

<b>Grades 3</b>	<b>Tier A</b>
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# **ACCESS** for ELLs®

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## **Sample Writing Tasks: At the Library**

### **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.

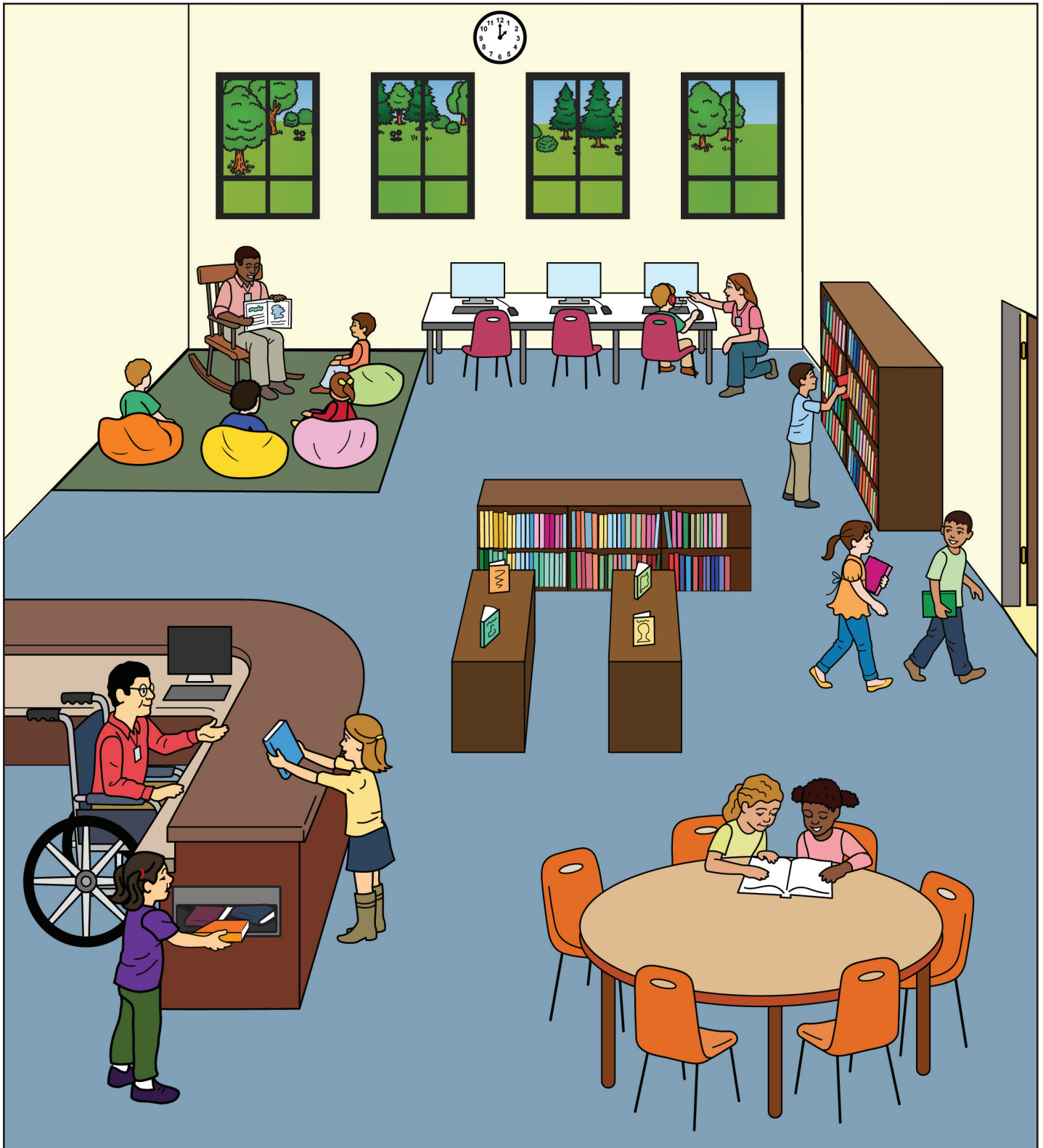
Create materials for the mock administration by printing:

- 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.

## Part A: At the Library

These students are at the library.



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

Now it's your turn to write!

1

What do you see in the picture?

1. clock
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2

What is happening in the picture?

1. The teacher is reading a book to the students.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## 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 the page.

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

**Look at the page with the picture. At the top of the page, it says, “Part A: At the Library.”**

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

**Look at the sentence under the black box. It says,**

**“These students are at the library.”**

**Now look at the top of the next page. Point to number 1 in the black circle.**

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

**It says,**

**“What do you see in the picture?”**

**Look back 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 look back at number 1. Number one is an example. It says, “clock.”**

**Now point to something else in the picture. Write that on the next line.**

Pause while students write. Monitor students for signs that they understand the task. Answer questions.

**On the other lines, write the names of two more things that you see in the picture. When you finish writing, put your pencil down and look at me.**

**Do you have any questions?**

Answer questions.

**Now begin writing.**

Monitor the students. Check to make sure everyone is following directions. If any student is struggling, point to a boy, girl, teacher, table, chair, book, computer, window, tree, or rug, 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 number 2 in the black circle 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.

Continue reading the script on the next page.

**Now point to number 2 in the black circle.**

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

**It says,**

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

**In this part, write about what the students or the teachers are doing. Number one is an example. What does it say?**

Allow time for the students to respond. If necessary, say: *It says, “The teacher is reading a book to the students.”*

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

Allow time for the students to respond.

**On the other lines, you will write sentences about what else is happening in the picture. Do you have any questions?**

Answer questions.

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

Monitor the students. Check to make sure everyone is following directions. Encourage any struggling students by pointing to any of the children in the picture and saying: ***Look at these students. What are they doing?*** Wait for student’s response, and then point to the lines and say: ***Now write that on the lines.***

When a student has put his or her pencil down, check that the student has attempted to write.

Allow a reasonable amount of time for everyone to attempt to write something. If students are working productively at the end of 10 minutes and need more time, allow them no more than 5 additional minutes to complete their work and then say: ***Please finish what you are writing now.*** PAUSE.

End the testing session by saying:

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