

Grades 9–12

Tier B/C



ACCESS for ELLs®

Sample Speaking Tasks: Service Club Activities

Using this document

Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Speaking test. Use this item in any way that is helpful for you and your students. If practical for your classroom, WIDA strongly encourages you to use the sample test administrator script to do a full mock administration of this sample item, as a realistic administration can help prepare your students for the real test.

If you do plan a mock administration, read through this document and set aside 30 minutes to explain the activity and allow the student to answer the questions. The sample speaking tasks must be administered to an individual student (i.e., one student at a time).

Create materials for the mock administration by printing:

- One copy of pages 2–21 for each student. (Print single sided; even page on left; odd page on right)
- One copy of pages 22–27 for yourself. (Can be printed double-sided)

Explain to your students what they will do, and then play the pre-recorded audio files available on wida.wisc.edu to administer the sample items.

September



October



Let's talk about community service. These pictures show students doing different activities to help their community. The students are members of the Service Club at their school. Once a month, they volunteer by doing different projects.

Each month the Service Club picks two service projects that help the community. Students in the club can choose one of the projects.



Turn the page.

September



October



In September, students in the Service Club can help people in the community by doing yard work. Students can also choose to volunteer at a community center and play sports and games with younger students.



Turn the page.

September



October



The next month, in October, students can choose between planting trees in the park, or picking up trash around the neighborhood.



Turn the page.

September



October



Nina, look at pictures 1 and 2. Tell me which service activity you would choose and why you would pick that.



...



Turn the page.

September



October



Now it's your turn. Look at pictures 3 and 4.
These show the Service Club projects for October.
In a moment, I will ask you which service activity
you would choose and why you would pick that.
Think about it.

