

ACCESS for ELLs 2.0 Online Sample Items for the Public

Overview

ACCESS for ELLs 2.0 Online is a standards-based assessment program designed to measure the English language proficiency in the language domains of Listening, Reading, Speaking and Writing. WIDA offers educators various ways to acclimate students to the online test platform prior to testing. One helpful tool is the Sample Items for the Public (SIPs), which are explained in this guide. Other tools include the test demo and the test practice items, which are explained in the *ACCESS for ELLS 2.0 Test Administrator Manual*.

The SIPs are available online and provide examples of the content and rigor of items that have previously appeared on operational assessments. The sample items are not intended to be a complete test, nor are they intended to cover all content or performance levels.

How to Use the Sample Items and this Guide

Before you start looking at the SIPs, we recommend that you first preview ACCESS for ELLs Online using the test demo, then use this guide and the SIPs to familiarize yourself and your students with the test engine. Then have students independently go through the online test practice to try it on their own prior to the start of testing. Remember that complete instructions for accessing and using the test demo and test practice can be found in the *ACCESS for ELLs 2.0 Test Administrator Manual*.

Sample items provide students with an opportunity to become familiar with the format and functionality of test items. This guide may be used by teachers or other educators to direct students through the sample items. We strongly encourage you to use the scripting provided in this guide to accompany the sample items, as it will help ensure that students are familiar with the types of items they may encounter while taking the online test. The directions in this guide also help students navigate the test, including the use of the embedded tools.

Prior to guiding students through the sample items, carefully read this item guide and review the SIPs to become familiar with them. While these sample items are not scored, the correct answer for each question is provided as the item is reviewed in this guide. Additionally, the associated standard is included.

Item Types in the Sample Items

Selected Response Items












Selected response items are multiple choice questions. To respond, the student selects the button next to the correct answer option.

Constructed Response Items

Constructed response items are questions that require an independent written or spoken response. On the writing test, the student types his or her answer in the box on the screen. On the speaking test, the student speaks into a microphone to record his or her answer.

Navigation and Embedded Supports

The following supports can be accessed by selecting the appropriate icon on the toolbar at the bottom of the screen. These tools can be used to assist the student in answering questions. Only the default pointer tool can be used to respond to the question.

Tool	Description	Icon
Pointer (default)	Allows the student to select answer choices, drag answer choices to their correct spots, select hot spots on an image, or deselect any other tool	
Text Highlighter	Allows the student to highlight words.	
Magnifier	Allows the student to zoom in on the screen.	
Color Contrast (The appropriate color contrast setting must be preassigned to a student in advance of testing.)	Allows the student to select alternate colors for text and background.	
Color Overlay (The appropriate color overlay setting must be preassigned to a student in advance of testing.)	A tool that the student can use as a separate (nonembedded) color/acetate transparency that can be placed across the computer screen.	
Navigation Buttons	Selecting the forward arrow button takes you to the next question. The back arrow button is only available for Writing items. It takes you to the previous screen.	
Line Guide	Allows the student to follow along with each line of text. Student can drag the straightedge line up or down on the screen as an aid in reading an item or passage.	
Sticky Note	Allows the student to create and place a small note in which s/he can type a short message for later reference. Multiple notes can be created for each item or passage. Sticky notes are only available for Writing.	
Help Button	The Help Library provides information on tool usage, test directions, helpful hints, and other topics.	
Back Button (Writing only)	Allows the student to navigate back one page.	
Record (Speaking only)	Allows the student to begin recording a response. Highlights red when recording is in progress.	

