



Preparing for **ACCESS Speaking**

Michael Craig, Jennifer Norton, and Anika Harris

Welcome

Welcome to Preparing for ACCESS Speaking!

Michael Craig, Assessment Specialist-Special Populations, Division of Data, Assessment & Research

Jennifer Norton, Program Manager for English Learner Supports, Division of Teaching & Learning

Anika Harris, Professional Development Specialist – English Language Acquisition, Division of Teaching & Learning



Self-Reflection

What are your practices to prepare students for the ACCESS Speaking assessment?

Self-Reflection

To what extent are my LEA's students prepared to:

1. Use thinking time before they hit the record button.
2. Start recording after they have a response ready.
3. Give lengthy responses that connect their ideas and demonstrate their vocabulary.
4. Only hit the stop button after they are done speaking.
5. Use Nina, the model student's response, as an example of the length and structure of a linguistically strong response.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective

To walk away ready to help teachers
prepare students to do their best on
ACCESS Speaking

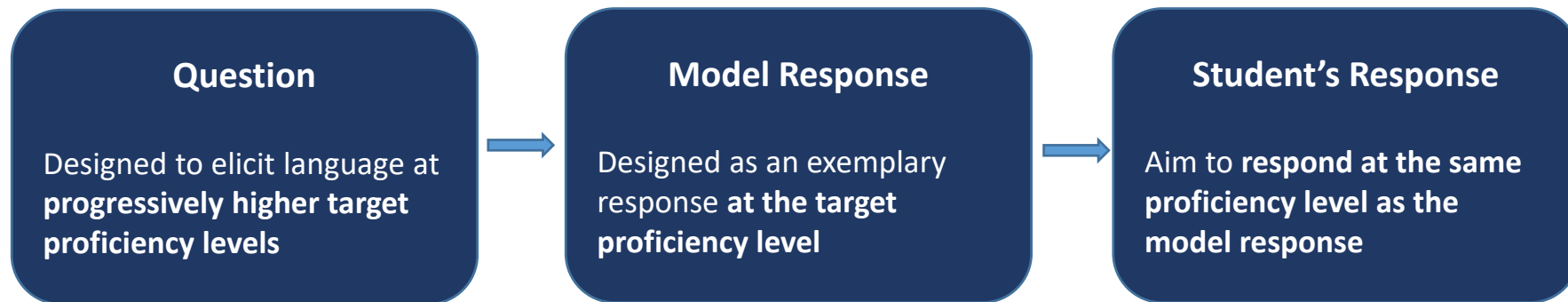
Agenda

- Speaking test components
- Technology requirements
- How to prepare students
- Sample items

Online Speaking Guidance Grades 1-12

Students respond to speaking tasks provided by the virtual Test Administrator at three proficiency levels:

Proficiency Level	Description
Level 1 (P1)	Students produce single words, chunks of language or short phrases
Level 3 (P3)	Students produce sentences that are generally comprehensible and incorporate general and some specific language
Level 5 (P5)	Students produce task-specific vocabulary in cohesive extended discourse



Technology Readiness Activities

Technology Coordinators and Test Coordinators should take the following steps to ensure success when administering the Speaking Test:

- Verify the headset and microphone work and are configured correctly by recording a practice Speaking Test
- Allot time for students to practice taking the Speaking Test to ensure they are comfortable speaking in to headsets
- Reduce the background noise in the room as much as possible to limit interference during students' responses
- Seat students far enough apart so they cannot hear each other while recording their Speaking Test
- [Site Technology Readiness Checklist](#)

Preparing for the Speaking Test

When preparing students for the Speaking Test, Test Coordinators and Administrators should:

- **Encourage students to start recording when they are confident they have a response**
 - Students are allowed thinking time before they press record
- **Advise students to give lengthy responses**
 - Allows them to demonstrate their vocabulary and ability to connect ideas
- **Advise students not to press the stop button until they are completely finished speaking**
 - Pauses are allowed while speaking into the microphone
 - Additional content cannot be added once they press stop
- **Coach students to speak loudly and clearly into the microphone**
 - Follow Nina's example provided in the platform

