Access for ELLs 2.0 Department of Bilingual Education and World Languages

January 2016

Training Objectives

- Describe specific procedures for test administration for grades K through12 .

- Understand the organization, layout, and scripting of the tests.

- Learn the procedures for administering and reliably scoring the tests.

- Learn the accommodations for Grades K-12.

Purpose of the ACCESS for ELLs 2.0 Tests

- Assesses students' **academic English language proficiency.**

  - Academic language is the vocabulary, grammatical structures and discourse required in learning the academic content of school subjects; aspects of language strongly associated with literacy development and achievement.

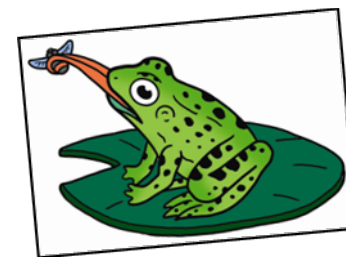# Kindergarten Test Design

- Aligned to PreK-K Standards

- The test is thematically integrated within two stories:

    - A narrative story

    - An expository story

- All domains (listening, speaking, reading, writing) are tested within each story.

- All domains are individually administered and adaptive so the student will start sections at appropriate levels and stop at his or her "ceiling."

- All components are scored by the Test Administrator (TA) during test administration.

- In its entirety, the test takes an average of 45 minutes.

Unique Features of the Tests

- Manipulatives
  - Cards
  - Student Activity Board

- Thematic
  - Test questions center around two themes.
  - All four domains are tested in each theme.

- Interactive Writing Experience
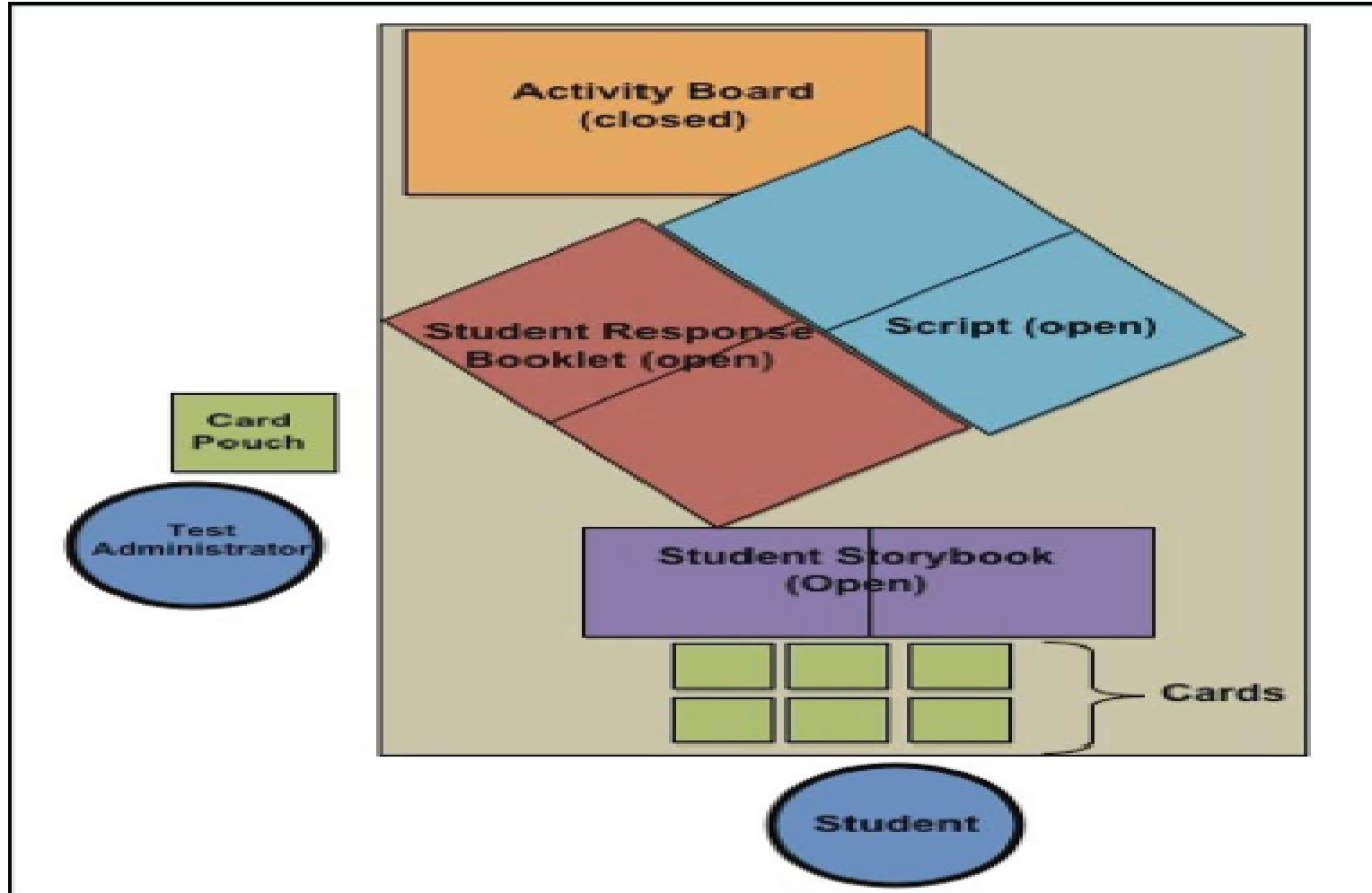 - The student has an opportunity to produce whatever he/she is able.

