



Suggested Sample Item Script: ACCESS for ELLs Online

The following scripting suggestions exemplify the type of guidance you can provide while students work through sample items. Most of the scripting below is intentionally generic enough that you can adapt it for use with any sample item, regardless of domain or grade-level cluster. There is additional scripting specific to the Writing and Speaking tests.

This scripting does not include an answer key for any of the sample items. Emphasize to students that completing the sample items is a way to learn about the test and to practice taking it. As they complete the sample items and as they complete the real test, students should do their best to respond to each item or task.

Expand, simplify, or skip parts of this script as you think best for your students. For example, you might want to emphasize that the color selection tools are provided to help students who have trouble seeing the screen with the default settings. Depending on the age and maturity of your students, you can explain that the color options, highlighter, and magnifier are not toys to play with during testing time. Alternatively, you can choose not to present any tool that you think will be more of a distraction than an aid for your students.

Go through this script and the sample items you'll show your students thoroughly before you present the sample items. You'll be best prepared to adjust the script as need and answer student questions if you're familiar with items the students are trying out.

The best way to familiarize yourself with scripting prior to testing day is to read the actual Test Administrator Script that you'll use. If that's not an option, the wording provided here can help you get used to reading bold text aloud to students and reading text in italics silently to yourself as you keep testing on track. Going through the sample items and this scripting with students is also a good way to make sure, before testing day, that all your technology is set up correctly and working as expected.

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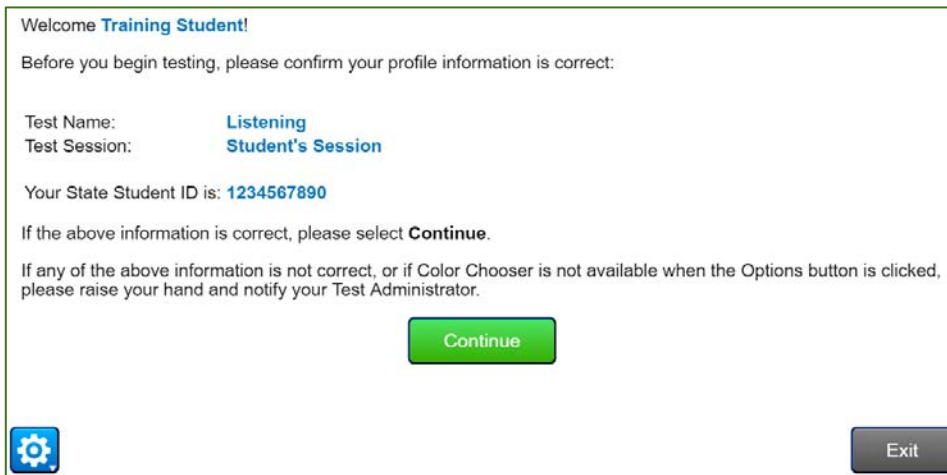
Welcome

Today you will work on some sample items for ACCESS for ELLs.

The sample items are very similar to what you'll see on the real test. Your answers will not be graded.

I will guide you through the sample items and tell you about some of the tools you can use on the test. Do you have any questions before we start?

Answer any questions students have. Have students sign in to any sample item. Verify that all students have reached the welcome screen.



Welcome **Training Student!**

Before you begin testing, please confirm your profile information is correct:


Test Name: **Listening**
Test Session: **Student's Session**

Your State Student ID is: **1234567890**

If the above information is correct, please select **Continue**.

If any of the above information is not correct, or if Color Chooser is not available when the Options button is clicked, please raise your hand and notify your Test Administrator.

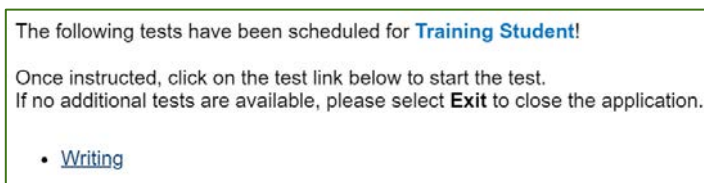
[Continue](#)

 [Exit](#)

Example welcome screen for a Listening sample item.

Click Continue.

Click [domain].



