit wida.wisc.edu/.



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