QuickStart Guide: Preparing Students for ACCESS

Tools for your teachers, students and you:

- Grade cluster guidance
- Test demo
- Interactive sample items
- Online sample items user guide (with scripting for educators)
- Practice tests

<https://wida.wisc.edu/assess/access/preparing-students/qsg-online>

QuickStart Guide: Preparing Students for ACCESS

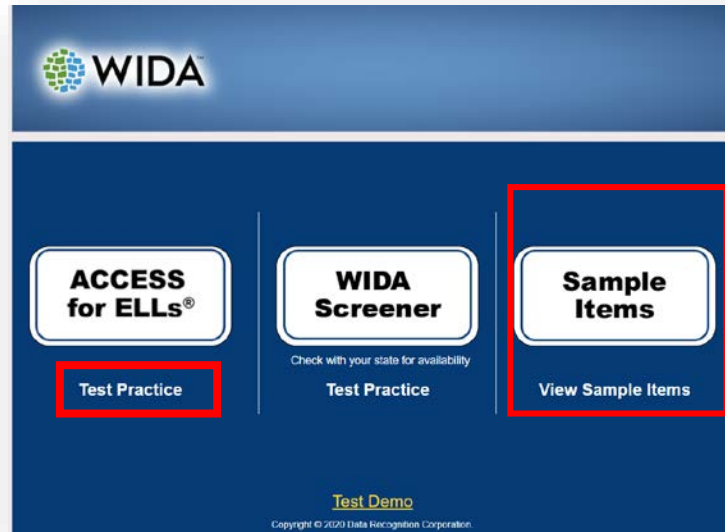
POLL

How familiar are you with WIDA's speaking performance tools?

How Students' Responses Are Scored

ACCESS for ELLs 2.0 Speaking Scoring Scale	
Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	<ul style="list-style-type: none"> • Does not respond (in English)

Practice Speaking Test and Sample Items



[Practice Speaking Test](#)



Testing Tips for Students in Grades 1-3

- Think about what you will say before you hit the record button
- Speak clearly into the microphone and do not whisper
- Take your full turn to talk
- Use “and, because, then and also” to extend what you are saying
- Speak as long as Nina did in her response
- Use the pictures to help you think of what to say
- Do not press stop until you are sure you have finished

Grade 1 P5 Model

At the Grocery Store



Now I've told you the whole story. Here are all of the pictures. Nina, use the first two pictures to tell me what happened at the beginning of the story.



Testing Tips for Students in Grades 4-5

- Think about what you will say before you hit the record button
- Speak clearly into the microphone and do not whisper
- Take your full turn to talk
- Follow Nina's example to know how long to talk and the types of words and sentences to use
- Use conjunctions, adjectives, and adverbs to extend what you are saying
- Use the pictures to help you think of what to say
- Do not press stop until you are sure you have finished speaking

Testing Tips for Students in Grades 4-5

QUIZ TIME!

1. ***And, though, while*** are examples of:

- a. conjunctions b. adjectives c. adverbs.

2. ***Quickly, excitedly, longingly*** are examples of:

- a. conjunctions b. adjectives c. adverbs.

3. ***Red, slow, scalding*** are examples of:

