

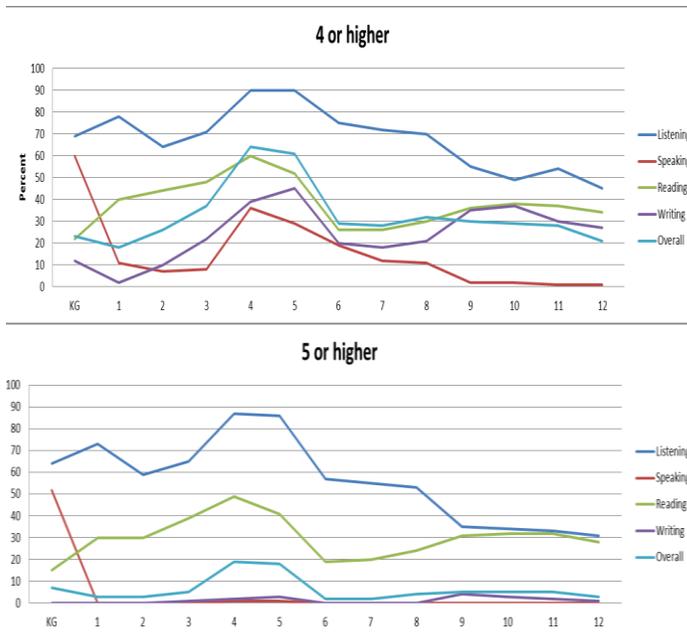


Improving Speaking Performance

Suggestions from the Missouri ELD Collaborative

Due to revision of the WIDA scale the 2017 administration of the ACCESS for ELs 2.0 saw a dramatic decrease in student performance across most language domains. The charts to the right show the percentage of students scoring a 4.0 or above and a 5.0 or above in all language domains by grade level. The speaking test, in particular, was significantly affected. This test underwent changes as the testing format and scoring scale were revised, the test went online and student responses were scored centrally rather than by local teachers. Consequently, these changes resulted in significantly lower speaking scores. The 2018 test administration saw little, if any, improvement. To start the conversation around improvement, various EL leaders from Missouri brainstormed potential solutions at the ELD Collaborative meeting in September 2018. The general consensus was that students need to practice oral language with the online format in all content areas. Due to the increased rigor of the ACCESS for ELs 2.0, districts must make adjustments to their overall program, including mainstream instruction, to see progress.

2018 ACCESS for ELs Statewide Results



Preparing for the Technology	Instructional Resources	Comprehensive Improvements
Use the Test Demos* – videos of the online test that teachers and students may watch together.	Some Learning Management Systems will allow you to create speaking prompts, record student answers, and score them.	Integrate oral language activities in all subject areas, especially the core content areas and use technology whenever possible.
Use the Test Practice Items* to help students become aware of the design of ACCESS.	Use Flipgrid where students answer questions orally and listen to each other’s responses.	Design oral language activities using authentic curricular themes and scenarios.
Use Sample Items , especially Speaking and Writing even if they are outside their grade-level cluster.	Use Seesaw to practice recording, and to create a portfolio.	Talk with students about their score and set goals.
Explicitly teach students that they can think about their answer, take notes and prepare an answer prior to hitting the record button.	Set up speaking activities using Google Classroom .	Explicitly teach students the WIDA speaking rubric and ask them to reflect and self-assess.
Explicitly teach students the difference between the “pause button” and the “record button.”	Class Dojo now allows students to add videos to a portfolio.	Set dates to collect benchmark data (at least 3 per year) and use at least two teachers to score the samples.
Explicitly teach students to listen to Nina, the model student. She gives an example of the length and structure of a strong response.	Any other available product or software where students record their voices while responding to a prompt (i.e. Voicethread).	Thoroughly explore the WIDA rubrics, complete the speaking trainings, and deeply understand the level descriptors.

* Available at www.wida-ams.us under “Public Test Resources”