

Grades 4–5

Tier B/C



ACCESS for ELLs®

Sample Listening Items: All About Mushrooms

Using this document

Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Listening 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 students to answer the questions.

Create materials for the mock administration by printing:

- One copy of pages 2–3 for each student. (Print single sided)
- One copy of pages 4–10 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.

Part A: All About Mushrooms



Fungus



Plant

1



2



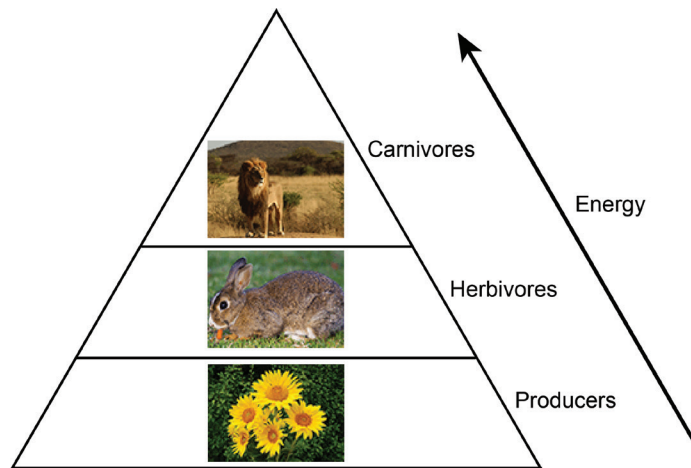
Cap



Mycelia

- ☐ To create spores
- ☐ To produce seeds
- ☐ To get nutrients

3



- ☐ They enrich the soil for producers.
- ☐ They provide energy for herbivores.
- ☐ They transfer minerals to carnivores.

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.

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

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

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.

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

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.

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.

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)

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?

Introducing the sample items

Explain to your students that they are about to complete a listening 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 listening, 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. Each student needs a complete copy of the sample test items and a pencil.

Ask the students to write their name at the top of each page.

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

You should be looking at the page labeled “All About Mushrooms” at the top.

Scan the room and make sure all students are in the right place.

In this listening exercise, you will listen to people talking on a recording, and then you will fill in the circle that goes with what they say on the recording. Listen carefully because you will hear the recording only one time. Do you have any questions?

Answer questions.

O.K., let’s begin now.

PRESS PLAY. (TRACKS 1, 2, and 3)

Allow each track to play in its entirety. The recording is programmed to allow students 20 seconds to answer the question. Do not advance the track manually.

Scan the room to make sure all students are on the correct page and item number.

If students are not filling in the circles or seem confused at any point during the exercise, say: ***Remember, take your pencil and fill in the circle.***

TRACK 1	Narrator: Part A: All About Mushrooms. Listen as Ms. Bell teaches her students about mushrooms. Number 1.
	Female teacher: Mushrooms are a well-known type of fungus. A fungus is different from a plant in many ways. One way is that a plant gets its energy from sunlight, and a fungus does not. A fungus usually grows in a place that is warm and damp, or wet. The forest floor is a good place for a fungus to grow because trees and plants block the sunlight, and rain provides moisture.
	Male student: So mushrooms don’t grow in places that are hot and dry, like deserts?
	Female teacher: Not usually. Mushrooms get their nutrients, or food, from the dead plants around them. Too much heat may cause the plants to dry up quickly. And if it’s too cold, the plants may freeze, so there wouldn’t be any nutrients to help the mushrooms grow.
	Narrator: From what you heard, which picture shows where a mushroom would probably grow? [15 seconds of silence; tone plays; 5 seconds of silence]

TRACK 2	<p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 2.</p> <p>Take a moment now to read the answer choices.</p> <p>Now listen.</p> <p>Male student:</p> <p>How are new mushrooms formed? Do mushrooms have seeds?</p> <p>Female teacher:</p> <p>Good questions. Mushrooms do not have seeds. Instead, they have spores, which have a similar function to plant seeds.</p> <p>Male student:</p> <p>So how do the spores help mushrooms to reproduce?</p> <p>Female teacher:</p> <p>Look at the picture. Spores form under the cap of the mushroom. Eventually they fall out and are carried away by the wind. If they land near a food source, the spores begin growing thread-like structures, called mycelia, under the surface of the earth. The mycelia absorb nutrients from the surrounding soil, and eventually a new mushroom grows above the surface.</p> <p>Narrator:</p> <p>Why do mushrooms need mycelia?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
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TRACK 3	<p>Narrator:</p> <p>Number 3.</p> <p>Take a moment now to read the answer choices.</p> <p>Now listen.</p> <p>Female teacher:</p> <p>Look at the food chain pyramid. Let's start with producers, which are plants. They get their energy from sunlight and water, and then the energy transfers up to consumers. In the pyramid, you can see two kinds of consumers: herbivores and carnivores. Herbivores get their energy from eating plants, and carnivores get their energy from eating animals.</p> <p>Male student:</p> <p>So how do mushrooms fit into the food chain pyramid?</p> <p>Female teacher:</p> <p>Mushrooms are decomposers. They get their energy from dead organisms.</p> <p>Male student:</p> <p>So mushrooms get their energy from dead plants and animals. And when organisms decompose, they break down, right? Mushrooms help make this process faster.</p> <p>Female teacher:</p> <p>That's right. Mushrooms have a very important role in the ecosystem. They make the soil more fertile by adding nutrients from the dead organisms back into it. Then producers use the minerals in the soil, along with energy from the sun, to grow.</p> <p>Narrator:</p> <p>How are mushrooms important to the ecosystem?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
<p>The recording will stop automatically.</p> <p>Confirm students followed the instructions and marked one answer for each question.</p> <p>End the testing session by saying:</p> <p>Good job. Please put your pencil down, and I will collect your papers.</p>	

