

Grades 6–8

Tier B/C



ACCESS for ELLs®

Sample Speaking Tasks: Scott Joplin

Using this document

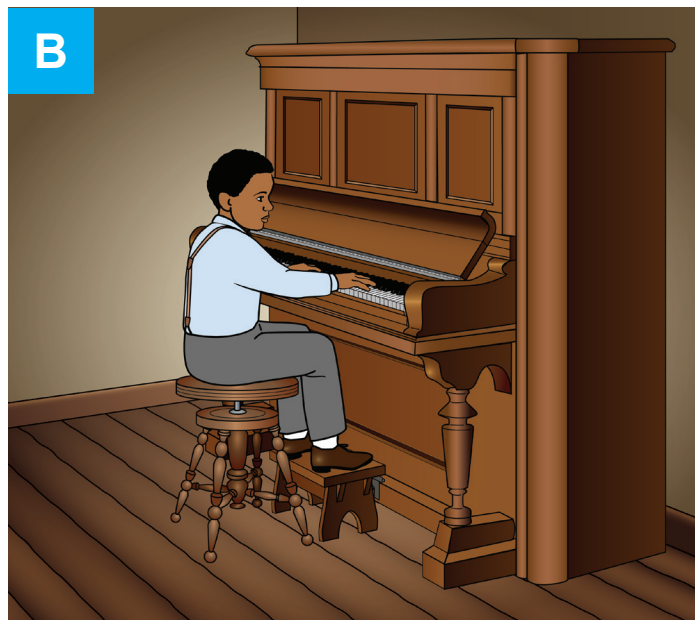
Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Speaking test. Use this item in any way that is helpful for you and your students. If practical for your classroom, WIDA strongly encourages you to use the sample test administrator script to 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 2–15 for each student. (Print single sided; even page on left; odd page on right)
- One copy of pages 16–21 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.



Scott Joplin was a musician who played piano and wrote songs. I will show you some pictures of Joplin as a child and as a young adult. We will talk about them. Then, I will ask you questions about Joplin's life.

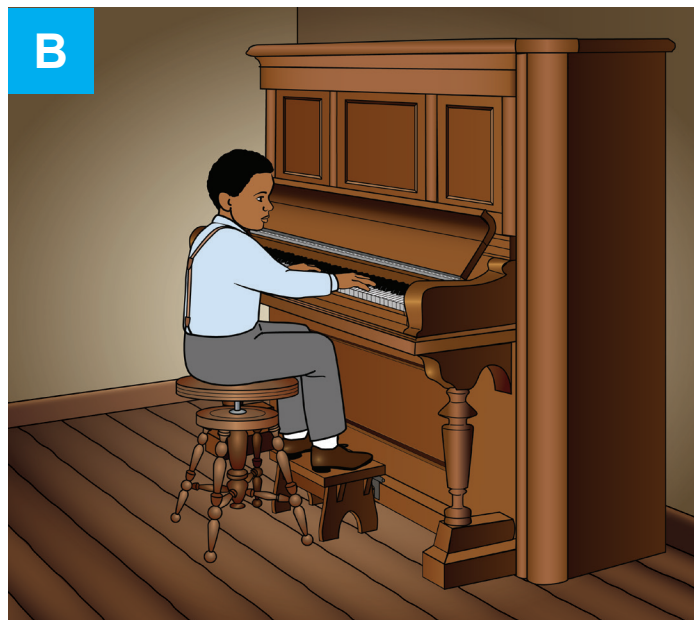
Look at Picture **A** and Picture **B**. They show Joplin as a child.

When he was a child, everyone in Scott Joplin's family loved to play music. His mother played banjo, and his father played violin. Joplin learned to play several instruments.

Soon people heard about Joplin's talent. A music teacher gave him piano lessons, and Joplin became a skilled piano player.



Turn the page.

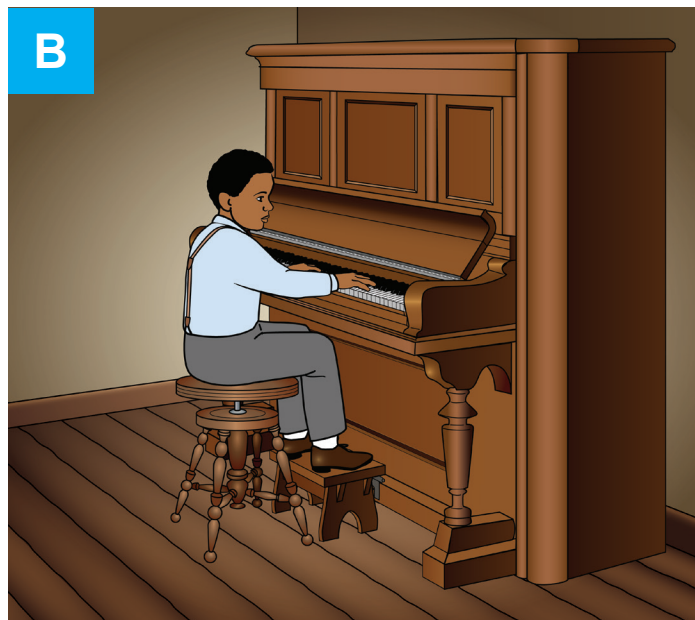


Now look at Picture **C** and Picture **D**.