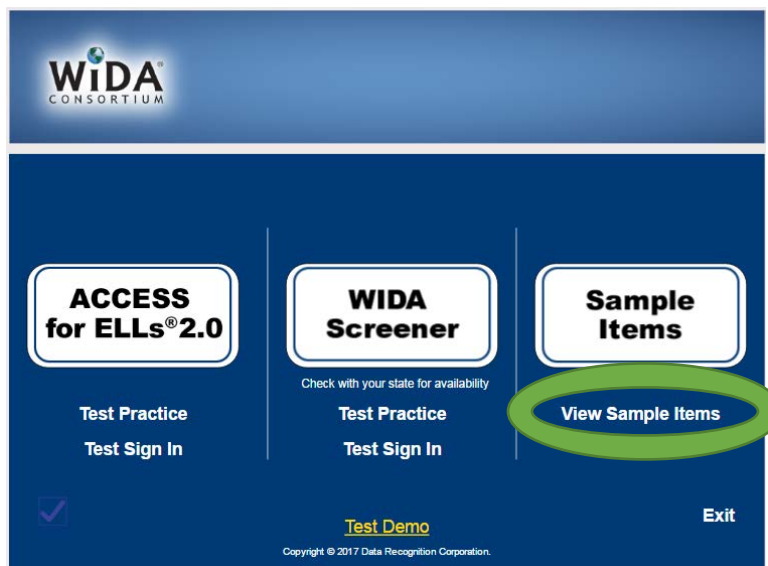
Sample Items Currently Available for ACCESS for ELLs 2.0:

	Listening	Reading	Speaking	Writing
Grade 1	Learning to Fly (Tier A) Choosing Centers (Tier B)	School Store (Tiers B & C) Petting Zoo (Tier C)	At the Grocery Store (Tiers A, B/C)	
Grades 2-3	Present for Grandma (Tier B)	Book Fair (Tier B) Fun at the School Fair (Tier C) Puppet Show (Tier C)		
Grades 4-5	Ice (Tier B)	Family Garden (Tier B) Let's Go Shopping (Tier C)	Rock Candy Investigation (Tiers A, B/C)	My Life in Medieval England (Tier C)
Grades 6-8	Mary Anderson (Tiers B & C) Types of Government (Tier B)	Buying a Gift (Tier B) Geometry in Baseball (Tier C)		Measuring Boiling Points (Tier B/C)
Grades 9-12	Graduation (Tier B) U.S. Cities (Tier C)	Clarence Birdseye (Tier A) Coins in the Fountain (Tier C)	Service Club Activities (Tiers A, B/C)	

Opening the Sample Items

The SIPs can be accessed by anyone with the link. It is recommended you use a Chrome browser.

1. Go to <https://wbte.drcedirect.com/WIDA/portals/wida>.
2. Select "View Sample Items."
3. Select the appropriate grade cluster.
4. Select the domain.
5. Select the desired SIP.
6. Enter the User Name shown on the screen.
7. Enter the password shown on the screen (test1234).
8. Select the green continue button.
9. Select the highlighted blue link.



Example Scripts for Sample Items


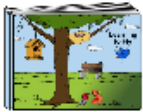

The following sample scripts are meant to serve as examples for educators for the type of guidance and instruction that could be provided to students while going through the sample items. Included in the scripts are guided instructions for the use of many of the tools offered on ACCESS for ELLs 2.0 Online, as well as an explanation of how students will respond in each domain. **You may adapt the following sample scripts for any grade level or domain.**



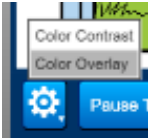
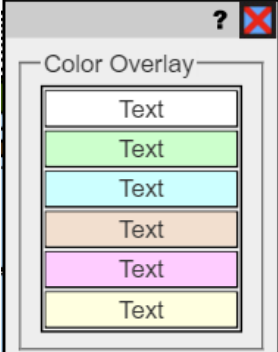
Reading the Scripts

Read the **bold "SAY"** instructions to the students. The *italicized* information is for the Test Administrator only. Prior to reading the "SAY" instructions, direct students to access the sample items using the directions on page 3. All scripting assumes that the item has already been launched in the browser or app.

Listening (Introduction, Forward Navigation, and Color Overlay)

Note that this sample outlines a Grade 1 Listening test (Learning to Fly). However it can be adapted for all grade levels.

SAY	Today you will work on the practice questions for ACCESS for ELLs. The practice questions show you examples of some of the types of questions you will see on the actual test.
	<i>Pause.</i>
SAY	I will guide you through the toolbar and the test. Please remember that these questions are for practice. They will not be graded. Do you have any questions before we start?
	<i>Pause to answer any questions.</i>
SAY	Select the green Begin the Test button on your screen.
	
