



ACCESS for ELLs: Paper Test Administrator Speaking Training

Miami, Florida

December 2018

Presented by

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Florida ACCESS Manager

WIDA Consortium at WCER
University of Wisconsin-Madison

ACCESS for ELLs 2018–2019 Schedule

Description	Start Date	End Date
Test Materials Ordering (FDOE to provide to DRC via data file)	11/21/2018	11/21/2018
Pre-ID files to DRC (FDOE to provide to DRC)	11/21/2018	11/21/2018
WIDA AMS Test Setup	12/31/2018	3/29/2019
Districts Receive Test Materials	1/11/2019	1/11/2019
Additional Test Materials Ordering Window in WIDA AMS	1/11/2019	3/15/2019
Test Window	1/28/2019	3/22/2019
Districts Pack and Ship Test Material to DRC	1/29/2019	3/30/2019
Districts Receive Second Shipment of Pre-ID Labels	2/11/2019	2/11/2019
Deadline to Return All Completed Test Materials to DRC	3/29/2019	3/29/2019

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 Coordinator. If you have been asked to complete WIDA online training activities but do not believe you have a login, please contact your School Test Coordinator. Additional inquiry sources available are as follows:

Question or Concern	Contact
<ul style="list-style-type: none"> WIDA Secure Portal Accounts ACCESS for ELLs Certification and Training Courses Test Administration Procedures 	WIDA Client Services help@wida.us 866-276-7735
<ul style="list-style-type: none"> Labeling of test booklets (Pre-ID, District-School, and Do Not Process Labels) Unique situations regarding paper materials <ul style="list-style-type: none"> Handling damaged materials When to transcribe 	DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615
<ul style="list-style-type: none"> State-specific policies and procedures <ul style="list-style-type: none"> Administration schedule Accommodations and Accessibility Policies/Guidelines Testing Irregularities/ Breaches of Administration 	Florida Department of Education Bureau of K–12 Assessment FLACCESS2.0@fldoe.org 850-245-0843



Florida ACCESS for ELLs Paper Test Administrator Speaking Training December 2018

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. Participants will also learn how to complete various tasks in the WIDA Secure Portal.

WORKSHOP OBJECTIVES

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

1. Access and complete certification requirements via WIDA Secure Portal, including how to navigate the Training Course and resources.
2. Define the roles and responsibilities of the Test Administrator.
3. Understand the functionalities in the WIDA Secure Portal.
4. Describe the scoring procedures and explain how it is applied to proficiency level tasks.
5. Describe the difference between accessibility supports and accommodations and implications for test administration.

AGENDA

- Welcome & Introductions
- Test Administrator Role and Responsibilities
- Resources for Test Administrators
- Test Setup and Completing Demographic Information
- Examine Scoring Procedures for Grades 1–12 Speaking
 - Speaking Scoring Activity

ANTICIPATION GUIDE: True or False

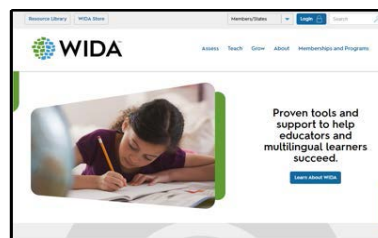
Directions: Before you listen to the presentation and practice test administration, please decide if each item is true or false. After listening to the presentation and practicing test administration, you may revise your answer or keep it the same. If the answer is false, indicate why.

BEFORE LISTENING	Statements	AFTER LISTENING: If false, write WHY.
GENERAL TEST ADMINISTRATION		
	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 group setting.	
	During the Speaking test, the Test Administrator should assess students' language and not the content accuracy of their responses.	
	A District/School Label must have the front and back cover of the student response booklet gridded with student information.	
	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.	
GENERAL TEST SECURITY		
	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.



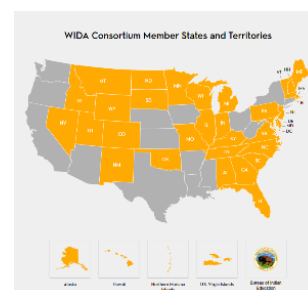
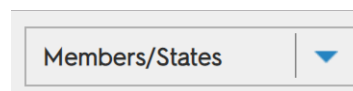
- Training for test coordinators and test administrators
 - WIDA user accounts provide access to WIDA Secure Portal
 - Test preparation, administration and post-testing resources; training courses; and user account management

<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

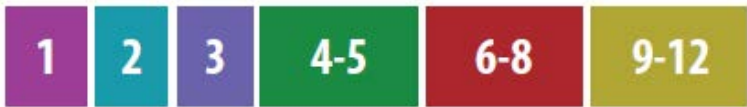
- Contact your School Test Coordinator.