Set-up on Table

Figure 2: Suggested Layout for Testing Materials

Kindergarten Test Map

Kindergarten Test Map

Narrative Section

| Listening | Speaking | → Start at level 1 |

Writing → Start at level 1

Reading → Start at level 1

Expository Section

| Listening | Speaking | → Start at level 1 |

Writing → Starting point based on Narrative Writing Score

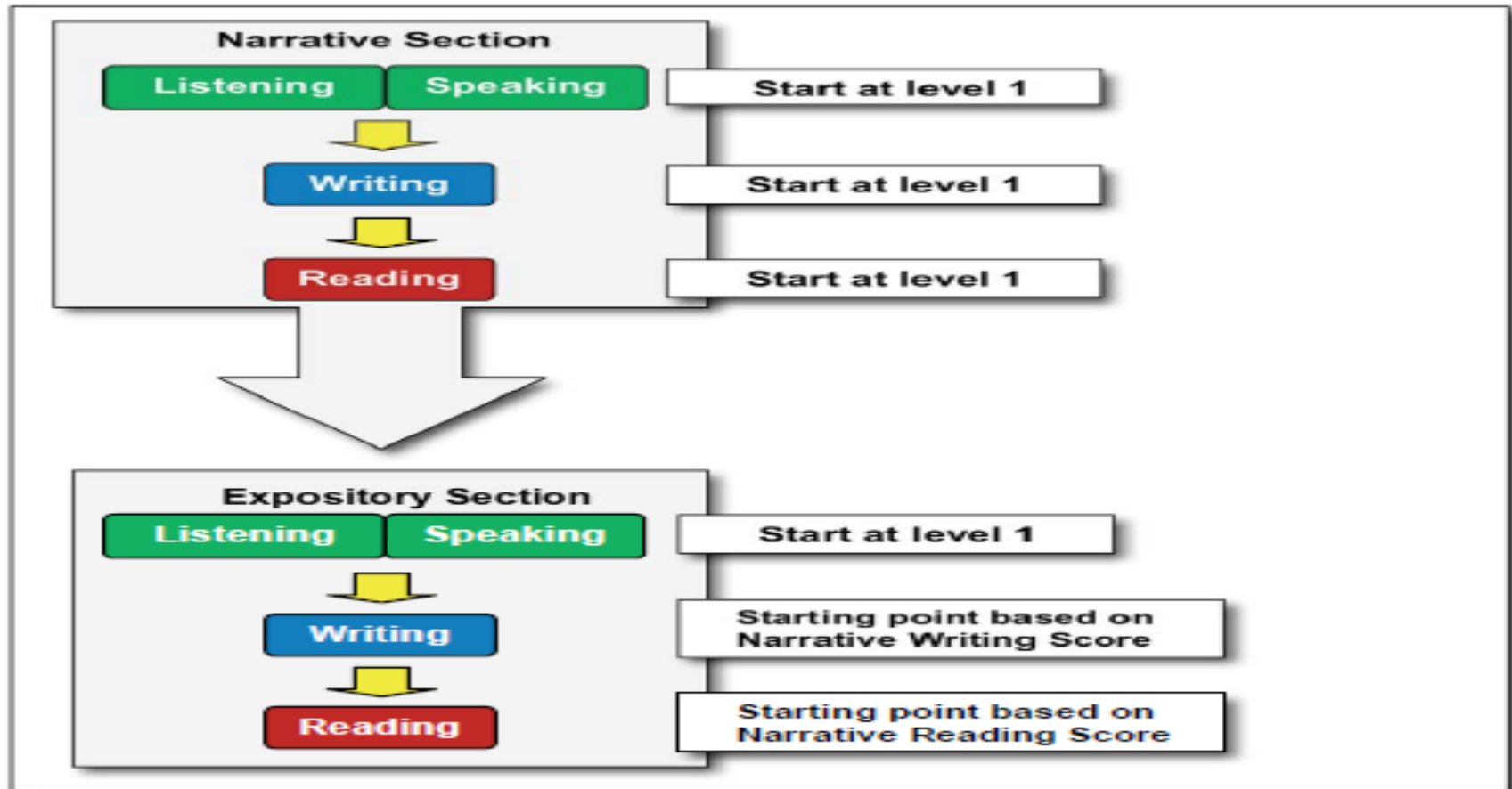Reading → Starting point based on Narrative Reading Score

Figure 5: Flow Chart of the Sequence of the Test Administration

Narrative vs. Expository

Narrative:

- Appropriate graphics
- Main characters are animals
- Description
- Rhyme, Rhythm
- Reminiscent of quality children's literature
- 3rd person
- Fictional

Expository:

- Time sequence
- Non-fiction
- Involves "doing" or "how to"
- Realistic or believable actions with people as main characters
- Story sequence between steps, logical organization
- Relate to events in student's life

Test Structure

- The test administrator (TA) reads the Narrative storybook, then administers:

A. Listening & Speaking Tests (together)

B. Writing Experience

C. Reading Test

- The TA will then administer the following sections using the Expository activity board and cards:

D. Listening & Speaking Tests (together)

E. Writing Experience (starting point is based on Writing Experience score from Part B)

F. Reading Test (starting point based on Reading score from Part C)

Kindergarten Test: Structure

| Part A	A1	A2	A3	A4	A5
Listening and Speaking					
Part B	B1	B2/3/4/5			
Writing	Screener (Name)	Writing Experience			
Part C	C1	C2	C3	C4	C5
Reading					
Part D	D1	D2	D3	D4	D5
Listening and Speaking					
Part E	E1	E2	E3	E4/5	
Writing	Low Start		Mid Start	High Start	
Part F	F1	F2	F3	F4	F5
Reading	Low Start		Mid Start	High Start	

Move through the **Levels** of each part until student reaches his/her ceiling

Part E (Writing) and **Part F (Reading)** Starting points are determined by performance on prior Writing and Reading tasks.