	<i>Pause. The audio file will begin automatically once the button is selected.</i>
SAY	You should now see the first screen with a big picture. Raise your hand if you do not see the big picture.
	<i>Pause to assist any students who do not see the first sample item.</i>
SAY	<p>This is an introductory screen. It comes at the beginning of a set of questions, just like the title page of a book. You can tell it is an introductory screen because it has a big picture . Above the picture, there is a title which helps you know what the next few questions will be about.</p>  <p>Learning to Fly</p> <p>Does everyone see the big picture and title? What do you think the questions will be about?</p>
	<i>Pause as students predict the topic of the questions.</i>
SAY	Those are great ideas. Now, look at the bottom of your screen. Does everyone see a toolbar?
	<p><i>Pause. The picture below is the toolbar that students will see at the bottom of the screen.</i></p> 





SAY	<p>On the toolbar are tools that you may use during the test. We will practice with some of the tools before you start answering questions.</p>
	<p><i>Pause to answer questions.</i></p>
SAY	<p>At the top of the screen is a progress bar . This progress bar helps you see how far you have worked through the test. Does everyone see the progress bar? Right now it is dark gray because you have just started. As you answer questions the bar will fill in with green. The progress bar may not always fill in all the way. That is okay.</p> 
	<p><i>Pause to help students locate the progress bar.</i></p>
SAY	<p>You can use the yellow arrow button in the bottom right corner of the screen to go to the next screen. When you first arrive on a screen the button will not work. The button will only turn yellow after the audio has finished. If there is a question on the screen, you must select an answer choice before the arrow will turn bright yellow. Does anyone have any questions about when to use the arrow button?</p> 
	<p><i>Pause to answer questions.</i></p>
SAY	<p>Let's move on to the first question. Everyone click the yellow arrow now.</p>
	<p><i>Pause while students navigate to the next screen and the audio plays.</i></p>
SAY	<p>Now we are on a question screen. Can you tell me what is different on a question screen from the introductory screen?</p>
	<p><i>Pause while students notice some of the differences. Some example answers are provided.</i></p> <ul style="list-style-type: none"> • <i>There are two sides of the screen</i> • <i>The title bar is smaller.</i> • <i>The big picture is smaller.</i> • <i>There are answer choices on the right.</i> • <i>There is a person on the left.</i> • <i>There is a question number on the right.</i>
SAY	<p>Good answers. You noticed several differences.</p> <p>Now we will practice using the color overlay tool. The color overlay tool changes the background color on the screen.</p>  <p>Find the icon that looks like a wheel in the bottom left corner. Click on this and then click on "Color Overlay" in the list. It is the bottom choice.</p>
	<p><i>Assist any students who need help finding the button or menu option.</i></p>
SAY	<p>You will see a pop-up that says "Color Overlay." Raise your hand if you need help.</p> 





	<i>Assist any students.</i>
SAY	Select one of the color choices to change the background of your question.
	<i>Wait for students to select a color overlay setting.</i>
SAY	You can try the other options to find the color that is most comfortable for you. Take some time to look through the options.
	<i>Allow students to explore the contrast settings.</i>
SAY	<p>Now let's answer the question so we can move on to the next screen. The audio said, "Hatcher sits in his nest and looks at the sky. Which picture shows this?"</p> <p>Pick a choice from the right side of the screen. Select the button next to your answer. Your answer choice is now blue. You can change your answer by clicking on a different button. Does anyone have questions on how to pick an answer choice?</p>
	<i>Assist any students who need help selecting an answer.</i>
SAY	<p>Look, the yellow arrow is now ready. Wait to select it until I have finished giving you instructions.</p> <p>The correct answer is the bottom choice where the blue bird is sitting in his nest. Remember you can change your answer choice by selecting a different button (circle).</p> <p>Now you will answer the next two questions on your own. Listen carefully to the audio because you will only hear it one time.</p> <p>When you are ready, put on your headset and select the yellow arrow.</p>
	<p><i>Pause while students navigate to the next two screens and the audio plays.</i></p> <ul style="list-style-type: none"> • Question 2: "Hatcher goes to school to learn how to fly. He stands on the branch of a tree way up high. He's finally ready to give it a try. Which picture shows this?" (Correct answer: Hatcher standing on a branch [middle choice].) • Question 3: "The birds at school push off with their legs and flap their wings. Soon they are in the air, high above everything. Hatcher pulls ahead and is now in the lead. He flies in front of the rest, zooming at top speed. Which picture shows Hatcher now?" (Correct answer: Hatcher in the lead [top choice].) <p><i>Once students have completed Questions 2 and 3 and selected the Next button after Question 3, the test automatically goes back to the login screen and the session is complete.</i></p>