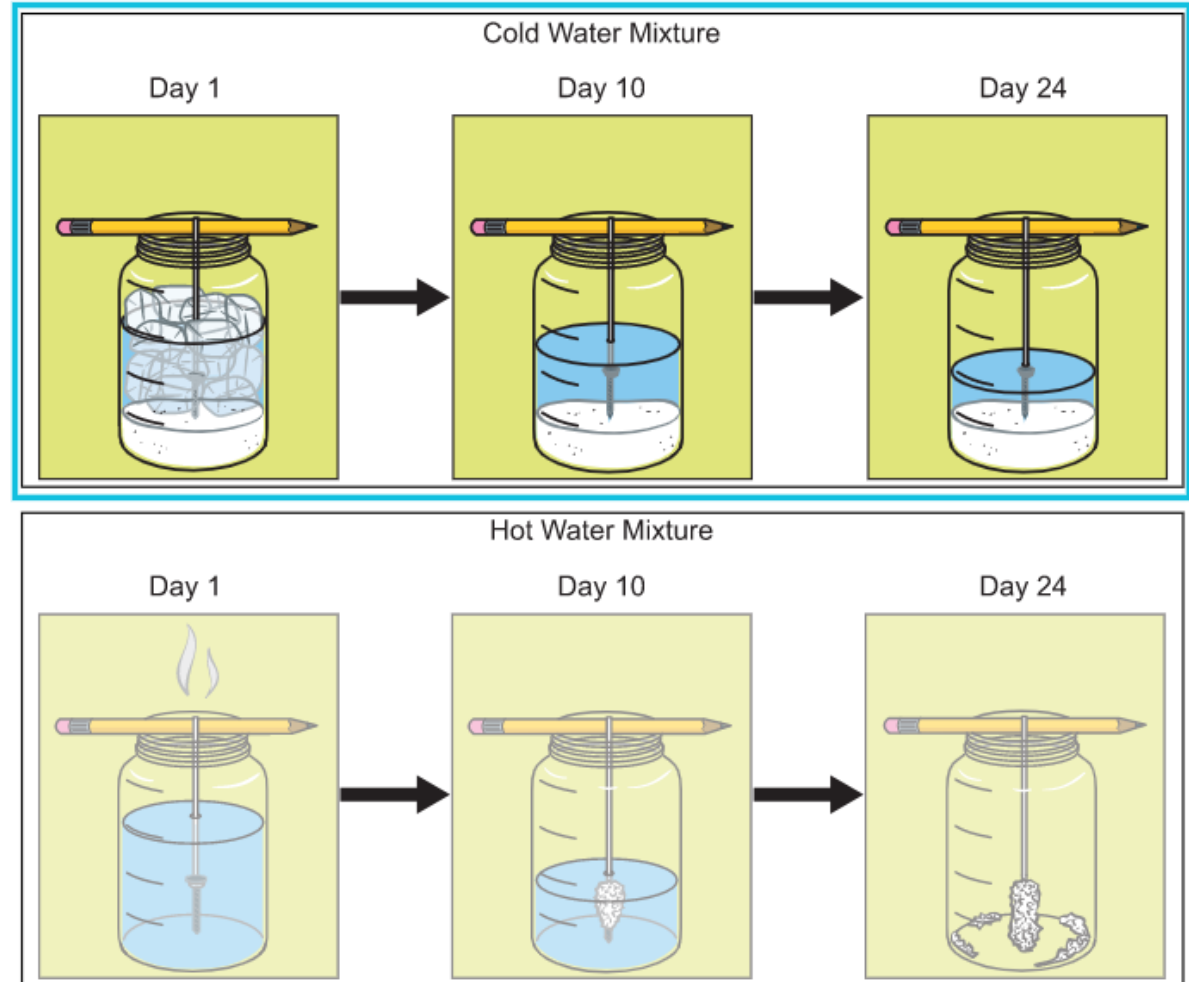
- a. conjunctions b. adjectives c. adverbs.

Grades 4-5 P5 Model

Rock Candy Investigation



Nina, explain to me step by step how the cold water mixture changed from Day 1 to Day 24, and how the temperature of the water affected the results.



Testing Tips for Students in Grades 6-12

- Think about what you will say before you hit the record button
- Speak clearly into the microphone and do not whisper
- Take your full turn to talk
- Follow Nina's example to know how long to talk and the types of words and sentences to use
- Use modifiers, conjunctions, and prepositional phrases to extend what you are saying
- Make your speaking show your complex thoughts
- Use the pictures to guide your responses
- Do not press stop until you are sure you have finished

Testing Tips for Students in Grades 6-12

QUIZ TIME!

