Preparing for ACCESS Speaking
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Welcome to Preparing for ACCESS Speaking!

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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.
   - Not at all
   - Somewhat
   - Very

2. Start recording after they have a response ready.
   - Not at all
   - Somewhat
   - Very

3. Give lengthy responses that connect their ideas and demonstrate their vocabulary.
   - Not at all
   - Somewhat
   - Very

4. Only hit the stop button after they are done speaking.
   - Not at all
   - Somewhat
   - Very

5. Use Nina, the model student’s response, as an example of the length and structure of a linguistically strong response.
   - Not at all
   - Somewhat
   - Very
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:

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level 1 (P1)</td>
<td>Students produce single words, chunks of language or short phrases</td>
</tr>
<tr>
<td>Level 3 (P3)</td>
<td>Students produce sentences that are generally comprehensible and incorporate general and some specific language</td>
</tr>
<tr>
<td>Level 5 (P5)</td>
<td>Students produce task-specific vocabulary in cohesive extended discourse</td>
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- **Question**: Designed to elicit language at progressively higher target proficiency levels
- **Model Response**: Designed as an exemplary response at the target proficiency level
- **Student’s Response**: Aim to respond at the same proficiency level as the model response
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
How familiar are you with WIDA’s speaking performance tools?
## How Students’ Responses Are Scored

### ACCESS for ELLs 2.0 Speaking Scoring Scale

<table>
<thead>
<tr>
<th>Score point</th>
<th>Response characteristics</th>
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| **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)                                                         |
Practice Speaking Test and Sample Items
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.
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
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.
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?”

Source: https://wida.wisc.edu/resources/oral-language-classroom
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 not 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
2020 Multilingual Learner Conference

Encourage ALL teachers and school leaders to participate!
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
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