The following tests have been scheduled for **Training Student!**

Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

- [Writing](#)

Example domain selection screen for a Writing sample item.

Make sure all students are wearing headphones or headsets. Students will hear audio instructions immediately when they begin the Listening, Reading, or Writing test sample items. The Speaking test begins with on-screen instructions that students follow to complete a microphone check.

Click Begin the Test when you're ready!

Confirm that all students can hear the audio, and help students adjust the volume as necessary. Verify that all students have reached the first screen of the sample item.

Encourage students working through the Listening and Reading sample items to look at the picture and predict what the questions might be about. The early screens in these sample items are a good place to pause and make sure students understand how to navigate the test and how to explore the universal tools that are available.

Here's an example of how you might introduce these features. Find detail about these tools and other testing supports in the Accessibility and Accommodations Manual, available on [the Accessibility and Accommodations page of the WIDA website](#).

Navigation and Tools

Look at the bottom of your screen. Find the yellow arrow that says Next.

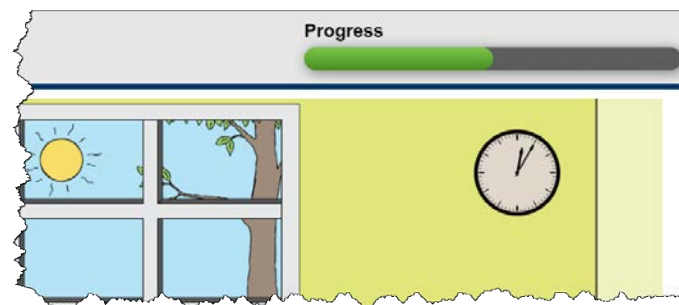


Be sure you're ready to go on before you click Next. You won't be able to go back and change your answers on the test!

*Make sure you understand when and why the Next button is inactive. For example, if a student says that the button is grayed out, you could respond by saying: **That's right! The Next button doesn't work when you first get to a screen. On an introduction screen, the button turns yellow and lets you go to the next screen as soon as the audio finishes playing. On a question screen, the button turns yellow and lets you go to the next screen only after you select an answer to the question.***

Now take a look at the green bar at the top of your screen, under the word, "Progress." Can everyone point to the green Progress bar?

Scan the room to make sure all students are pointing to the Progress bar. The Progress bar will be entirely grey if students have not yet responded to an item.



The progress bar shows you how far you've moved through the test. As you answer questions, the progress bar fills in with green. Do you have any questions about the progress bar?

Answer any questions students have.

Before you go on, I want to show you some of the tools you can use as you take the test. Look at the bottom of your screen. Find the Options button. It's a blue button with a wheel on it.



Click the Options button, and then click either Color Contrast or Color Overlay.



Scan the room and make sure all students have found the options menu and the color choices. Assist students as needed.

Choose any of the options to change the colors on your screen.

Give students a few minutes to explore the Color Contrast and Color Overlay tools.

Make sure all students are on a screen with text before showing the next tools. For example, you might want to introduce this tool when students are completing the Reading sample item.

Let's look at another tool. Just like when we read texts in class, the test has some built-in tools to help you think about what you're reading. Look at the bottom of your screen. Find the button with the marker on it. This is the Highlighter button.



Click the Highlighter button. Then select Use Highlighter.



Click and drag your cursor to mark important details in the text above the picture, in the text in the picture, and in the text of the question. Marking these details can help you find them again to answer the question.

Fun at the School Fair

Ji-hoon wants to buy a toy at the fair. Ji-hoon can buy a toy that costs **more than \$0.50 but less than \$1.00**.