1. **Since, whether, until** are examples of:

- a. modifiers b. conjunctions c. prepositional phrases.

2. **“Small ball”, “ball with marks”, and “another ball”** are examples of:

- a. modifiers b. conjunctions c. prepositional phrases.

3. **“According to”, “in addition to”, and “apart from”** are examples of

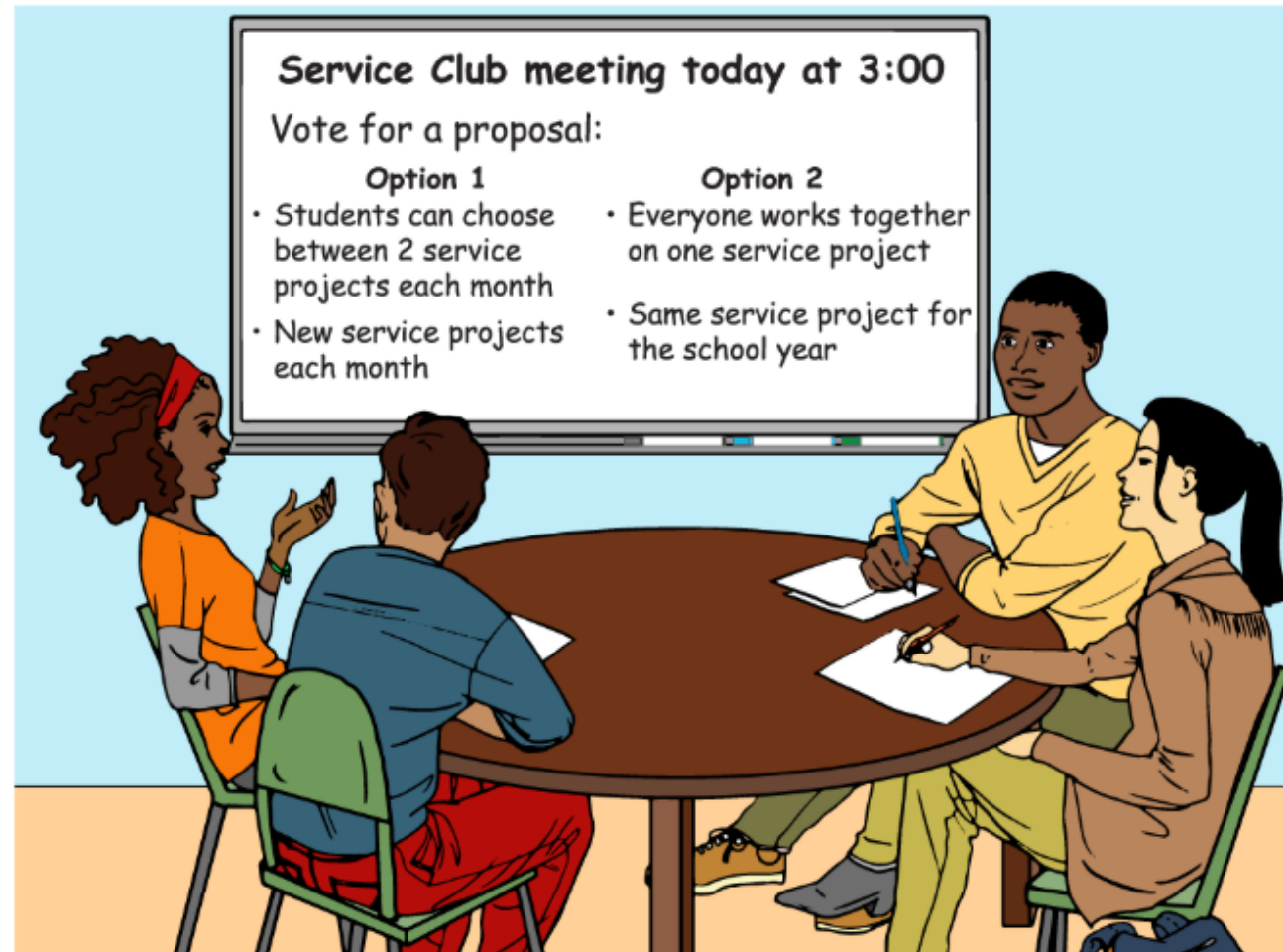
- a. modifiers b. conjunctions c. prepositional phrases.