- The Kindergarten **Student Story Booklet** contains:
  - Pictures and story for the Narrative section of the test (resembling authentic children's literature)
  - Graphic organizers related to designated sections of the test

Student Story Booklet

- Kindergarten **Student Response Booklet** contains:
  - Answer key for Listening & Reading items
  - Space to record and tally student responses
  - Criteria for moving on/winding down
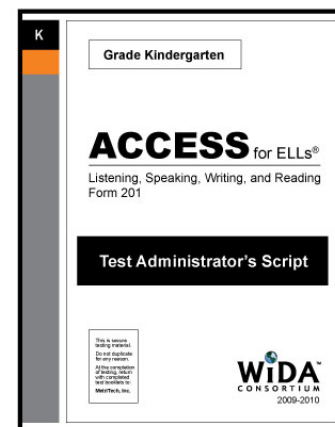 - Student writing and teacher transcription of student writing
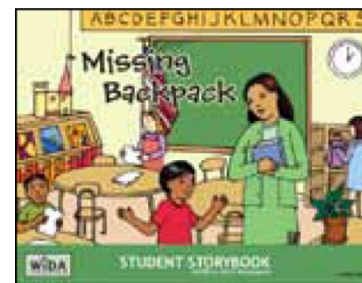
Student Response Booklet

- Kindergarten **Test Administrator Script** contains:
  - Moving on/winding down script
  - Expect boxes to assist with scoring students' speaking responses

- Kindergarten **Student Activity Board**

- Kindergarten **Cards & Card Pouch Booklet**

Test Administrator Script

Cards and Card Pouch Booklet

Student Activity Board

General Test Administration Procedures

- Follow the script EXACTLY. Read aloud everything in **black bold** and **blue bold** print.

- Student responses must be recorded and scored IMMEDIATELY after each level is complete (e.g. after A3).

- You must administer and score all items in any one level of a Part before making a determination about whether to continue to the next level or to stop that Part.

- Kindergarteners may need breaks during the test administration.

  - Stretch breaks may be taken between each section of the test (e.g. after Listening/Speaking, before Writing)

  - The test may be administered in two sessions with a break of no more than 2 school days between Parts C (Narrative) & D (Expository)

Preparing for Test Administration

- Familiarize yourself with the Test Administrator Script for each portion of the Kindergarten Test prior to administering the test. It is recommended to practice with a colleague before you administer to a student.

- You will need 2 sharpened pencils: one for you and one for the student.

- Testing should occur in a quiet room.

- Administer the test to the student using rectangular (preferable) or circular table.

- Place yourself at a right angle to the student, rather than across from or next to the student.

Parts A — C: Narrative Administration Information

Part A: Listening & Speaking

- **Format**: Both domains are administered **together by level**. The Listening items for one level are administered, then the Speaking items for that same level are administered.

- **Directions**: Read the entire narrative story first, then go to the beginning of Part A (level A1) to administer Listening and Speaking. Move through the levels, A1 to A5, based on student's responses.

- **Guidelines**: Follow the Test Administration Script exactly, including pauses. Keep the test going at a steady pace.

- **Scoring**: After the student answers all items in a level, complete the score sheet in the Student Response Booklet.

Listening Items

- Listening items prompt the student to point to something in a picture, or point to and/or move a card.

- **Do NOT read a Listening item more than one time.***

- **Scoring:** Listening items are marked **correct** or **incorrect**.

Speaking Items

- Speaking items prompt the student to talk about the pictures and the story.

- **Scoring**: There is guidance as to what to look for in a student response, found in the **"Expect"** box. Follow these guidelines to determine if the student meets or does not meet the task-level expectations.

NOTE: These are based on the WIDA Speaking Rubric; Refer to the rubric if you have questions.

EXPECT	Comprehensible single words

Scoring Rules

- The TA must score the item immediately after the student responds to the last question in a task.

  - If unsure whether to score a response Meets or Approaches, the "?" (question mark) box can be marked.

  - Then administer the next task.

  - If the response to the next task scores Meets, go back and rate the previous task (the one with ? marked) Meets.

  - If the response to that next task scores Approaches, go back and rate the previous task Approaches.

  - Note: The last task on a Part may not be scored with a "?".

- The rating represents the student's performance on the complete task, not on individual questions within the task.

