

**Grades 2–3
Tier A**



ACCESS for ELLs®

Sample Writing Item: Reading Time

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.

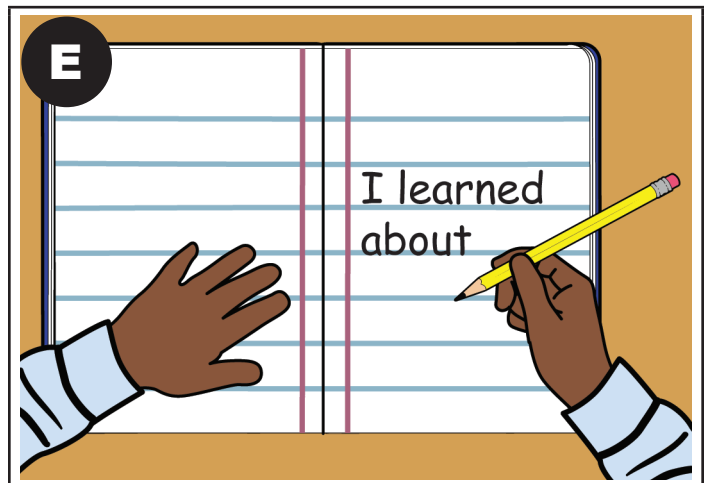
If you do plan a mock administration, read through this document and set aside 30 minutes to explain the activity and allow students to write their responses. Create materials for the mock administration by printing:

- One copy of pages 2–3 for each student.
 - One copy of pages 5–6 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.

Reading Time

In this class, students read books from their classroom library. These pictures show what to do for reading time.



1

What do you see in Picture A? Write 3 words.

bookshelf

▶

▶

2

Write the steps for what to do during reading time. Write 3 to 5 sentences.

First, you . . .



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 how to read the script by showing three boxes on the left with instructions, and a larger box on the right with sample text. Arrows point from the instructions to the corresponding parts of the sample text.

Instructions (Left Boxes):

- Read aloud all bold text.* (Arrow points to "This page says, 'Part C.'")
- Do not read unbolded text aloud. These directions are for you only.* (Arrow points to "Scan the room and make sure all students are in the right place.")
- Read this italicized bold text aloud when necessary.* (Arrow points to "The teacher is giving a pencil to a girl.")

Sample Text (Right Box):

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.

Reading Time

This page says, “Reading Time.”

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

Look at the sentences at the top. They say, “In this class, students read books from their classroom library. These pictures show what to do for reading time.”

Look at Picture A. PAUSE. This is the first step. First, you think about what to read.

Now look at Picture B. PAUSE. What do you do next?

Allow time for students to respond. If necessary, say: *You choose a book to read.*

Look at Picture C. PAUSE. What do you do after that?

Allow time for students to respond. If necessary, say: *You read the book in class.*

Look at Picture D. PAUSE. Then, what do you do?

Allow time for students to respond. If necessary, say: *You return the book to the bookshelf.*

Look at Picture E. PAUSE. What do you do last?

Allow time for students to respond. If necessary, say: *You write about what you read in your notebook.*

Go to the top of the next page.

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

Look at number 1. The question says, “What do you see in Picture A? Write 3 words.”

The first one is done for you. It says, “bookshelf.”

Now it’s your turn. Look at Picture A. Write three things you see on the other lines. Stop when you get to number 2.

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

If a student is struggling, point to a person or object in Picture A and say: *What is this?* Wait for the student’s response, and then say: *Now write that.*

Allow a reasonable amount of time for all students to attempt to write something. Go to number 2 when all students have finished writing or about 5 minutes have passed. If any students are still writing, say: *Please finish what you are writing now.* PAUSE.

Now look at number 2.

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

The directions say, “Write the steps for what to do during reading time. Write 3 to 5 sentences.”

You may write about reading time in this classroom, or reading time in your own classroom.

Now look at the words below the directions. These are words to start your writing. They say, “First, you . . .” You may copy these words, or you may start your writing a different way.

Do you have any questions?

Answer questions.

Now begin writing. Stop when you get to the stop sign.

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

If a student is struggling, point to Picture A and say: ***What do you do first?*** Wait for the student’s response, and then say: ***Now write that.***

When a student gets to the stop sign and stops, check that the student has attempted to write.

Allow a reasonable amount of time for all students to attempt to write something. End the test when all students have finished writing or about 10 minutes have passed.

If any students are still working productively after 10 minutes, allow them about 5 additional minutes to complete their writing and then 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.