ACCESS for ELLs Online

Sample Items User Guide

ACCESS for ELLs Online is a standards-based assessment that measures English language proficiency in the language domains of Listening, Reading, Speaking, and Writing. One way for educators and students to acclimate to the online test platform prior to testing is by going through the sample items outlined in this guide. Other resources include test demos and practice items, detailed in the QuickStart Guide for Preparing Students for ACCESS Online.

Watch the test demo before you go through the sample items.

The sample items exemplify the content and rigor of the scored test items. They do not simulate a complete test experience, nor do they cover all content or performance levels. Sample items provide students with an opportunity to become familiar with the types of items they may encounter while taking the online test.

Before you walk students through the sample items, review this guide and go through the sample items yourself. Use the sample scripting in this guide to develop your own way to help students navigate the test and practice using the embedded testing tools.

Currently Available Sample Items

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*Grades 1–3 Writing sample items are paper-based and available in the QuickStart Guide.
Test Features

- Opens the Color Contrast and Color Overlay menus from which students can change the color and contrast of the content in the test platform.
- Allows the student to highlight the text of the test item. When the highlighter is active, the menu includes an Off option.
- Places a horizontal line on the screen that the student drags up or down to help with tracking across lines of text.
- Opens the Help Library, which includes information on tools, test directions, and other topics.
- Enlarges the test item to either one-and-a-half or two times the original size. When the magnifier is active, the menu includes an Off option.
- Opens a small window in which the student can type. Students can create multiple notes for each Writing task to track ideas and organize their thoughts before they type in the scored response area. The Sticky Note button appears only in the Writing test.

Speaking test only

- Students click the Record button to begin the recording process. The button is disabled while the item audio is playing. Students can’t record a response until the Speaking task has been fully presented.
- The Recording button indicates that recording is in progress.
- The progress indicator circle turns from blue to yellow when 10 seconds of recording time remain. The indicator turns white when the time is up and the recording automatically ends.
- The Record button is disabled when a response has been recorded.
- Indicates the system is picking up the student’s voice. The yellow bars move up and down as the student speaks.
- Students click the Stop button to end the recording process before the timer is finished. The Stop button is disabled until the student clicks the Record button. Students can’t stop the recording process until after they’ve started it.
- Allows the student to indicate that a microphone check was successful.
- Allows the student to repeat an unsuccessful microphone check.
Accessing the Sample Items

Chrome is the preferred browser for accessing the sample items.

1. On the WIDA website, open the Assess menu and go to Preparing Student for ACCESS for ELLs.

2. In the QuickStart Guide for Preparing Students for ACCESS Online, click the Interactive Sample Items link in step 4.

3. In the new window, select a grade-level cluster, a test domain, and then a sample item. See the available item list on the first page of this document.

4. Enter the Username and Password shown on the screen.

5. Click Sign In.

6. Follow the on-screen directions to continue through the sample item.

Access the sample items directly at wbte.drcdirect.com/WIDA/portals/wida
Example Scripts for Sample Items

The following scripts exemplify the type of guidance you can provide while students work through the sample items. Included in the scripts are instructions for using many of the embedded test features as well as an explanation of how students respond in each domain. You may customize these scripts for any grade-level cluster, tier, and item.

To use these scripts, direct student to the sample items using the instructions on the previous page. Then, read the bold text aloud to your students. The text in italics is just for you – this is information intended only for the test administrator and not for the test taker.

Sample Scripts Included in this guide

**Listening Script: Grade 1, Tier A: Learning to Fly**

Includes the following guidance:
- Contrast between introduction screens and question screens.
- Explanation of forward navigation through the test.
- Explanation of selecting and changing an answer.
- Introduction of the Color Overlay tool.

**Reading Script: Grades 2–3, Tier C: Fun at the School Fair**

Includes the following guidance:
- Introduction of the Highlighter tool.
- Introduction of the Magnifier tool.

**Speaking Script: Grades 4–5, Tier A: Rock Candy Investigation**

Includes the following guidance:
- Walkthrough of the microphone check.
- Explanation of the Recording process.
- Introduction of the Help feature.
- Explanation of the Progress bar.

**Writing Script: Grades 6–8, Tier B/C: Measuring Boiling Points**

Includes the following guidance:
- Explanation of the response box toolbar.
- Introduction of the Sticky Notes tool
- Explanation of the Back button.
**Listening Script:** Grade 1, Tier A: Learning to Fly

Students need headphones to complete the Listening test practice items.