PRICE LIST	
Stuffed Animal	\$1.50
Bouncy Ball	\$1.15
Large Balloon	\$0.80
Fancy Ring	\$0.65

1 Look at the **price list**. Which items can Ji-hoon buy?

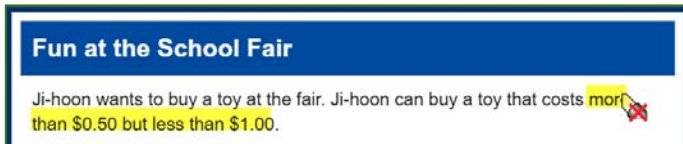
A bouncy ball or a stuffed animal

A fancy ring or a large balloon

A large balloon or a bouncy ball

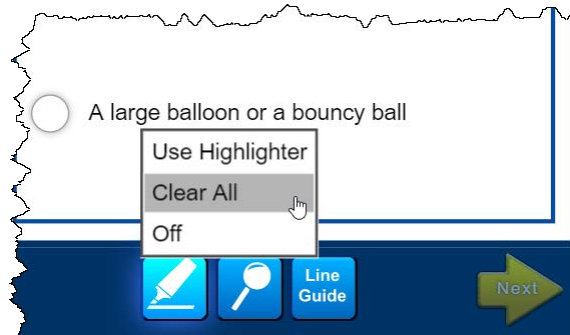
Example of highlighting in an item. You cannot highlight text in answer choices.

If you highlight something that you decide you don't want marked, there are two ways to remove highlighting. The first way is to click on something you've already highlighted. The red X on the highlighter shows that when you click, the yellow highlighting will go away. Give that a try now.



Example of the remove highlighting cursor.

You can also remove all of your highlighting by clicking the Highlighter button again and selecting Clear All. Try that now.



Give students a few minutes to practice using the highlighter. Assist students as needed.

Do you have any questions about how to use the highlighter?

Answer any questions students have.

O.K. Click the Highlighter button again. You can't select an answer with the highlighter on, so click Off. Let's look at another tool to help you read on the screen. Look at the bottom of your screen. Find the button at the bottom of the screen that says, "Line Guide."



Click the Line Guide button. A blue box with lines on it is now in the top middle of the screen.



Scan the room to make sure all students have successfully turned on the line guide.

Click the blue box with lines on it and drag it up and down on the screen. The line helps you follow along with the words you're reading on the screen, just like when you use your finger or a ruler or note card to track words on paper. You can also drag the blue box to the side of the screen with answer choices and use it there. Take a minute to use the line guide and read the question and the answer choices.

Scan the room to make sure all students are successfully using the line guide. Assist students as needed.

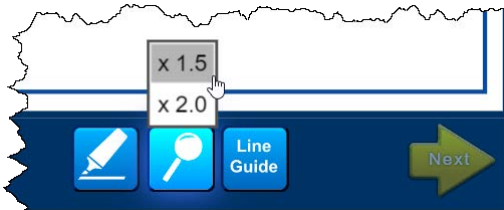
Good job. To turn the line guide off, click the Line Guide button again. Do you have any questions about how to use the line guide?

Answer any questions students have.

I have one more tool to show you. Look at the bottom of your screen. Find the button with a magnifying glass on it. This is the Magnifier button.



The Magnifier tool makes everything on the screen bigger. Click the Magnifier button now. You have two choices. Select either one.



Scan the room to make sure all students have magnified their screens. If students are using iPads, they can use the standard pinch-to-zoom feature instead of the magnifier.

Now that everything on the screen is bigger, you need to scroll to move around. Use your mouse or the gray scroll bars on the right side and bottom of the screen to move back to the Magnifier button.

Scan the room to make sure all students are successfully navigating the magnified screen. Assist students as needed.

Click the Magnifier button again. You can try the second magnification setting, or you can turn the Magnifier tool off.

Give students a few minutes to practice using the magnifier. Assist students as needed.

O.K. Do you have any questions about how to use the magnifier?

Answer any questions students have.

When students complete a sample item, they return to the login screen. Tell students to click Back in the lower left corner to return to the selection menu, where they can try another sample item.

There are tools and a navigation option that are unique to the Writing test. Here's an example of how you might introduce the features available on a response screen:

Writing Test Navigation and Tools

On this screen, there are instructions at the top by the number 1. Underneath, there is space for you to type your answer. Use the information on the left side of the screen to help you as you write.

Measuring Boiling Points

Camila needs to use all of the equipment in the materials list to heat three liquids and record their boiling points.

Experiment: Measuring Boiling Points

LIQUID	BOILING POINT
A water	100°C
B sugar and water	?
C salt and water	?