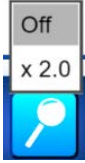

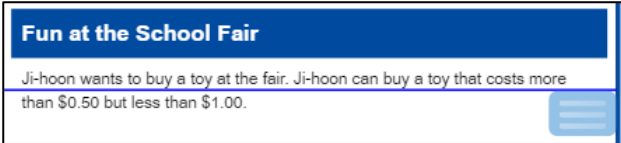
Reading (Line Guide, Highlighter, and Magnifier)


Note that this sample outlines a Grade 2-3 Tier C Reading test (Fun at the School Fair); however, it can be adapted for all grade levels.

SAY	Today you will work on the practice questions for ACCESS for ELLs. The practice questions show you examples of some of the types of questions you will see on the actual test.
	<i>Pause.</i>

SAY	I will guide you through the toolbar and the test. Please remember that these questions are for practice. They will not be graded. Do you have any questions before we start?
	<i>Pause to answer any questions.</i>
SAY	Click on the green Begin the Test button on your screen. 
	<i>Pause while student screens load. No audio will play for the reading test.</i>
SAY	You should now see the first screen with a big picture. Raise your hand if you do not see the big picture.
	<i>Pause to assist any students who do not see the first sample item.</i>
SAY	This is an introductory screen. You can tell it is an introductory screen because it has a big picture. Above the picture, there is a title which helps you know what the next few questions will be about. Under the title, there are words for you to read. They will help you understand the picture and the questions.  Fun at the School Fair Does everyone see the big picture and title? Take a moment to read the sentence and look at the picture.
	<i>Pause while students read. "Read the math word problems about Min-jee and her brother Ji-hoon at the school fair."</i> <i>During the test, students will read to themselves. Do not read the text aloud. Help any children struggling to find where the words are on the screen.</i>
SAY	Now that you have read the sentence and looked at the picture, what do you think the questions will be about?
	<i>Pause as students predict the topic of the questions.</i>
SAY	Those are great ideas. Now, look at the bottom of your screen. Does everyone see a toolbar?
	<i>Pause. The picture below is the toolbar that students will see at the bottom of the screen.</i> 
SAY	The tools you may use during the test are in the toolbar. We will practice with some of the tools before you start answering questions on your own.
	<i>Pause to answer questions.</i>
SAY	Click the yellow arrow at the bottom of your screen to go to the first question.
	<i>Pause while students navigate to first question.</i>
SAY	This is a reading question. We need to read the text above the picture and the words in the picture to help us answer the question. Just like when we read during class there are tools we use to help us understand what we are reading. On the test there are tools we can use to help us too. Look at the toolbar. Can you find the highlighter tool? It looks like a pen drawing a line. 