Includes the following guidance:

- Contrast between introduction screens and question screens.
- Explanation of forward navigation through the test.
- Explanation of selecting and changing an answer.
- Introduction of the Color Overlay tool.

Today you will work on some practice questions for ACCESS for ELLs.

The practice questions are very similar to the questions you'll see on the real test. These practice questions will not be graded.

I will guide you through the practice questions 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 your students have.*

**Click Continue.**

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.

**Click Listening.**

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.

- **Listening**

*Make sure all your students’ headphones are connected. Audio will begin as soon as students click Begin The Test.*
When you go to the next screen, you’ll hear a voice telling you about the test. Listen to what you hear, then take off your headphones so you can hear me.

Make sure all students are wearing their headphones.

Click Begin The Test.

Scan the room to make sure all students are on the Learning to Fly screen. When students take off their headphones to show they’ve heard the audio, continue reading this script.

This is an introduction screen. You’ll see a screen like this before each set of questions. Look at the picture. What do you think the questions will be about?

Listen and respond to your students’ predictions.

Those are great ideas! Let’s go to the next screen and find out if you were right.

Look at the bottom of your screen. Find the yellow arrow that says Next. Put your headphones back on, and then click the Next button. Listen to what you hear, then take off your headphones so you can hear me.

Scan the room to make sure all students are seeing the first question screen. When students take off their headphones to show they’ve heard the audio, continue reading this script.

This is a question screen. Before you answer the question, look carefully at this screen. What differences can you see between the introduction screen and the question screen?

Listen and respond to your students’ ideas. Make sure they notice that the Next button is inactive and understand why. 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.

Before we answer the question and move on to the next one, I want to show you one of the tools you can use when 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 Color Overlay.

Scan the room and make sure all students have the Color Overlay window open on their screens. Assist students as needed.

Click any of the options to change the background color of your screen. You can try other colors if you want to.

Give students a few minutes to explore the Color Overlay tool.

O.K. Now let’s answer the question so we can move on to the next screen. Remember, the question was: “Hatcher sits in his nest. He looks at the sky. Which picture shows this?” Select an answer by clicking a picture.

The answer you chose now has a blue background. You can click a different picture to change your answer. Do you see the background color change when you choose a different answer?

Scan the room to make sure all students have selected the correct answer.
Do you have any questions about how to answer the question?

Answer any questions your students have. Assist any students who are having trouble selecting an answer.

Look at the bottom of the screen. The Next button is yellow, so you know you can move to the next screen. I’m going to let you answer the next two questions on your own. When you’re ready, put your headphones back on, click the Next button, and listen carefully to what you hear. Raise your hand if you have a question. Go ahead.

Monitor the room as students complete the next two questions. Here are the correct answers:

When students complete question 3 and click Next, the test session is complete and returns to the login screen.

Reading Script: Grades 2–3, Tier C: Fun at the School Fair

Includes the following guidance:

- Introduction of the Highlighter tool.
- Introduction of the Magnifier tool.

Today you will work on some practice questions for ACCESS for ELLs.

The practice questions are very similar to the questions you’ll see on the real test. These practice questions will not be graded.

I will guide you through the practice questions 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 your students have.
Click Continue.

Welcome Training Student!

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

- Test Name: Reading
- 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.

Click Reading.

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.

- Reading

Click Begin The Test.

Welcome to the ACCESS for ELLs® Reading Test!

Click Begin The Test to get started.

Scan the room to make sure all students are on the Fun at the School Fair screen.

Take a moment to read the sentence and look at the picture.

Give students time to read. During the test, students read silently to themselves. Do not read the text aloud.

Now that you’ve read the sentence and looked at the picture, what do you think the questions will be about?

Listen and respond to your students’ predictions.
Those are great ideas! Let’s go to the next screen and find out if you were right. Look at the bottom of your screen. Find the yellow arrow that says Next. Click the Next button.

Scan the room to make sure all students are seeing the first question screen.

Read the text above the picture. Then, read the text in the picture to help you answer the question. Just like when we read during class, there are tools you can use to help you understand what you’re reading. Look at the bottom of the 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.

Example of highlighting in the item. You cannot highlight text in answer choices.
Sometimes when you use the highlighter, you might accidentally highlight something that you don’t want marked. There are two ways to remove your 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.

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.

O.K. Do you have any questions about how to use the highlighter? Answer any questions your students have.