Materials List:

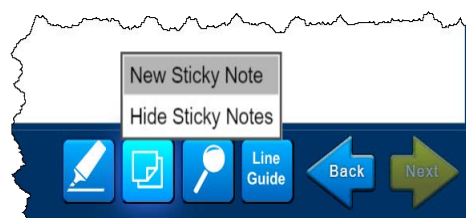
- 1. Stand
- 2. Ring stand
- 3. Mesh
- 4. Clamp
- 5. Thermometer
- 6. Bunsen burner
- 7. Beakers and 500 mL of each liquid (A, B, C)

1 Look at the diagram showing the assembled equipment. Write a paragraph of at least 8 sentences explaining how Camila will use the equipment to find out which of the liquids has the highest boiling point.

Example of a Writing response screen.

Before you start typing, let's talk about some of the tools you can use. First, look at the bottom of your screen and find the button with some squares on it. This is the Sticky Note button. Click the button. You have two options.

Scan the room to make sure all students have clicked the Sticky Notes button.



Select the New Sticky Note option. Move your mouse around the screen until you see the Sticky Note cursor icon in gray. Then, click to create a note.

Scan the room to make sure all students have successfully created a Sticky Note.



You can use notes just like you use scratch paper or a notebook. Create a new note when you want to take notes on what you've heard or read, or when you want to make an outline of what you're going to write. Remember that your note is not part of your final answer. It is only for you, and no one else will see it. Try typing something in the note you created now.

Scan the room to make sure all students have successfully typed something in their notes.

Measuring Boiling Points

Camila needs to use all of the equipment in the materials list to heat three liquids and record their boiling points.

Experiment: Measuring Boiling Points

Data Table:

	LIQUID	BOILING POINT
A	water	100°C
B	sugar and water	?
C	salt and water	?

Materials List:

1. Stand 5. Thermometer

1) Camila will
2)
3)
4)
5)
6)
7)
8)

Example of a note used for outlining a response. The white cursor in the blue bar at the top of the note indicates that you can click and drag to move the note around the screen.

Good. Now click the blue bar at the top of your note and drag the note around the screen. You can always move a note out of the way after you create it. In the blue bar, there is a number one. This is the first note you created. Somewhere else on your screen, there is a number one in a yellow box. Point to that number one in a yellow box now.

Scan the room to make sure all students have successfully located the 1 in a yellow box.

Measuring Boiling Points

Camila needs to use all of the equipment in the materials list to heat three liquids and record their boiling points.

Experiment: Measuring Boiling Points

Data Table:

	LIQUID	BOILING POINT
A	water	100°C
B	sugar and water	?
C	salt and water	?

Materials List:

1

1) Camila will
2)
3)
4)
5)
6)

O.K. Now click the red X in the corner of your note. The note disappears! Double-click the number 1 in a yellow box. Your note is open again and everything you typed is still there. You can keep typing in this note, or you can create new notes by clicking the Sticky Note button at the bottom of your screen and selecting New Sticky Note again. Try that now.

Scan the room to make sure all students have successfully created a second note.

I have a few more things to tell you about notes. Look at the bottom of your screen and find the blue arrow button that says, "Back." This is a button that you have only in the Writing test. You won't see this button when you take the Listening, Reading, or Speaking tests. Click the Back button now. Your notes don't appear on this page. Click the yellow Next button. All of your notes are closed, but the numbers in yellow boxes show you that your notes are still there for you to use.

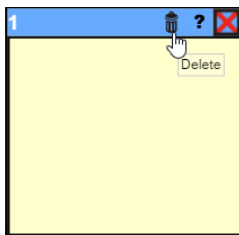
Make sure all students understand that sticky notes stay on the screen where they are created. Students can go back at any point to re-read or revise sticky notes, but they can't move them from screen to screen.



Now, open a note that you haven't typed in or create a new note.

Scan the room to make sure all students have a blank note open on their screens.

Find the trash can icon in the blue bar at the top of your note. Click the trash can icon now.



Your note is gone and so is the number in the yellow box. When you delete a note this way, it is gone forever. Be careful so you don't delete a note that you want to use. You don't have to delete your notes in order to continue or finish the test. What questions do you have about using the Sticky Notes tool?

Answer any questions students have. Give students time to listen to the item audio until they reach a screen with a response box.