Speaking Rubric of the WIDA™ Consortium

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Speaking Rubric

Part A Speaking Script

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Speaking

Q1: (Point to the TABLE) **What is this?** Q2: (Point to the CHAIR) **What is this?** Q3: (Point to the PLANT) **What is this?** Q4: (If necessary) **What else do you see in the picture?**	A1 Speaking Items
EXPECT	Comprehensible single words

What to look for in student response

Part A: Listening & Speaking

A1

#	Key	Correct	Incorrect
1	teacher	○	○
2	flag	○	○
3	scissors	○	○

Listening Level 1

Speaking Level 1: Meets ○ | ? □ | Approaches ○

STOP IF: Correct = 0 or 1 **AND** Speaking is "Approaches"

Stopped Here □

A2

#	Key	Correct	Incorrect
1	open book	○	○
2	picture of the boat	○	○
3	tall bookshelf	○	○

Listening Level 2

Speaking Level 2: Meets ○ | ? □ | Approaches ○

STOP IF: Correct = 0 or 1 **AND** Speaking is "Approaches"

Stopped Here □

A3

#	Key	Correct	Incorrect
1	sink	○	○
2	bed	○	○
3	refrigerator	○	○

Listening Level 3

Speaking Level 3: Meets ○ | ? □ | Approaches ○

STOP IF: Correct = 0 or 1 **AND** Speaking is "Approaches"

Stopped Here □

A4

#	Key	Correct	Incorrect
1	Sarah	○	○
2	Leo	○	○
3	Nina	○	○

Listening Level 4

Speaking Level 4: Meets ○ | ? □ | Approaches ○

STOP IF: Correct = 0 or 1 **AND** Speaking is "Approaches"

Stopped Here □

A5

#	Key	Correct	Incorrect
1	book under window	○	○
2	stuffed cat by feet	○	○
3	apple on bookshelf	○	○

Listening Level 5

Speaking Level 5: Meets ○ | ? □ | Approaches ○

End of Part A.

Student Response Booklet

Part A: Recording Answers

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Part A: Listening & Speaking

A1	#	Key	Listening Level 1		Speaking Level 1			STOP IF:	Stopped Here
			Correct	Incorrect	Meets	?	Approaches	Correct = 0 or 1 **AND** Speaking is "Approaches"	☐
	1	teacher	○	○	○	☐	○		
	2	flag	○	○					
	3	scissors	○	○					

1) Fill in the correct or incorrect bubble for each level.

2) Fill in *Meets*, *Approaches*, or *?.*

3) Determine if you are to move on in Part A, or go to Part B.

4) *Stopped Here:* fill in if this is the last level administered.

Test Navigation

- There is a "Moving On" section of the script, which indicates what you are to do next after scoring a level.

- You are always **moving ahead in the test**, either to **the next level** in the same Part**,** or to the **next Part** of the test if the child does not meet expectations. Only after Part F do you end the test.

Moving on	
➡️ **Good job. Now let's turn the page.** Turn to A4 in the Student Storybook and Script.	🛑 STOP **Good job. Let's close the book now.** Close Student Storybook. Go to Part B1 in script.

Left page

(Teacher's page)

Right page

(Student's Page)

Write what the student says he/she wrote in this box.

Transcribe what the student says he/she wrote in the box.

My name is

B

High, Mid, Low

- The Expect box for writing contains the criteria to determine the starting point in Part E (Writing).