Click the Highlighter button again. You can’t select an answer with the highlighter on. Select Off. Now take a minute to read the question and the answer choices. Select an answer when you’re ready. Scan the room to make sure all students have selected an answer.
When you’re ready, click the Next button.

Scan the room to make sure all students are on the second question screen.

Before you answer this question, there are two more tools I want to show you. Look at the bottom of the 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.

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 highlighter. Assist students as needed.

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

Answer any questions your students have.

Let’s take a look at one more tool that can help you follow the words you’re reading. 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 your students have.

O.K. Now you can complete this question and the next one on your use. Use the highlighter, magnifier, and line guide if you want to. Raise your hand if you have a question. Go ahead. Monitor the room as students complete the next two questions. Here are the correct answers:

When students complete question 3 and click Next, the test session is complete and returns to the login screen.
Speaking Script: Grades 4–5, Tier A: Rock Candy Investigation

Students need headsets to complete the Speaking test practice items.

Includes the following guidance:
- Walkthrough of the microphone check.
- Explanation of the Recording process.
- Introduction of the Help feature.
- Explanation of the Progress bar.

Today you will work on some practice questions for ACCESS for ELLs.

The practice questions are very similar to the questions you’ll see on the real test. These practice questions will not be graded.

I will guide you through the practice questions 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 your students have.

Click Continue.

Welcome Training Student!
Before you begin testing, please confirm your profile information is correct:

Test Name: Speaking
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.

Click Speaking.

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.

- Speaking
Scan the room to make sure all students are on the microphone check screen.

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?
   - If yes, click **I heard my recording**.
   - If no, raise your hand and ask for help.

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’ll see a 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 your students have.*

O.K. Go ahead.

*Monitor the room to make sure all students successfully perform the microphone check.*

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

1. Click **Record**.
2. Say the following sentence twice into the microphone:
   The quick brown fox jumped over the lazy dog.
3. Click **Stop**.
   Listen. Do you hear what you said?
   - If yes, click **I heard my recording**.
   - If no, raise your hand and ask for help.
Did you all 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.

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

Scan the room to make sure all students are on the first Rock Candy Investigation screen. When students take off their headsets to show they’ve heard the audio, continue reading this script.

On this screen, there are two pictures of people. The first picture is of 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 of 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.
Let’s give it a try. When I tell you, put your headset back on. Then click the yellow Next button, listen to Ms. Lee’s question, and click the yellow Next button again to listen to 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 your students have.

O.K. Go ahead.
Monitor the room to make sure all students successfully progress through the next two screens. To verify students have stopped on the correct screen, check the web address. It should indicate that students are on screen 3.

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. Do you have any questions about Ms. Lee and Nina before you practice answering?
Answer any questions your students have.

O.K. When I tell you, put your headset back on. Then click the yellow Next button, and listen to Ms. Lee’s question. 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. Click the blue button, say your answer, 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. Go ahead.
Monitor the room to make sure all students successfully answer the first 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 reading this script.

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 only have 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 your students have.

I’ll let you do the rest of the questions on your own so you can practice recording your answers. But first, there are two things I want to show you. The first thing is 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 shows you how far you’ve moved through the test. As you answer more questions, the Progress bar fills in with green. Do you have any questions about the Progress bar?

Answer any questions your students have.

The next thing I want to show you is the Help feature. At the bottom of the screen, find the button with a question mark on it.

Click the help button. You have two choices. Select Open Help.
Scan the room to make sure all students have successfully opened the Help window.

Take a few minutes to click each of the blue tabs at the top of the Help window. In some of the tabs, you can click through the topics listed on the left of the screen. The Help window has information on the tools that you can use while you take the test. We practiced using many of these tools when we went through the Listening and Reading items. If you need a reminder about how any of the tools work, you can open the Help window. Do you have any questions about the Help window or any of the tools?

Answer any questions your students have. If students ask about the Pause Test button, remind them that they should only pause if you tell them to do so.

O.K. When you’re done looking at the Help window, click the red X in the upper right corner to close the window.

Scan the room to make sure all students have successfully closed the Help window.

One more thing before you go through the rest of the Speaking test practice questions. Click the Help button again. Select the “What’s This?” option.

Scan the room to make sure all students have successfully opened the Using Help window.

The window in the middle of your screen tells you that you can click anywhere you see a question mark to see more information about the button. Do you see the question marks at the bottom of the screen? Click any one of those little black question marks now.