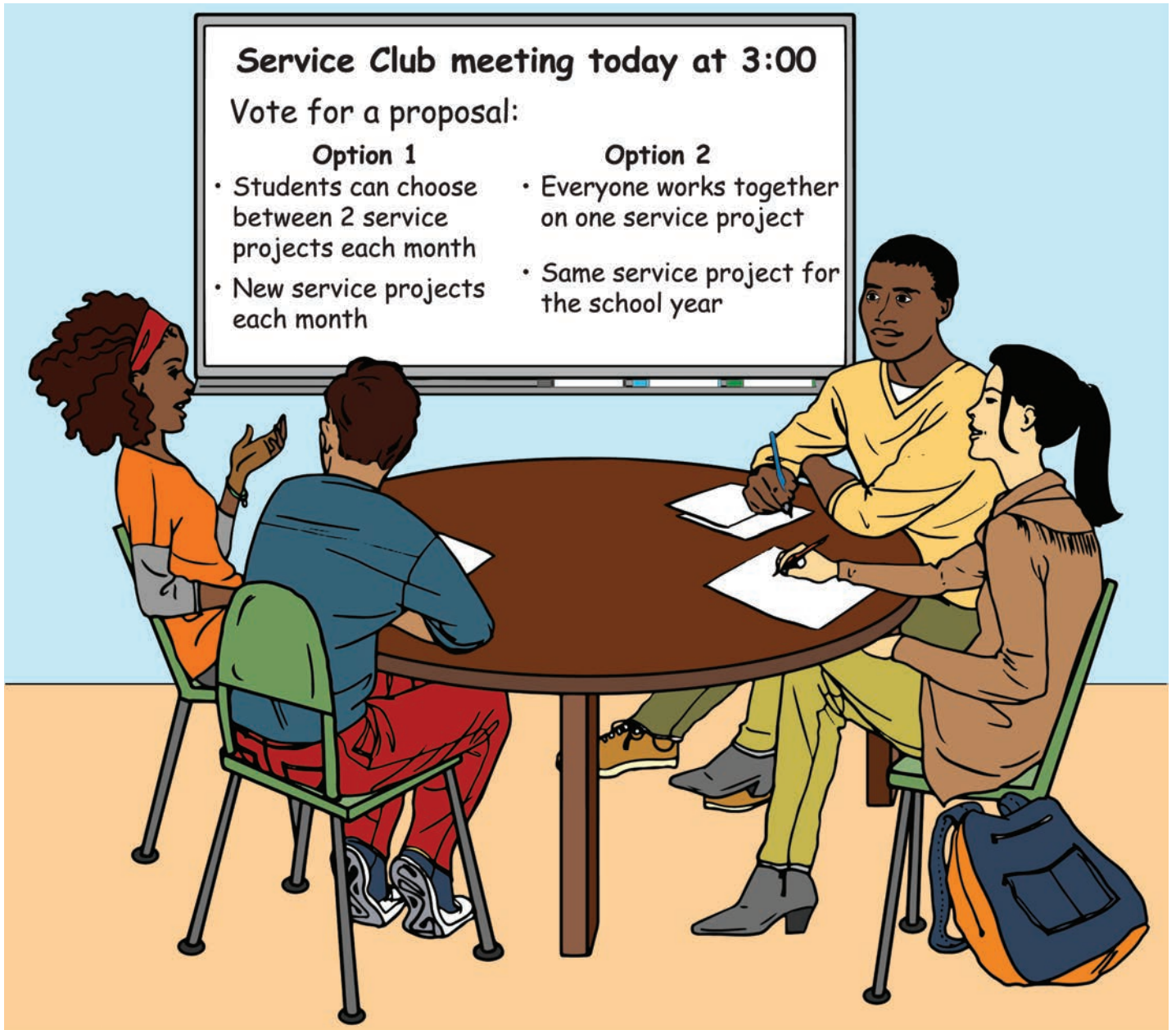


1

**Tell me which service activity you would
choose and why you would pick that.**



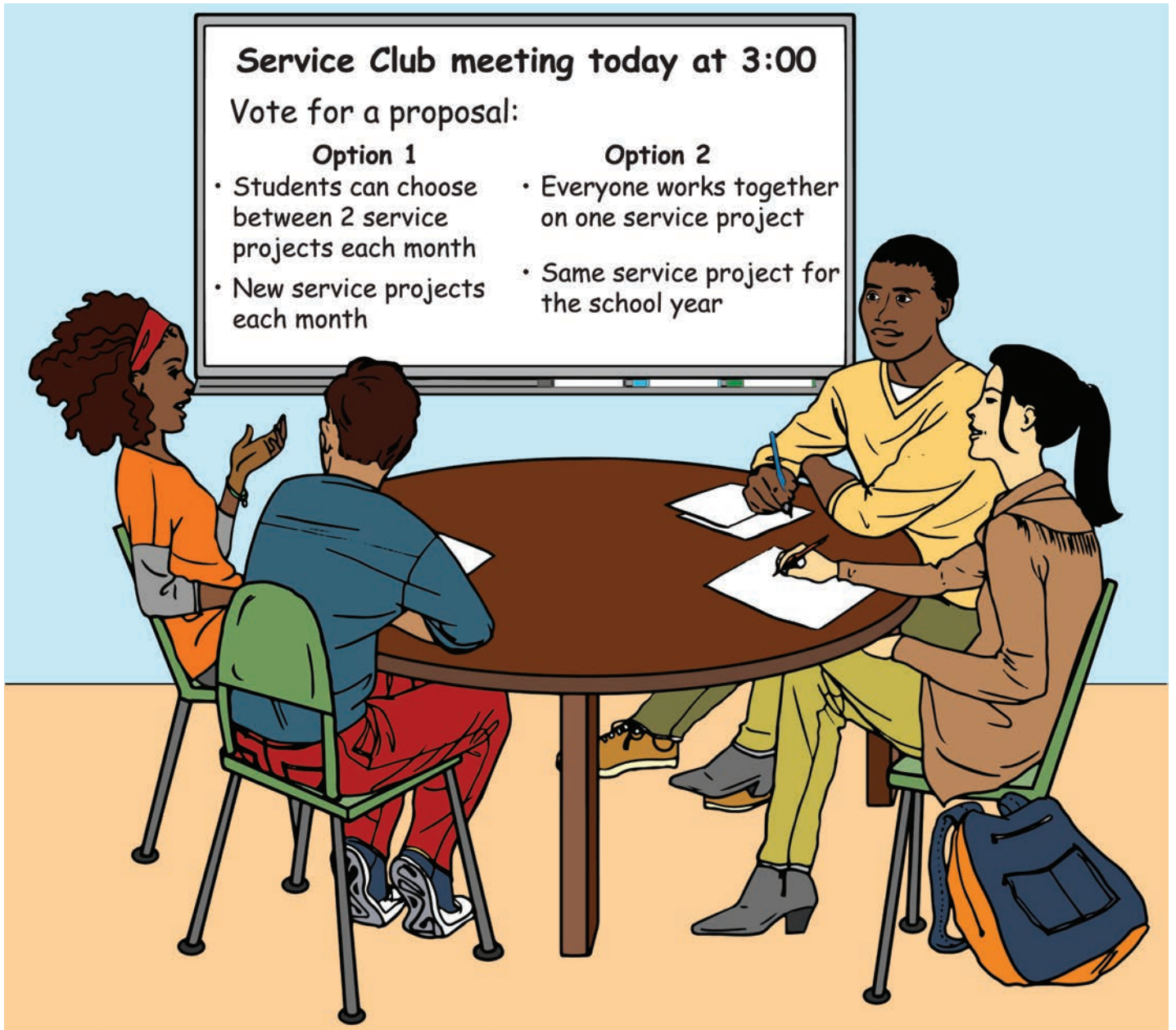
Turn the page.