	HIGH, E4/5	MID, E3	LOW, E1
	"word and letter/sound knowledge"	"letter/sound knowledge"	"no letter/sound knowledge"
EXPECT	• Two or more recognizable words with some evidence of word boundary knowledge. • Words can be independent, or in a list, phrase, or sentence. • Inventive spelling expected.	• Separated words not clear, but there are multiple examples of knowledge of letter/ sound correspondence. • At least one example of two sounds from a single word. • Inventive spelling expected.	• Might include the student's name, but writing does not provide multiple examples of knowledge of letter/ sound correspondence.
CHECK	☐	☐	☐

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	Writing Rubric of the WIDA Consortium Grades Pre K-K		
Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
6 Evidence: Complete "Story"	•Text presents **one** clear example of a successful attempt at producing related, connected English phrases and sentences •At least **two** clear sentences are present •A logical sequence or relationship between phrases and sentences is present •Each phrase or sentence contains at least **two** "words"	•"Words" go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately •"Words" are clearly recognizable and contain beginning, middle and ending sounds (in longer words)	•Invented spelling and/or lack of mechanics may impede full comprehensibility of the text •Inventive spelling closely approximates standard spelling •Evidence of capitalization and punctuation may be present •No clear observable influence of native language is present
5 Evidence: "Story"	•Text contains at least **one** clear example of a successful attempt at producing at least **two** related or connected English phrases or sentences •At least **one** clear sentence is present •A logical or sequential word order within phrases or sentences is present •Each phrase or sentence contains at least **two** "words"	•"Words" go beyond memorized, high-frequency vocabulary •"Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) •All key "words" in the related or connected phrases or sentences are attempted	•Invented spelling and/or lack of mechanics may impede comprehensibility of the text •Evidence of word boundaries is present •Observable influence of native language may be present

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Level	Linguistic Complexity	Vocabulary Usage	Language Control
4 Evidence: "Phrase or sentence"	•Text contains at least **one** clear example of a successful attempt at producing an English phrase or short sentence •The phrase or short sentence contains at least **three** "words"	•At least one "word" in the phrase or short sentence goes beyond "memorized" text (e.g., 'I like…,' 'I play…') •"Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) •Letter sounds within words may be out of order •All key "words" in the phrase or short sentence are attempted	•Invented spelling and lack of clear word boundaries may impede comprehensibility of the text •Attempts at word boundaries may be present •Observable influence of native language may be present
3 Evidence: "Words"	•Text contains at least **two** clear, independently produced examples of successful attempts at producing English words	•At least one "word" goes beyond memorized, high frequency words (e.g., 'cat' 'dog') • "Words" may be recognizable contain attempts at beginning, middle and ending sounds (in longer words) •Letter sounds within words may be out of order	•Invented spelling and lack of clear word boundaries may impede comprehensibility of the words •Observable influence of native language may be present

K Writing Rubric (3 of 3)

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Level	Linguistics Complexity	Vocabulary Usage	Language Control
2 Evidence: Sound/ letter correspondence	•Text contains at least **two** clear, independently produced examples of successful attempts at producing English sound/letter correspondence	•Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: -beginning and ending word sounds -beginning and middle word sounds -middle and ending word sounds -beginning word sounds only -a single sound representing a word •Examples of letters may be in list form, written vertically or horizontally •Evidence of "memorized" writing in English (e.g., proper names, 'mom,' 'dad') may be present	•Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondences •Observable influence of native language may be present
1 Evidence: Letter copying	•Text contains clear evidence of successful attempts at writing at least **two l**etters, of which one may display knowledge of sound/ letter correspondence	•Evidence of ability to write letters may be provided by any of the following: -writing own name -copied letter(s) -random letter(s) -traced letter(s) -scribble writing	•Poor letter formation quality may impede recognition of letters
0 Evidence: Letter and/or picture	•Text contains no more than **one** clear, independently written letter •No response	•Symbols or pictures, perhaps copied from graphics, may be present	•No language control is evident due to lack of text

Part C: Reading

- **Format**: There are five levels of tasks on the Reading Test. Tasks include matching cards, categorizing pictures, and pointing to a picture. Some of the initial tasks assess pre-literacy skills.

- **Scoring**: Reading items are each scored **correct** or **incorrect**.

  - Based on how many tasks the student correctly completed, score the student's performance as "**High**," "**Mid**," or "**Low**" and record in Part F in the Student Response Booklet. This will determine the starting point in the next Part of the Reading test.

