

<b>Grade 1</b>	<b>Tier A</b>
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# **ACCESS** for ELLs®

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## **Sample Reading Items: Fun to Read**

### **Using this document**

Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Reading 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 4–5 for yourself. (Can be printed double-sided)



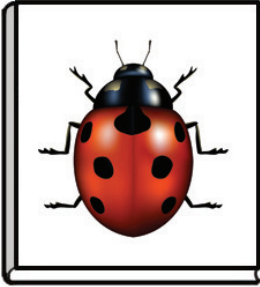



Explain to your students what they will do, and then read the script provided to administer the sample items.

Name: \_\_\_\_\_

## Part A: Fun to Read

Look at the big picture. It shows students' favorite books.

### Our Class's Favorite Books

<p>Sports</p> 	<p>Space</p> 	<p>Bugs</p> 
<p>Animals</p> 	<p>Painting</p> 	<p>Plants</p> 

S

One student likes books about animals.

Which picture shows this?

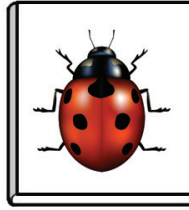


Name: \_\_\_\_\_

1

Many students like books about space.

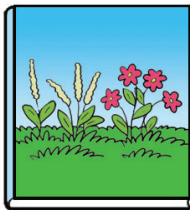
Which picture shows this?

☐☐☐

2

One student likes books about how to paint. She does not like to read about growing plants or flying planes.

Which picture shows a book the student likes to read?

☐☐☐

3

Sam likes to read books on his own. Chad likes to read with a partner. Devon likes listening to the teacher read out loud to the class.

Who likes to read by himself?

Chad

☐

Sam

☐

Devon

☐

## 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.*

*Read all blue and bold text aloud.*

*Read italicized black and bold text aloud when necessary.*

**This part says, “Part C.”**

Hold up the next page of the script to show Part C. Scan the room and make sure all students are in the right place.

**It says,**

**What is happening in this picture?**

**In this part, write about what the class is doing. Number 5 is done for you. What does it say?**

Allow time for students to respond, or say: ***It says, “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 items

Explain to your students that they are about to complete a reading 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 reading, 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.

## Part A: Fun to Read

**Look at the big picture. It shows students' favorite books.** PAUSE 3 SECONDS.

**Find Letter S. We will do this one together.**

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

### Letter S

**Look at the first sentence. What does it say?**

Allow time for the students to respond, or say: *It says, "One student likes books about animals."*

**Now look at the next sentence. What does it say?**

Allow time for the students to respond, or say: *It says, "Which picture shows this?"*

**Let's find the small picture that answers the question.**

**The first picture shows a book about painting.**

**The second picture shows a book about animals.**

**The third picture shows a book about plants.**

**Which picture goes with the sentence:**

**One student likes books about animals.**

Allow time for the students to respond.

**The second picture shows a book about animals, so fill in the circle under the picture of the animal book.**

Pause and wait for students to fill in their answer. Then say:

**Did everyone fill in the circle under the picture of the animal book?**

Scan the room to make sure everyone filled in the correct circle.

**Good. In a moment you will go on and complete the next three questions. You are going to read and answer the questions on your own. The directions and the big picture can help you understand the question. When you come to the stop sign, you must stop, put your pencil down, put one hand on the stop sign, raise your other hand, and wait for me to check your work. Are there any questions before you begin?**

Answer questions.

**Now go to the top of the next page. You may begin with number 1.**

Monitor the students. Make sure they attempt to answer every question. Point out any questions they may have inadvertently missed and invite them to try again.

End the testing session by saying:

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