

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

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## **Sample Writing Tasks: Morning Routine**

### **Using this document**

Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Writing 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 write their responses.

Create materials for the mock administration by printing:

- One copy of pages 2–3 for each student. (Print single sided)
- One copy of pages 4–6 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 B



What do you see in the picture?

1 clock

3

2

4



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

Part C

What is happening in the picture?

5

The boy is holding the  
door.

6

7



## 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 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 proficiency in writing, 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.

**Look at the page with the picture.**

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

**This picture shows students at school. They are coming into their classroom in the morning.**

**Let's read the question under the picture. It says,**

**“What do you see in the picture?”**

**Look at the big picture. Find the clock and point to it.**

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

**Now find number 1. Number 1 says “clock.”**

**Now point to something else in the picture. Think about what that is. Write that word next to number 2.**

Pause while students answer number 2. Monitor students for signs that they understand the task. Answer questions.

**Next to number 3 and number 4, write the names of two more things that you see in the picture. Spell the best you can. When you finish number 4 and get to the stop sign, put your pencil down and look at me.**

**Do you have any questions?**

Answer questions.

**You may begin.**

Monitor the students. Check to make sure everyone is following directions. If any student is struggling, point to the boy, girl, teacher, backpack, door, book, paper, sun, or cloud, and say: **What is this?** Wait for student's response, and then say: **Now write that on the line.**

Allow a reasonable amount of time for everyone to attempt to write something. Go to the next part when all students have finished writing or about 5 minutes have passed. If some students are still writing, say: **Please finish what you are writing now.** PAUSE 15 SECONDS.

**Now look at the top of the next page.**

It says, “Part C.” The question at the top of the page says,

**“What is happening in the picture?”**

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

**In this part, you will write about what the class is doing. Number 5 is done for you. Let’s read this sentence together. Put your finger on each word as we read.**

Make sure students are pointing to the first word in the sentence before reading aloud.

**“The boy is holding the door.”**

**Look back at the big picture. Find the boy who is holding the door. PAUSE.**

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

**What else is happening in the picture?**

Allow time for students to respond. If necessary, say: *The girl is writing on her paper.*

**Now write two sentences about what you see happening in the picture. Write one sentence next to number 6 and one sentence next to number 7. Spell the best you can. Do you have any questions?**

Answer questions.

**When you finish and get to the stop sign, put your pencil down and look at me. You may begin writing.**

Monitor the students. Check to make sure everyone is following directions. Encourage any struggling students by pointing to one of the people in the picture and saying: **Look at this person. What is he/she doing?** Wait for student response. Then point to number 6 and say: **Now write that next to number 6.**

Allow a reasonable amount of time for everyone to attempt to write something. After 10 minutes have passed, if some students are still writing, say: **Please finish what you are writing now.** PAUSE 15 SECONDS.

End the testing session by saying:

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