Part C: Recording Answers

C2	Reading Level 2				STOP IF:	Stopped Here
	#	Key	Correct	Incorrect	Correct = 0 or 1 (F1, Low)	☐
	1	raisin	○	○		
	2	juice	○	○		
	3	pear	○	○		

Fill in the correct or incorrect bubble for each question.

Determine if you will move on to the next Level within Part C, or go to Part D.

Stopped Here: fill in if this is the last level administered.

Parts D − F

Expository Administration Directions

Part D: Listening and Speaking

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- Tests Listening & Speaking like Part A

- Based on the Activity Board

  - Open and close panels as directed

- Follow the script exactly

- Begin at level D1, and administer Part D until student reaches his/her ceiling

- Scoring rules for Part D are the same as for Part A

D3		Listening Level 3			Speaking Level 3			STOP IF:	Stopped Here
	#	Key	Correct	Incorrect	Meets	?	Approaches	Correct = 0 or 1 **AND** Speaking is "Approaches"	
	1	duck	○	○	○	□	○		□
	2	frog	○	○					
	3	turtle	○	○					

Part E: Writing

- Leveled writing tasks

- Entrance point based on student's performance on Part B.

  - Mark the student's starting point in Part E under the **Started Here** column

  - If "**High**" start with **E4/5** (Writing Experience)

  - If "**Mid**" start with **E3** (Leveled Tasks – Beginning & Ending Sounds)

  - If "**Low**" start with **E1** (Leveled Tasks – Tracing & Copying)

	Started Here	Writing Level 3				STOP IF:	Stopped Here
E3 Mid	☐	#	Key	Correct	Incorrect	Correct = 0 or 1	☐
		1	g	○	○		
		2	m	○	○		
		3	t	○	○		
		4	n	○	○		

Part E: Writing

- If a student is unable to complete the task or scores only one item correctly, the test administrator will mark Stopped Here, indicating that the student is done with this Writing section.

	Started Here	Writing Level 3					STOP IF:	Stopped Here
E3 Mid	☐	#	Key		Correct	Incorrect	Correct = 0 or 1	☐
		1	g		◯	◯		
		2	m		◯	◯		
		3	t		◯	◯		
		4	n		◯	◯		

Part E: Scoring Guidance

- E1 – E3 Leveled Tasks : Scored as Correct or Incorrect.
  - If the student completes a level successfully (following the Stop If criteria), move on to the next level.

- E4/5 Writing Experience Task: Rated using the PreK-K Writing Rubric.
  - The test administrator assigns the writing a score of 1-6 using the Writing Rubric after the student completes the entire test.

Part F: Reading

- There are 5 levels of Reading tasks in Part F.

- Entrance point based on student's performance on Part C.

  - Mark the student's starting point in Part F under the **Started Here** column

  - If "**High**" start with **F4** (reading short phrases)

  - If "**Mid**" start with **F3** (reading words)

  - If "**Low**" start with **F1** (pre-literacy task)

- Scoring Part F is the same as scoring Part C.

- Both F1 and C1 require you to MOVE ON, regardless of the number of correct answers.

F1 Low	Started Here	Reading Level 1				MOVE ON.
	☐	#	Key	Correct	Incorrect	
		1	deer	○	○	
		2	raccoon	○	○	
		3	goose	○	○	

Positive Reinforcement

- Be sure you end the test with something the student *can* do so that students leave with a positive feeling about the experience.

- In **Listening Parts**: If the student clearly does not understand the listening task, you may repeat the model. If the student still doesn't understand, continue modeling with the other items, but score them as incorrect.

- In **Speaking Parts**: If the student says "I don't know" you may assist him/her, but mark the answer "Approaches."

- In **Writing Parts**: If the student cannot write sentences, prompt him/her to write single words or letters.

- In **Reading Parts**: If the student can't read words or sentences encourage him/her to identify a sound or a picture he/she recognizes.

Remember…

- Kindergarteners are easily distracted.

- Make sure testing area is quiet and away from student traffic.

