

## ACCESS for ELLs® Speaking Test

Summary Chart of Task Level Expectations			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>1 Entering</b>	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
<b>2 Beginning</b>	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
<b>3 Developing</b>	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
<b>4 Expanding</b>	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
<b>5 Bridging</b>	A variety of sentence lengths of varying linguistic complexity in <b>extended</b> 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 Test Scoring Scale	
Exceeds	Exceeds Task Level Expectations in <i>quantity</i> and/or <i>quality</i>
Meets	Meets Task Level Expectations in <i>quantity</i> and <i>quality</i>
Approaches	Approaches Task Level Expectations, but falls short in <i>quantity</i> and/or <i>quality</i>
No Response	No response; response incomprehensible; response in native language; student unable to understand task directions