Forgot Your Username or Password

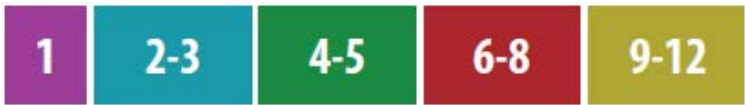
- Have an account but forgot your password or having trouble logging in? Contact the WIDA Client Services Center at help@wida.us
- Have a WIDA Secure Portal account but forgot your password? Go to our password reset page. <https://portal.wida.us/ResetPasswordRequest.aspx>

Overview of ACCESS for ELLs Paper Assessment

Grade Clusters for Paper Listening, Reading, and Writing Domains

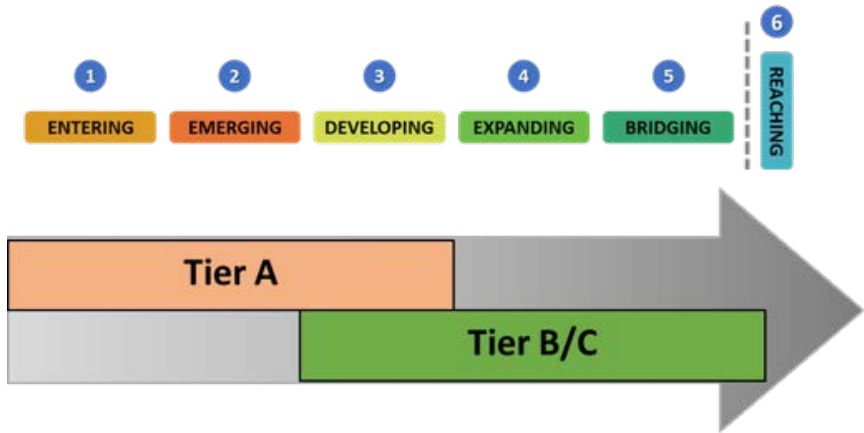


Grade Clusters for Paper Speaking Domain

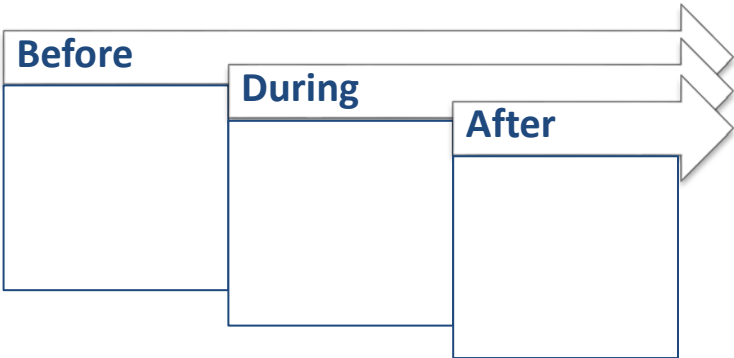


Adaptive through Tier A or Tier B/C Selection

- 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



ACCESS for ELLs Paper Test Domain: Speaking

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	<ul style="list-style-type: none"> Identify items from a picture Produce responses that consist of words or short phrases
P3	<ul style="list-style-type: none"> Describe, give an opinion, or compare/ contrast Draw information from visual stimuli or personal experience Produce sentences in response
P5	<ul style="list-style-type: none"> 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



ACTIVITY: Speaking Score Differences

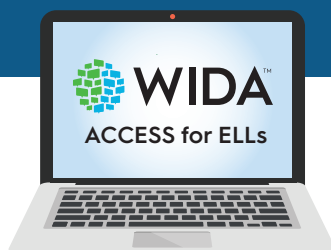
Listen and evaluate the speaking samples. Use the Speaking Scoring Scale to determine the score point to assign to speaking samples. Select a card that represents your score to share with the whole group and be prepared to justify your selection.				
Exemplary pink card	Strong orange card	Adequate green 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.



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)

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

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 %				

ACCESS for ELLs 2.0 Speaking Test Scoring Sheet

Form 400 Tier A

Task	Examinee Question	No Response	Attempted	Adequate	Strong	Exemplary
Part A:						
1 (P1)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2 (P3)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part B:						
3 (P1)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4 (P3)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part C:						
5 (P1)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
6 (P3)	Model:					
	Student:	<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 Response	Attempted	Adequate	Strong	Exemplary
Part A:						
1 (P3)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 (P5)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part B:						
3 (P3)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 (P5)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part C:						
5 (P3)	Model:					
	Student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 (P5)	Model:					
	Student:	<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 . . .

Task	Date Completed	Notes