Scan the room to make sure all students have successfully opened the Help window.

The What’s This? option is a quick way to open the section of the Help window specific to a particular button or tool. Do you have any questions about the Help options?

Answer any questions your students have.

O.K. Click the red X in the upper right corner to close the Help window.

Scan the room to make sure all students have successfully closed the Help window.
When I tell you, put your headset back on. Then click the yellow Next button to continue through the Speaking test practice items. Remember to listen carefully to both Ms. Lee and to Nina. Think about your answer before you click Record. Speak loudly so you can see the yellow bars that show the system is picking up your voice. Do you have any questions about what to do next?

Answer any questions your students have.

O.K. Go ahead.

Monitor the room to make sure all students successfully complete the practice items. Assist students with headsets and recording as needed. When students complete the final item and click Next, the test session is complete and returns to the login screen.

Writing Script: Grades 6–8, Tier B/C: Measuring Boiling Points

Students need headphones to complete the Writing test practice items.

Includes the following guidance:

- Explanation of the response box toolbar.
- Introduction of the Sticky Notes tool
- Explanation of the Back button.

Today you will work on some practice questions for ACCESS for ELLs.

The practice questions are very similar to the questions you’ll see on the real test. These practice questions will not be graded.

I will guide you through the practice questions 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 your students have.
Click Continue.

Welcome Training Student!

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

Test Name: Writing
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.

Click Writing.

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

Make sure all your students’ headphones are connected. Audio will begin as soon as students click Begin The Test.

When you go to the next screen, you’ll hear a voice telling you about the test. Listen to what you hear, then take off your headphones so you can hear me.

Make sure all students are wearing their headphones.

Click Begin The Test.

Welcome to the ACCESS for ELLs® Writing Test!

Click Begin The Test to get started.

Scan the room to make sure all students are on the Measuring Boiling Points screen. When students take off their headphones to show they’ve heard the audio, continue reading this script.

Did you hear the audio?

Confirm that all students were able to hear the audio clearly. Assist students with adjusting the volume as needed.
O.K. When I tell you, put your headphones back on and click the yellow Next button to go to the next screen. Listen to what you hear, then take off your headphones so you can hear me. When you’re ready to listen, go ahead.

*Scan the room to make sure all students are on the screen with the writing response box.*

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**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**

<table>
<thead>
<tr>
<th>LIQUID</th>
<th>BOILING POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td>100°C</td>
</tr>
<tr>
<td>sugar and water</td>
<td>?</td>
</tr>
<tr>
<td>salt and water</td>
<td>?</td>
</tr>
</tbody>
</table>

**Materials List:**

1. Stand
2. Ring stand
3. Mesh
4. Clamp
5. Thermometer
6. Bunsen burner
7. Beakers and 500 mL of each liquid

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When students take off their headphones to show they’ve heard the audio, continue reading this script.

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 left side of the screen to help you as you write. 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.

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*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 again to create a sticky note.
Scan the room to make sure all students have successfully opened a Sticky Note window.

You can use sticky 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 sticky note.

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 sticky 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.

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 sticky notes. Look at the bottom of your screen and find the blue arrow button that says, “Back.” Click the Back button. 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. Open a note that you haven’t typed in or create a new note now.

Scan the room to make sure all students have a blank sticky 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 your students have.
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.*

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 your 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 your 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 now appears twice 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. Highlight 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 your students have.*
I want to show you one more button that you have only in the Writing test. You won’t see this button when you take the Listening, Reading, or Speaking tests. It is at the bottom of your screen. It’s a blue arrow that says, “Back” on it. Click the Back button now. *Scan the room to make sure all students have successfully navigated back to the introduction screen.*

**Measuring Boiling Points**

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

Good. In the Writing test, you can look back at previous screens to find the information you need to write your answer, to check the sticky notes you’ve created, or to review your writing. In this practice test, there is only one question to answer. 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 when to use the Back button? *Answer any questions your students have.*

O.K. When you’re ready, click the yellow Next button. Then, delete all the text from the response box, and type your answer to the question. Use any of the tools that we talked about to help you as you write your response. Do you have any questions about what to do? *Answer any questions your students have.*

O.K. Go ahead. *Monitor the room to make sure all students successfully complete the practice item. If students want to hear the audio again, you can navigate to the response page and then refresh the screen using the tools in your browser window. When students finish typing their response and click Next, the test session is complete and returns to the login screen.*