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.

You should be looking at the page labeled “All About Mushrooms” at the top.

Scan the room and make sure all students are in the right place.

In this listening exercise, you will listen to me speak, and then you will fill in the circle that goes with what I say. Listen carefully because I will say everything only one time. Do you have any questions?

Answer questions.

O.K., let’s begin now.

If students are not filling in the circles or seem confused at any point during the exercise, say: ***Remember, take your pencil and fill in the circle.***

Part A: All About Mushrooms PAUSE 1 SECOND.

Listen as Ms. Bell teaches her students about mushrooms. PAUSE 3 SECONDS.

Number 1. PAUSE 1 SECOND.

Female teacher:

Mushrooms are a well-known type of fungus. A fungus is different from a plant in many ways. One way is that a plant gets its energy from sunlight, and a fungus does not. A fungus usually grows in a place that is warm and damp, or wet. The forest floor is a good place for a fungus to grow because trees and plants block the sunlight, and rain provides moisture.

Male student:

So mushrooms don’t grow in places that are hot and dry, like deserts?

Female teacher:

Not usually. Mushrooms get their nutrients, or food, from the dead plants around them. Too much heat may cause the plants to dry up quickly. And if it’s too cold, the plants may freeze, so there wouldn’t be any nutrients to help the mushrooms grow.

PAUSE 1 SECOND.

From what you heard, which picture shows where a mushroom would probably grow?

PAUSE 20 SECONDS.

NOTE: THE WORD "MYCELIA" IS PRONOUNCED /my-SEE-lee-ah/.

Go to the top of the next page. PAUSE 1 SECOND.

Number 2.

Take a moment now to read the answer choices. PAUSE 5 SECONDS.

Now listen. PAUSE 1 SECOND.

Male student:

How are new mushrooms formed? Do mushrooms have seeds?

Female teacher:

Good questions. Mushrooms do not have seeds. Instead, they have spores, which have a similar function to plant seeds.

Male student:

So how do the spores help mushrooms to reproduce?

Female teacher:

Look at the picture. Spores form under the cap of the mushroom. Eventually they fall out and are carried away by the wind. If they land near a food source, the spores begin growing thread-like structures, called mycelia (READ AS /my-SEE-lee-ah/), under the surface of the earth. The mycelia absorb nutrients from the surrounding soil, and eventually a new mushroom grows above the surface. PAUSE 1 SECOND.

Why do mushrooms need mycelia? PAUSE 20 SECONDS.

Number 3. PAUSE 1 SECOND.

Take a moment now to read the answer choices. PAUSE 5 SECONDS.

Now listen. PAUSE 1 SECOND.

Female teacher:

Look at the food chain pyramid. Let's start with producers, which are plants. They get their energy from sunlight and water, and then the energy transfers up to consumers. In the pyramid, you can see two kinds of consumers: herbivores and carnivores. Herbivores get their energy from eating plants, and carnivores get their energy from eating animals.

Male student:

So how do mushrooms fit into the food chain pyramid?

Female teacher:

Mushrooms are decomposers. They get their energy from dead organisms.

Male student:

So mushrooms get their energy from dead plants and animals. And when organisms decompose, they break down, right? Mushrooms help make this process faster.

Female teacher:

That's right. Mushrooms have a very important role in the ecosystem. They make the soil more fertile by adding nutrients from the dead organisms back into it. Then producers use the minerals in the soil, along with energy from the sun, to grow.

PAUSE 1 SECOND.

How are mushrooms important to the ecosystem? PAUSE 20 SECONDS.

Confirm students followed the instructions and marked one answer for each question.

End the testing session by saying:

Good job. Please put your pencil down, and I will collect your papers.