Grades 9-12 P5 Model

Service Club Activities



Nina, think about option 1. Now, explain to me the advantages and disadvantages of choosing option 1.



Discussion and Action Planning

Instructional tips from WIDA's Oral Language in the Classroom Focus Bulletin:

“Be thinking of:

- **What classroom activities encourage students to use conjunctions?**
- **What can you do to encourage students to join ideas together when they speak?**
- **What can you do to encourage students to use less general terminology and instead develop vocabulary that is specific and uniquely appropriate to academic contexts, like the language used in social studies or science textbooks?**
- **What can you do to encourage students to use discipline-specific nouns and noun phrases rather than generic pronouns?”**

Discussion and Action Planning

What steps will I take to ensure my LEA's students are **VERY** prepared to:

1. Use thinking time before they hit the record button.
2. Start recording after they have a response ready.
3. Give lengthy responses that connect their ideas and demonstrate their vocabulary.
4. Only hit the stop button after they are done speaking.
5. Use Nina, the model student's response, as an example of the length and structure of a linguistically strong response.



Wrap-up and Next Steps

ACCESS and Alternate ACCESS for ELLs Test Window

- The ACCESS and Alternate ACCESS for ELLs 2.0 Test Window opened on **Feb. 17** and closes **Mar. 27**
 - Test Coordinators should complete the following steps prior to administering:
 - verify demographic information is correct
 - verify accommodations are correct
 - assign accommodations if they were no indicated in the Pre-ID file
 - print test tickets
 - place students in test sessions in the WIDA AMS system (refer to the WIDA AMS User Guide)
- Testing materials were delivered to schools on Feb. 10
 - Additional materials can be ordered until Mar. 20
- LEAs are encouraged to complete testing towards the beginning of the window

Professional Development Opportunities

The OSSE Teaching and Learning team offers a wide variety of professional development opportunities.

Ways to stay informed:

1. Subscribe to the TAL Bulletin: <http://eepurl.com/gBFkKw>
2. OSSE Events Calendar osse.dc.gov/events

Professional Development Opportunities

WIDA Self-Paced eLearning Courses

- **Feb. 3, 27, and March 12:** New Cohort: Biliteracy from the Start
Feb. 21: Response to Intervention for Middle and High Schools
- **Feb. 27:** Secondary Transition Planning for Dually Identified English Learners
- **March 24-25:** Equitable Grading for English Learners
- **April 6-7:** Engaging Multilingual Learners in Science
- **April 23:** Building a Strong Family and Community Culture with Families of Culturally and Linguistically Diverse Learners

CONTACT INFO

NAME:

Jennifer Norton

TITLE:

Manager, English Learner
Supports

EMAIL:

Jennifer.Norton@dc.gov

PHONE:

202-394-8806

CONTACT INFO

NAME:

Anika Harris

TITLE:

PD Specialist

EMAIL:

Anika.Harris@dc.gov

PHONE:

202-322-1727

TEACHING & LEARNING

WEBSITE:

<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

UPCOMING PD TRAININGS:

<https://osse.dc.gov/events>

**SUBSCRIBE TO TAL PD
BULLETIN:**

<http://eepurl.com/gBFkKw>

OSSE MEDIA



facebook.com/ossedc



twitter.com/ossedc



youtube.com/DCEducation



www.osse.dc.gov