As a young adult, Joplin worked as a traveling musician, playing piano in churches and for parties and other social events. He eventually moved to Missouri. There he worked as a piano player in clubs so that he could continue his music education. He began to write his own songs.



Turn the page.



Nina, use Picture **A** and Picture **B** to tell me about Joplin's early life.



...



Now it's your turn. Look at Picture **C** and Picture **D**.

In a moment, I will ask you to tell me about some things Scott Joplin did when he was a young adult. Think about it.

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Tell me about some things Scott Joplin did when he was a young adult.



Turn the page.



Now let's talk more about Scott Joplin's life and work. He was a creative musician who worked in a new style or type of music called "ragtime." His hard work and original songs helped this new type of music become popular.

Later, I will ask you to pick one word to describe Scott Joplin.

As Joplin became a respected musician, a music store owner decided to print one of Joplin's songs called "Maple Leaf Rag." Before this time, many musicians were not paid each time their song was sold, but Joplin made sure he would get a payment each time someone bought his song. "Maple Leaf Rag" became the best-selling ragtime song ever.



Turn the page.



Because of his success, Joplin was able to spend his time studying, teaching, and writing music. He taught and wrote piano exercises to help students understand and practice ragtime music. He also wrote two operas in the ragtime style. It took many years, but eventually one of his operas became a successful musical. He is now remembered as the “King of Ragtime.”



Turn the page.



Nina, now that you've heard about Scott Joplin's life, I want you to think of a word that describes him.

Tell me which word you chose and why you picked that word.



...



Nina picked the word determined.

Now it's your turn. Think about everything you've learned about Scott Joplin. In a moment, I will ask you to choose a different word that describes Joplin and to tell me why you picked that word. Think about it.

4

Choose a different word that describes Joplin, and tell me why you picked that word.



Turn the page.

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 1–7. 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.

Scott Joplin PAUSE 2 SECONDS.

Page 3. PAUSE 2 SECONDS.

Female teacher:

Scott Joplin was a musician who played piano and wrote songs. I will show you some pictures of Joplin as a child and as a young adult. We will talk about them. Then, I will ask you questions about Joplin's life.

Look at Picture A and Picture B. PAUSE 3 SECONDS.

They show Joplin as a child. When he was a child, everyone in Scott Joplin's family loved to play music. His mother played banjo, and his father played violin. Joplin learned to play several instruments.

Soon people heard about Joplin's talent. A music teacher gave him piano lessons, and Joplin became a skilled piano player. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 5. PAUSE 2 SECONDS.

Female teacher:

Now look at Picture C and Picture D. PAUSE 3 SECONDS.

As a young adult, Joplin worked as a traveling musician, playing piano in churches and for parties and other social events. He eventually moved to Missouri. There he worked as a piano player in clubs so that he could continue his music education. He began to write his own songs. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 7. PAUSE 2 SECONDS.

Female teacher:

Nina, use Picture A and Picture B to tell me about Joplin's early life. PAUSE 2 SECONDS.

Nina:

Scott Joplin's family loved music. When he was growing up, both his parents played instruments, and he learned to play instruments too. A music teacher heard about his talent and taught him how to play piano. PAUSE 2 SECONDS.

Female teacher:

Now it's your turn. Look at Picture C and Picture D. PAUSE 3 SECONDS.

In a moment, I will ask you to tell me about some things Scott Joplin did when he was a young adult. Think about it. PAUSE 5 SECONDS.

Number 3. Tell me about some things Scott Joplin did when he was a young adult.
PAUSE 20 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 9. PAUSE 2 SECONDS.

Female teacher:

Now let's talk more about Scott Joplin's life and work. He was a creative musician who worked in a new style or type of music called "ragtime." His hard work and original songs helped this new type of music become popular.

Later, I will ask you to pick one word to describe Scott Joplin.

As Joplin became a respected musician, a music store owner decided to print one of Joplin's songs called "Maple Leaf Rag." Before this time, many musicians were not paid each time their song was sold, but Joplin made sure he would get a payment each time someone bought his song. "Maple Leaf Rag" became the best-selling ragtime song ever. PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 11. PAUSE 2 SECONDS.

Female teacher:

Because of his success, Joplin was able to spend his time studying, teaching, and writing music. He taught and wrote piano exercises to help students understand and practice ragtime music. He also wrote two operas in the ragtime style. It took many years, but eventually one of his operas became a successful musical. He is now remembered as the “King of Ragtime.” PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 13. PAUSE 2 SECONDS.

Female teacher:

Nina, now that you’ve heard about Scott Joplin’s life, I want you to think of a word that describes him.

Tell me which word you chose and why you picked that word. PAUSE 2 SECONDS.

Nina:

The word I chose is determined. I think Scott Joplin was determined because he worked hard for a long time to make music in a new style. He started creating music when he was young and didn’t give up. He even brought ragtime style to other forms of music like opera. His opera was not successful at first, but eventually his work became very popular. This took determination! PAUSE 2 SECONDS.

Female teacher:

Nina picked the word determined.

Now it’s your turn. Think about everything you’ve learned about Scott Joplin. In a moment, I will ask you to choose a different word that describes Joplin and to tell me why you picked that word. Think about it. PAUSE 5 SECONDS.

Number 4. Choose a different word that describes Joplin, and tell me why you picked that word. PAUSE 40 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 15. PAUSE 2 SECONDS.

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