O.K. Now let's talk about the tools in the response box toolbar. First, type your name in the response box.

Scan the room to make sure all students have successfully typed their names. Assist students as needed.

Measuring Boiling Points

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Experiment: Measuring Boiling Points

Data Table:

	LIQUID	BOILING POINT
A	water	100°C
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1 Look at the diagram showing the assembled equipment. Write a paragraph of at least 8 sentences explaining how Camila will use the equipment to find out which of the liquids has the highest boiling point.

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The response box on a Writing response screen.

Look at the gray bar above the answer space where you just typed your name. There are buttons for four different tools. The first button has a pair of scissors on it. This is the Cut tool. The third button has a clipboard on it. This is the Paste tool.



Let's try using the Cut and Paste tools now. Double-click your name to highlight it. Then click the Cut tool button. Your name disappears! Next, click the Paste tool button. Your name is back! Do you have any questions about using the Cut and Paste tools?

Answer any questions students have. Assist students as necessary to cut and paste text in the response box.

When do you think you might use the Cut and Paste tools?

Listen and respond to students' ideas. If necessary, suggest they use these tools to move words or sentences without retyping them.

O.K. Let's talk about the two other tools in the toolbar. Click and drag your cursor to highlight your name. Then click the button with two pieces of paper on it. This is the Copy button.



Now click the Paste button again. Your name appears again and you can continue to paste it as many times as you like.

Scan the room to make sure all students have successfully copied and pasted their names.

The last tool in the toolbar is the Underline tool. Select some text in the response box, and then click the button with the letter U on it.



The text you selected is now underlined to help you see that it is very important. Do you have any questions about using the tools in the toolbar?

Answer any questions students have.

Great. Remember that in the Writing test, you can look back at previous screens to find the information you need to write your answer, to check the notes you've created, or to review your writing. In this practice test, there is only one question. When you take the real test, you'll have multiple questions to answer, and you might want to come back to one of them if you have time. Do you have any questions about the Writing test?

Answer any questions students have.

The Speaking test has students use built-in recording tools to save verbal responses to questions and prompts. A virtual test administrator and a virtual fellow student provide scaffolding and modeling to help students understand what to do on the test. Here's an example of how you might introduce these features, starting with the microphone check screen.

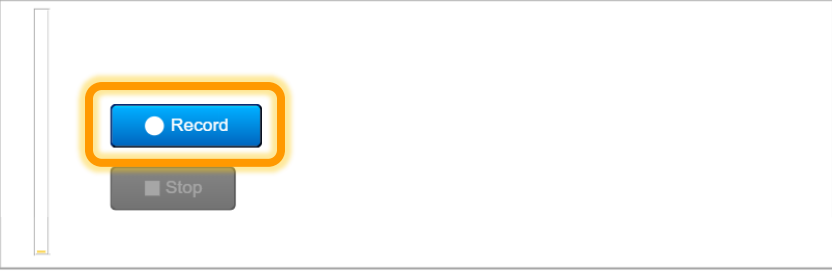
Keep in mind that this suggested scripting includes instructions from you to your students to repeatedly put on and take off their headphones, so that they can go through parts of the sample item and then pause to listen to instructions from you. Depending on the age and maturity of your students, you might find it easiest to have students leave their headsets on the whole time.

Speaking Test Features and Tools

To answer questions on the Speaking test, you will talk into the microphone on your headset and record your voice. So we'll start the test by making sure your microphone is working. When I tell you, put on your headset, click the blue Record button, and say your name.

You will record your answers using a microphone. Does your microphone work? Follow these steps.

1. Click **Record**.
2. Say your name into the microphone.
Then, say the name of your school.
3. Click **Stop**.
Listen. Do you hear what you said?
 - o If yes, click **I heard my recording**.
 - o If no, raise your hand and ask for help.



Example of a microphone check screen.

You'll see the yellow bar on the side of your screen move as you talk. This shows you that the system is picking up your voice. When you've said your name, click the Stop button. Do you have any questions?

Answer any questions students have.

O.K. Go ahead.

Scan the room to make sure all students successfully perform the microphone check. When students click Stop, the Record and Stop buttons are replaced with the following buttons:



Did you hear your name repeated back to you? If you did, click the green button that says, “I heard my recording.” If you didn’t, raise your hand.