- Although TAs should be ready to redirect students to the task, the scripts will include advice for extra prompting.

- Kindergarteners need more stretch breaks.

- Take time before test administration to establish rapport with the student.

- Experience with young students is recommended for TAs for the Kindergarten test.

Test Administration Procedures (Grades 1-12)

Allowable ELL Accommodations

- Answer student procedural questions.
- Answer content questions during practice items.
- Monitor student progress to promote on-task behavior.
- Rephrase, explain in English, or, if specifically requested, translate the test directions and practice into the student's native language.
- Adjust the volume for student(s) if the audio is not loud enough.
- Assist students with turning the page (during the Speaking test, especially at the younger grades).

Accessibility Tools

1. Audio aids
2. Highlighters, colored pencils, or crayons
3. Place marker or tracking device
4. Low---vision aids or magnification devices
5. Color overlay
6. Equipment or technology that the student uses for other tests and school work
7. Scratch/blank paper (use Planning Sheet for this accommodation) Submit with test materials

- **Note: If these tools are not used regularly in the classroom, DO NOT use for testing.**

Non-Allowable ELL Accommodations

- Select or change an answer for the student.
- Tell student what he/she should or should not bubble in (Receptive domain).
- Tell student that he/she provided a correct/incorrect response.
- Provide a response for the student (Writing/Speaking domains).
- Answer questions about content, vocabulary or grammar (instead remind students to try their best).
- Interrupt students who are working independently.
- Translate test item prompts into student's native language.
- Rephrase, explain, or read aloud test item prompts.
- Answer content questions.
- Bilingual word-to-word dictionary

Test Environment/Setting

- One-to-One Speaking by school personnel/paraprofessional, familiar to student (trained and certified to administer ACCESS for ELLs 2.0)

- Group administration (listening, reading, writing) by student's teacher or other teacher (trained and certified to administer ACCESS for ELLs 2.0)

- Small group (not more than 22 students in a single group-testing session)

- In a separate room

(Grades 1-12)

Test	Scorer	Administration
Speaking Test	Scored by the Test Administrator	Individually Administered
Listening, Reading, and Writing Tests	Centrally Scored	Group Administered

Note: Listening/Speaking requires CD Player for CD provided with test kit.

Timing/Scheduling

Session 1: Listening and Reading (Group Administered)

Grade Cluster	Tier	Domain	Time to Administer
ALL	ALL	Listening	25–40 minutes (higher grade-level clusters and tiers take more time)
ALL	ALL	Reading	35–45 minutes (higher grade-level clusters and tiers take more time)

Figure 16: Listening and Reading Test Administration Times*

Session 2: Writing (Group Administered)

Grade Cluster	Tier	Time to Administer
1	A	30 minutes, plus five (5) additional minutes to finish writing if needed
1	B&C	60 minutes, plus five (5) additional minutes to finish writing if needed
2, 3, 4–5, 6–8, 9–12	A	45 minutes, plus fifteen (15) additional minutes (five minutes per task) to finish writing if needed
2, 3, 4–5, 6–8, 9–12	B&C	60 minutes, plus five (5) additional minutes to finish writing if needed

Figure 17: Writing Test Administration Times

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Session 3: Speaking (Individually Administered)

Grade Cluster	Tier	Domain	Time to Administer
ALL	ALL	Speaking	15-35 minutes per student

Figure 18: Speaking Test Administration Times*

Test Environment/Setting

Tier A	Newcomers, and All Level 1s (regardless of years)
Tier B	All level 2s
Tier C	All level 3/4s

Note: Schedule only one Tier/Grade Level in a single test session.

Domain Test Administration Times

Listening	Up to 40 min
Reading	Up to 45 min
Speaking	15-35 minutes per student
Writing Tier A, Grade 1	Up to 35 min
Writing Tier A, Grade 2, 3, 4–5, 6–8, 9–12	Up to 60 min
Writing Tier B/C	Up to 65 min

Thank you!