Before the next service day, the club meets to decide how they will organize their volunteer projects. They will discuss two different proposals, or ideas for what to do, and then members of the club will vote.



Turn the page.



Some students want to keep their current way of organizing projects. In option 1, the club would pick two projects each month. Each month, the club would change projects. With this option, members could learn about different aspects of the community. Also, they might attract more members to the club by offering a wider variety of service activities.



Turn the page.



Other students make a proposal to pick one service project for the entire school year. Each month, everyone in the club would work on the same project. With option 2, students could work together to learn about and help with one important issue in the community. Some students argue that option 2 would allow the club to work on a bigger project and have a greater impact on their community.



Turn the page.



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



...



Nina talked about the advantages and disadvantages of option 1. Now it's your turn. In a moment, I will ask you to describe the advantages and disadvantages of choosing option 2. Think about it.



2

Describe the advantages and disadvantages of choosing option 2. Use details to support your answer.



Turn the page.

This page is blank.

This is the end of the Speaking test. Thank you for talking with me today.



End of Speaking Test

How to read the script

The script includes text that is read aloud during test administration as well as directions for the test administrator:

- Read aloud all bold text. Instructions students hear are **black and bold**. Test items are **blue and bold**.
- Do NOT read unbolded text aloud. Unbolded text gives directions to the test administrator.

Read all bold text aloud.

You should be looking at the page labeled “Practice 1” at the top.

Look at the big picture. The big picture will help you understand what you hear.

Do NOT read this text aloud. All unbolded text serves only as a guide for the test administrator.

Now, when I start the recording, you must listen carefully because you will hear everything only one time. First you will hear some directions, and then you will answer Letter A at the bottom. Put your finger on Letter A to show me that you found it.

Instructions for controlling the Listening or Speaking test audio recording appear in all caps.

Scan the room and make sure all students are in the right place. If necessary, show students Letter A by holding up the next page of the script and pointing to Letter A.

O.K. Now listen carefully to the recording.

PRESS PLAY. (TRACK 1)

All text with a gray background must NOT be read aloud by the test administrator. Use these parts for reference or to follow along with the Listening test audio recording.

TRACK 1

Narrator:

Practice 1.

Look at the big picture. It shows Ms. Miller and her students working in a classroom. Listen to what they say.

Letter A.

Female student:

Ms. Miller, what time is it?

Female teacher:

The clock tells you the time. It is eleven o'clock.

Narrator:

Which picture shows a clock?

The track number is displayed to the left of recorded audio for easy reference.

Introducing the sample items

Explain to your students that they are about to complete a speaking exercise. This exercise is similar to a test they will take in the future. The test will be their opportunity to demonstrate their English proficiency in speaking, and this practice exercise will help them get ready for the test.

When the students are ready and understand what they are going to do, pass out the test materials. The student needs a complete copy of the sample test items.

Read the following script to guide students through the sample items.

Good morning/afternoon. How are you today?

Take a moment to talk with the student. Make sure the student is ready to begin the test.

You are going to do a speaking exercise in English. Some questions might be easy for you and others might be hard. It is important that you do the best you can.

Let's look at page 2 and page 3. In this exercise, you will look at pictures and listen to people talking on a recording. You can follow along with the words in your test booklet while you listen.

Listen carefully. You will hear each part only one time. You cannot go to the next page until the recording says to go on. You cannot look back at other pages.

The teacher will ask a student named Nina some questions, too. Listen to Nina's answer. Her answer are examples. They will help you know how to answer the teacher's questions.

When it's your turn to talk, you should say your answer clearly so I can hear you. You will hear a sound when it's almost time to go on. When you hear the sound, finish your answer. It's O.K. if you finish an answer and still have time. Wait for the recording.

Do you have any questions before we begin?

Answer questions.

When I start the recording, listen to the teacher. She will tell you what to do.

Make sure the student is looking at pages 2 and 3 of the sample items.

Let's begin.

PRESS PLAY. (TRACK 1)

Play Tracks 1–10. Follow along with the student as he or she goes through the sample items. Use the guidelines on the next page of this script.

The audio recording will stop automatically at the end of the sample item.

End the testing session by saying:

Great job! Now you have finished the speaking exercise. I'll take your papers.

Monitoring the test

During the Directions and Practice, you may provide as much assistance as the student needs to ensure that the student is able to successfully navigate the test and respond aloud. Once the scored section of the test begins, consult the table below for guidance on responding to situations that arise.

After you begin the audio recording, the tracks will advance automatically. The student will work independently.