	<i>Pause while students find the highlighter tool.</i>
SAY	<p>This tool helps us to mark important details that we read so we can find them later to answer the question. Click on the highlighter tool. It gives you two choices. The top choice is to use the highlighter. Click the top choice.</p> 
	<i>Pause while students activate the highlighter.</i>
SAY	<p>When you move your pointer over the picture, text, or question, it will change to a highlighter. Click and drag your mouse over some of the text above the big picture. It will turn yellow. You can also do this with the words in the picture and the words in the question (above the answer choices). You cannot use the highlighter tool on the answer choices.</p> <p>Use the highlighter to mark the dollar amounts in the passage.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>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.</p> </div>
	<i>Pause while students highlight \$0.50 and \$1.00. Assist any students who are having difficulty turning on the highlighter or marking text.</i>
SAY	<p>Now use the highlighter to mark the Stuffed Animal in the Price List.</p> 
	<i>Pause while students mark the Stuffed Animal.</i>
SAY	<p>Take a minute to read the question and response options. The stuffed animal costs more than a dollar, so Ji-hoon cannot buy it. I do not want it highlighted anymore because it will confuse me when I am looking for the right answer.</p> <p>To delete the yellow highlighter marks you made on the screen, click the highlighter button on the toolbar and click Clear All. It is the middle choice when you are using the highlighter tool.</p>  <p>Does anyone have questions on how to use the highlighter?</p>
	<i>Pause to answer questions about using the highlighter.</i>
SAY	<p>Now take a few minutes to practice using the highlighter on your own. Try turning on the highlighter tool, marking some words, and then erasing your marks. Do not go on to the next question.</p>
	<i>Pause to allow students time to investigate using the highlighter.</i>
SAY	<p>If you have the highlighter turned on, you can't click to answer the question and go to the next screen. First, we need to turn off the highlighter. Click the highlighter button on the toolbar and click Off.</p>  <p>Does everyone see the pointer tool again?</p>

	<i>Pause while students turn off the highlighter. Assist students as needed.</i>
SAY	<p>Before we answer the question, we need to read the words above the big picture, the words in the big picture, and the question. Another tool we can use to help us read is the magnifier tool. Look at the toolbar. Can you find the magnifying tool? It looks like a hand-held magnifying glass (or a ball on a stick).</p> 
	<i>Pause while students find this tool.</i>
SAY	<p>The magnifying tool lets us make the words and picture on the screen bigger. Click on the magnifying tool. It gives you two choices.</p> <p>The top choice makes everything on the screen one-and-a half times bigger. The second choice makes everything twice as large. Click on the top choice of 1.5.</p> 
	<i>Pause while students activate the magnifier.</i>
SAY	Now that the screen is bigger, we need to use the gray scroll bars at the bottom and side of the page to move around the screen. Can everyone find the gray scroll bars and move them up and down and side to side?
	<i>Pause while students navigate on the screen. Assist students as needed with moving the scroll bars.</i>
SAY	If we want to make the screen even bigger, we can go back to the magnifier tool and click the 2.0 choice. Remember to use the scroll bars to find the magnifier tool at the bottom right of the screen. Try this now.
	<i>Pause while students try this.</i>
SAY	<p>When the magnifier tool is on we can still use the other tools and answer questions. To turn off the magnifier, click the magnifier button in the toolbar and click Off.</p>  <p>Does anyone have any questions about using the magnifier?</p>
	<i>Pause while students turn off the magnifier. Answer any questions.</i>
SAY	<p>The last tool we are going to talk about is the line guide. The line guide helps your eyes find your place when reading. It is similar to when you use your finger or a ruler or note card to help you track while reading on paper. To use the line guide, click the line guide button in the toolbar. It is next to the magnifier tool.</p>  <p>Can everyone find the line guide tool?</p> 
	<i>Pause and assist students with turning line guide on.</i>

