

**Grades 2–3
Tier B/C**



ACCESS for ELLs®

Sample Writing Item: Pond Animals

Using this document: Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Online Writing test. Use this item in any way that is helpful for you and your students: for example, you might assign this item as homework, as an in-class exercise, or as a group activity. 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.

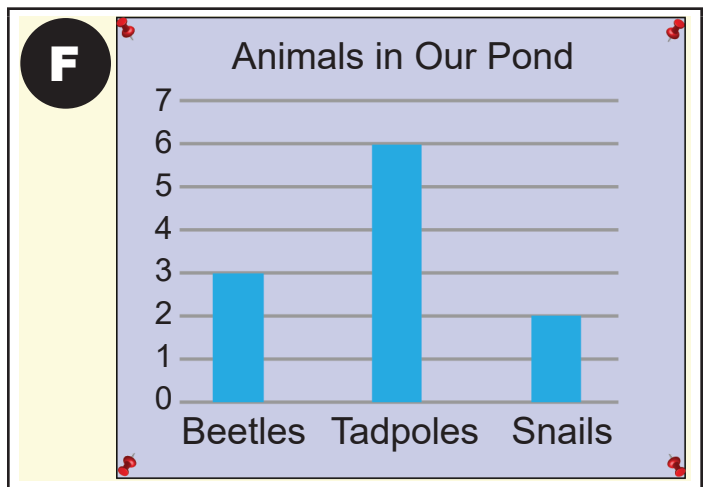
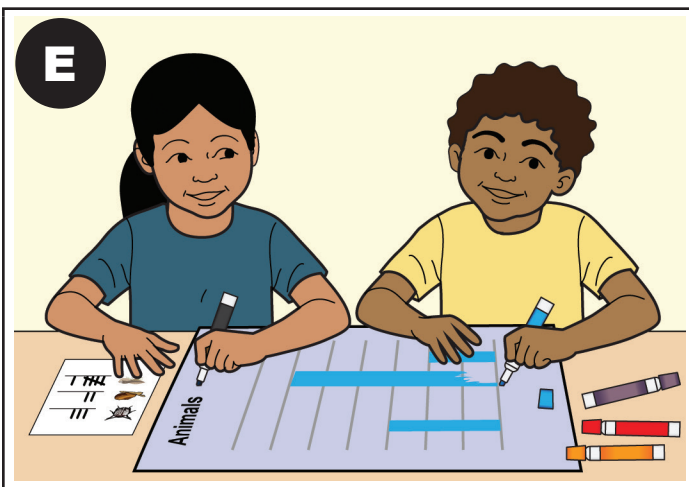
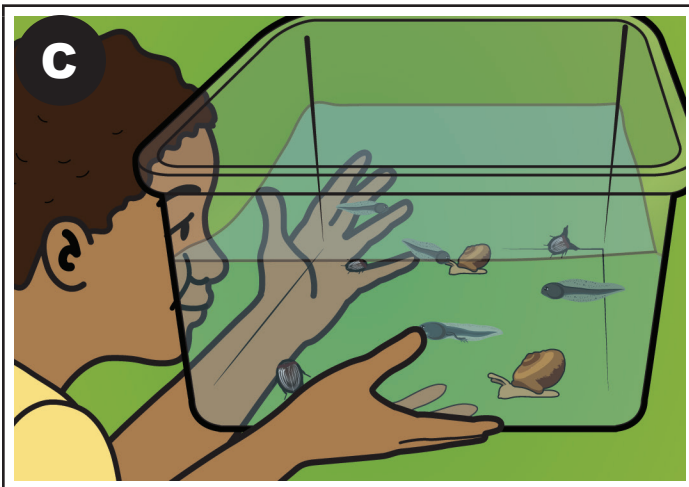
If you do plan a mock administration, read through this document and set aside 30 minutes to explain the activity and allow students to write their responses. Create materials for the mock administration by printing:

- One copy of pages 2–4 for each student.
You can pages 3 and 4 as a double-sided single sheet.
- One copy of pages 6–7 for yourself.
You can print this as a double-sided single sheet.

Explain to your students what they will do, and then read the script provided to administer the sample item.

Pond Animals

These students are learning about the animals that live in a pond near their school.



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[illegible]

You can write on the next page, too.

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 the text in bold font.** These are the instructions for the students.
- Do not read the unbolded text aloud. These are directions for you, not for the students.
- When administering the Writing test, you may hold up a Writing Test Booklet and point to the pictures and words while reading the script.

Below is a sample of the Writing script with these points highlighted.

The diagram illustrates the components of a writing script and how they should be read. On the left, three boxes provide instructions: 'Read aloud all bold text.', 'Do not read unbolded text aloud. These directions are for you only.', and 'Read this italicized bold text aloud when necessary.' Arrows point from these boxes to specific parts of a sample script on the right. The first arrow points to the bold heading 'This page says, “Part C.”'. The second arrow points to the unbolded sentence 'Scan the room and make sure all students are in the right place.' The third arrow points to the italicized bold sentence 'The teacher is giving a pencil to a girl.' within a larger bold instruction.

Read aloud all bold text.

Do not read unbolded text aloud. These directions are for you only.

Read this italicized bold text aloud when necessary.

This page says, “Part C.”

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

Look at the sentence at the top. It says, “This picture shows a classroom.”

Look at Picture A. What is happening the picture?

Allow time for students to respond. If necessary, say: *The teacher is giving a pencil to a girl.*

Look back at the big picture. Find the teacher giving a pencil to a girl. PAUSE.

What else do you see happening in the picture?

Allow time for students to respond.

Introducing the Sample Item

Explain to your students that they’re about to complete a writing exercise. This exercise is similar to a test they will take in the future. The test will be their opportunity to demonstrate their English skills in writing, and this practice exercise will help them get ready for the test.

When the students are ready and understand what they’re going to do, pass out the test materials. Each student needs a complete copy of the sample test item.

Read the script on the following pages to guide students through the writing task.

Tier B/C: Pond Animals

This page says, “Pond Animals.”

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

Look at the sentence at the top. It says, “These students are learning about the animals that live in a pond near their school.”

Look at Picture A. First, the students visited a pond. PAUSE.

Look at Picture B. The students used nets to catch some of the animals living in the pond. PAUSE.

Now look at Picture C. The students observed the animals they found. PAUSE.

Look at Picture D. The students made tally marks to count how many of each animal they found. There were beetles, tadpoles, and snails.

The next two pictures show what the students did when they got back to their classroom.

Look at Picture E. What did the students do next?

Allow time for students to respond. If necessary, say: *They started making a graph.*

Now look at Picture F. The students hung up their bar graph to share what they learned about pond animals.

Go to the top of the next page.

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

The directions say, “Describe step by step what the students did. Use the pictures and the numbers to help you add details. Write at least 6 sentences. Be sure to include an introduction and an ending.”

You have about 20 minutes for this part. If you get to the bottom of this page and need more lines to write on, you may turn the page and write on the back. Stop when you get to the stop sign.

Do you have any questions?

Answer questions.

Now begin writing.

Monitor the students. Check to make sure everyone is following directions.

When students finish, remind them to check their work by saying: ***Be sure to check your writing.***

Allow a reasonable amount of time for all students to attempt to write something. Move on to the next part of the test when all students have finished writing or about 20 minutes have passed.

If any students are still working productively after 20 minutes, say: ***Please finish what you are writing now.*** PAUSE.

End the testing session by saying:

Please put down your pencils, and I will come around to collect your writing.