Monitor the student as he or she speaks. Remind the student to speak clearly and not to whisper.

The recording already includes a standardized period of silence to allow the student time to answer each question; therefore, do not pause the recording once you have begun the test.

Sometimes the student may finish speaking before the recording begins again. Do not fast forward the recording or skip any parts. Do not stop the recording unless there is an emergency or unavoidable interruption.

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 <u>practice</u> 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 <u>scored test</u> 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 <u>scored test</u> 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.

NOTE: The following transcript of the audio files is provided if the student requires a human reader accommodation during testing situations. Only in that case should you read aloud the bold text in the script below instead of playing the audio files.

Good morning/afternoon. How are you today?

Take a moment to talk with the student. Make sure the student is ready to begin the test.

You are going to do a speaking exercise in English. Some questions might be easy for you and others might be hard. It is important that you do the best you can.

Let's look at page 2 and page 3. In this exercise, you will look at pictures and listen to people talking. You can follow along with the words in your test booklet while you listen.

Listen carefully. You will hear each part only one time. You cannot go to the next page until I tell you to go on. You cannot look back at other pages.

In this exercise, there is a student named Nina. I will ask Nina some questions, too. Listen to Nina's answer. Her answer are examples. They will help you know how to answer my questions.

When it's your turn to talk, you should say your answer clearly so I can hear you.

Do you have any questions before we begin?

Answer questions.

O.K. Let's begin on page 3.

Make sure pages 2 and 3 are visible to the student.

Service Club Activities PAUSE 2 SECONDS.

Page 3. PAUSE 2 SECONDS.

Female teacher:

Let's talk about community service. These pictures show students doing different activities to help their community. The students are members of the Service Club at their school. Once a month, they volunteer by doing different projects. Each month the Service Club picks two service projects that help the community. Students in the club can choose one of the projects. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 5. PAUSE 2 SECONDS.

Female teacher:

In September, students in the Service Club can help people in the community by doing yard work. Students can also choose to volunteer at a community center and play sports and games with younger students. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 7. PAUSE 2 SECONDS.

Female teacher:

The next month, in October, students can choose between planting trees in the park, or picking up trash around the neighborhood. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 9. PAUSE 2 SECONDS.

Female teacher:

Nina, look at pictures 1 and 2. Tell me which service activity you would choose and why you would pick that. PAUSE 2 SECONDS.

Nina:

I would volunteer at the community center and play sports with kids. I would choose that because I like helping kids, and I think it's important for them to have good role models. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 11. PAUSE 2 SECONDS.

Female teacher:

Now it's your turn. Look at pictures 3 and 4. These show the Service Club projects for October. PAUSE 3 SECONDS.

In a moment, I will ask you which service activity you would choose and why you would pick that. Think about it. PAUSE 5 SECONDS.

Number 1. Tell me which service activity you would choose and why you would pick that. PAUSE 20 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 13. PAUSE 2 SECONDS.

Female teacher:

Before the next service day, the club meets to decide how they will organize their volunteer projects. They will discuss two different proposals, or ideas for what to do, and then members of the club will vote. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 15. PAUSE 2 SECONDS.

Female teacher:

Some students want to keep their current way of organizing projects. In option 1, the club would pick two projects each month. Each month, the club would change projects. With this option, members could learn about different aspects of the community. Also, they might attract more members to the club by offering a wider variety of service activities. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 17. PAUSE 2 SECONDS.

Female teacher:

Other students make a proposal to pick one service project for the entire school year. Each month, everyone in the club would work on the same project. With option 2, students could work together to learn about and help with one important issue in the community. Some students argue that option 2 would allow the club to work on a bigger project and have a greater impact on their community. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 19. PAUSE 2 SECONDS.

Female teacher:

Nina, think about option 1. Now, explain to me the advantages and disadvantages of choosing option 1. PAUSE 2 SECONDS.

Nina:

I think there are a lot of advantages to option one. Students like to have choices, and in this proposal everyone could volunteer for the project they enjoy the most or can do best. And I agree that this proposal could help attract new members. One disadvantage to this proposal is that there are fewer students working on each project than if everyone worked on the same project. The club might not be able to do activities that require a lot of volunteers. PAUSE 2 SECONDS.

Female teacher:

Nina talked about the advantages and disadvantages of option 1. Now it's your turn.

In a moment, I will ask you to describe the advantages and disadvantages of choosing option 2. Think about it. PAUSE 5 SECONDS.

Number 2. Describe the advantages and disadvantages of choosing option 2. Use details to support your answer. PAUSE 40 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 21. PAUSE 2 SECONDS.

This is the end of the Speaking test. Thank you for talking with me today. I will collect your papers.