Supplemental Scoring Notes:
ACCESS for ELLs® Speaking Test

Below is essential guidance in scoring the individually-administered ACCESS for ELLs® Speaking Test. It supplements the information you already have on the Speaking Test, and is issued as a result of test administrator questions and concerns about how to score the test.

Speaking Test

1. Each task (designated T1, T2, T3…) **must** receive a rating in order for the student to be properly credited for the performance on that task. That is, in order to process a student's score report correctly, it is necessary that there is a score for every task. **Students for whom there are blanks on their scoring sheet will not receive scores.** Likewise, do not assign more than one score (*Exceeds, Meets, Approaches,* **or** *No Response*) for any one task. Leaving scores blank or assigning multiple scores disadvantages the student. Please fill/color in the score boxes completely in pencil, rather than simply placing an 'X' or a check mark in the boxes.

2. The purpose of the question-mark column is to give the student the opportunity to attempt to respond to the task at the next higher level when the test administrator is uncertain whether a student's response to the current task warrants a score of *Meets* or a score of *Approaches*. In this case, if there is a task at the next higher proficiency level, the test administrator may fill in the box in the question-mark column (**?**) and move on to the next task.

3. **In other words, if in doubt between a score of *Meets* or *Approaches*, you can mark in the center column below the question mark (?) on the score sheet and move on to the next task.** If the student gives a performance that meets the Task Level Expectations on the next task, assign that task a score of *Meets*; then go back and assign the task in question a score of *Meets*. If the student gives a performance that very clearly fails to meet the Task Level Expectations on the next task, it is most likely that the performance was also deficient on the task in question. Assign the current task a score of *Approaches* or *No Response*, as appropriate, and go back and assign the task in question a score of *Approaches*.

4. **The question-mark column (?) is a temporary placeholder and should not be left as the sole box marked on the row for a particular task.**

5. You cannot mark the **?** option alone for the highest level task within a Part of the Speaking Test. That is, T3 in Part A, and T5 in Parts B and C, **must** receive a score of *Exceeds, Meets, Approaches,* or *No Response*. You may mark the **?** column **in addition to assigning a score** if you wish to indicate that you were somewhat uncertain about the score you marked (whether *Meets* or *Approaches*). Most likely, though, if you are in doubt that the performance met the already-challenging demands of the Task Level Expectations at level 3 (Part A) or especially level 5 (Part B or C), it probably merits a score of *Approaches*. Either way, **you must commit to assigning a score to the task at the highest level within each Part**.

6. If a task is ***Not Administered***, that column should be marked. Make sure that the tasks not administered are clearly marked as such, and that there are no tasks for which there is no box marked.

7. Remember that a student should be administered at least the task at level 1 (T1) in **every** part (A, B, and C) of the Speaking Test. For example, if a student does not meet expectations on the T1 task in Part A, mark *Not Administered* for remaining Part A task(s). You then must **still** administer T1 of Part B. Continue administering Part B tasks until the student's response fails to meet expectations. Then mark *Not Administered* for remaining Part B tasks. Next, administer T1 of Part C. Continue administering Part C tasks until a response fails to meet expectations – and only then do you end the test (after marking *Not Administered* for remaining Part C tasks). See the flow chart located in the Speaking Test Administration topic of the online training.