Assist any students who did not successfully record. Check that the neither the testing device nor the headset is muted. Adjust the headset so the student can speak directly into the microphone. Encourage the student to speak loudly. Click the Try Again button and have the student perform the microphone check a second time. When all students have advanced to the Begin the Test screen, continue with these instructions.

O.K. When you’re ready, click Begin The Test. Take off your headset when the audio finishes playing.

Wait for students to listen to the audio on the first screen.



Example of the first screen of a Speaking test.

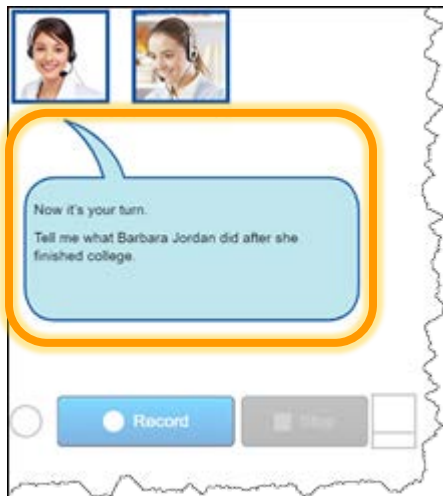
On this screen, there are two photos of people. The first picture is Ms. Lee, who you just heard speaking. When Ms. Lee speaks, listen carefully and follow along with the words on the screen. The second picture is a student named Nina, who you will hear in a minute. Ms. Lee will ask Nina a question, Nina will respond, and then Ms. Lee will ask you a question. Listen carefully to what Nina says, because it will help you know how much to say. Continue until you’ve heard Ms. Lee ask Nina a question and heard Nina’s answer. Take off your headset after you’ve heard Nina talk. Do you have any questions about what to do?

Answer any questions students have.

O.K. When you’re ready, put your headset on and click Next.

Wait for students to advance to a screen that shows Ms. Lee and Nina but no speech bubble.

You heard Ms. Lee ask Nina a question, and then you heard Nina's answer. Next, Ms. Lee will ask you a question. Your answer should be different from Nina's answer, but it should be about the same length and have about the same amount of detail. Now, let's talk about how to record your answer. When you go to the next screen, you'll see a blue speech bubble as Ms. Lee talks.



The blue bubble tells you that Ms. Lee is going to ask you a question. You'll see a Record button just like you saw in the microphone check. It will be disabled until Ms. Lee finishes speaking. Listen to the question and think about your answer. When you're ready, click the blue Record button just like you did when you checked to see that your microphone was working. Say your answer, and then click the Stop button. When you've recorded your answer, take off your headset. Do you have any questions about what to do next?

Answer any questions your students have.

O.K. When you're ready, put your headset on and click Next.

When students click Record, the Recording button and the active Stop button indicate that recording is in progress. Yellow bars moving up and down in the spectrum analyzer show that the system is picking up sound.

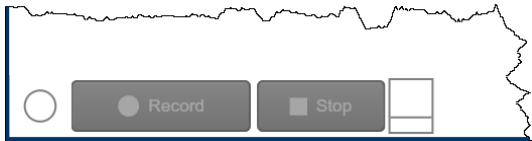


The progress indicator circle on the left turns from blue to yellow when 10 seconds of recording time remain. The indicator turns white and the Record button is disabled when the time is up and the recording automatically ends.



Students don't have to wait for the recording time to end. They can click Stop when they're certain they've finished their responses. The Stop button is disabled until the student clicks the Record button. (In other words, students can't stop the recording process until after they've started it.) Scan the room to make sure all students successfully answer the question. Remind students to speak loudly and clearly. Assist students with their headsets and the recording buttons as needed. When students take off their headsets to show they've heard the audio, continue with these instructions.

Great job! Do you see that both the Record and the Stop buttons are gray now?



The Record and Stop buttons don't work anymore because you've already recorded your answer. Remember, you have only one chance to record. When you come to a screen like this one that has a blue speech bubble, think carefully about what you want to say before you start recording. Do you have any questions about recording your answers?

Answer any questions students have.