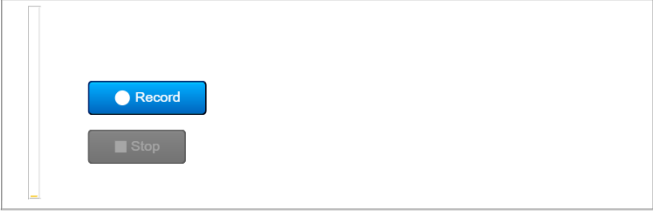




SAY	<p>When we click this, the line guide shows up at the very top of our screen. There is a blue rectangle. If you click the blue rectangle, hold down the left mouse button and drag, we can see the line move with it on one side of the screen. Can everyone move the line up and down?</p>	
	<p><i>Pause and assist students with using the line guide.</i></p>	
SAY	<p>When do you think the line guide tool might be helpful?</p>	
	<p><i>Pause while students respond. Possible answers include:</i></p> <ul style="list-style-type: none"> • <i>When you need to look at your scratch paper and don't want to lose your place.</i> • <i>When you are having problems reading on the computer, it gives your eyes something to follow.</i> • <i>When there are a lot of words and you need to see what line you are on.</i> 	
SAY	<p>Those are great answers. So what happens if we want to use the line guide on the answer side of the screen?</p> <p>We can click and drag the blue rectangle to the other side.</p> <p>Try this now, and you see the line move to the other side of the screen. The blue rectangle always stays on the right side of the line guide so you will know where to find it.</p> <p>Take a minute or two to practice using the line guide.</p>	
	<p><i>Pause to make sure students know how to move the line guide back and forth.</i></p>	
SAY	<p>If we want to turn the line guide off, we can click the line guide button in the toolbar again and it will go away. Does anyone have questions about the line guide?</p>	
	<p><i>Pause to make sure students can turn line guide off. Answer any questions.</i></p>	
SAY	<p>We can use the highlighter, magnifier, and line guide to help us answer questions. Take time now to read the sentence and look at the picture again. Then read the question and answer options. Use any tools you need to help you.</p>	
	<p><i>Pause while students go through the question. Assist with using the tools as necessary.</i></p>	
SAY	<p>Now let's answer the question so we can move on to the next screen. The question says, "Look at the price list. Which items can Ji-hoon buy?"</p> <p>Pick a choice from the right side of the screen. Select the button next to your answer. Your answer choice is now blue. You can change your answer by clicking on a different button. Does anyone have questions on how to pick an answer choice?</p>	
	<p><i>Assist any students who need help selecting an answer.</i></p>	
SAY	<p>Look, the yellow arrow is now ready. Do not select it until I have finished giving you instructions.</p> <p>The correct answer is the middle choice that says "A fancy ring or a large balloon."</p>	




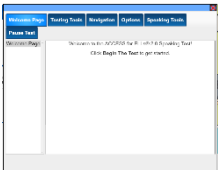
	<p>Remember you can change your answer choice by selecting a different button (circle).</p> <p>Now you will answer the next two questions on your own. Read the question carefully and use any tools you might need. Raise your hand if you have a question.</p> <p>Now select the yellow arrow to move to Question 2.</p>
	<p><i>Pause while students navigate to the next two screens and the audio plays.</i></p> <ul style="list-style-type: none"> • Question 2: “Which tickets do the children choose?” (Correct answer: blue tickets [top option].) • Question 3: “Why do the children multiply by two?” (Correct answer: They are buying two of each item [bottom option].) <p><i>Once students have completed Questions 2 and 3 and select the Next button after Question 3, the test automatically goes back to the login screen and the session is complete.</i></p>

Speaking (Recording and Help)

Note that this sample outlines a Grade 4-5 Tier A Speaking test; however, can be adapted for all grade levels.



SAY	Today you will work on the practice questions for ACCESS for ELLs. The practice questions show you examples of some of the types of questions you will see on the actual test.
	<i>Pause.</i>
SAY	I will guide you through the toolbar and the test. Please remember that these questions are for practice. They will not be graded. Do you have any questions before we start?
	<i>Pause to answer any questions.</i>
SAY	The practice questions we will work on today are for a Speaking test. To answer, you will say your answer into the microphone on your headset. Does everyone have a headset? Please put them on now.
	<i>Pause to assist students in putting headsets on.</i>

<p>SAY</p>	<p>First, we need to make sure the microphone is working. On your screen, there are two buttons, a blue Record button and a gray Stop button.</p> <p>When I tell you to, you will click the blue Record button and say your name. Speak clearly into the microphone. You will see a yellow bar raise and lower on the left side of the screen. This lets you know the computer can hear your voice.</p> <p>When you are done, you will click the stop button. You will hear your name repeated like you said it into the microphone. Does anyone have any questions about recording their name?</p> <p><small>You will record your answers using a microphone. Does your microphone work? Follow these steps.</small></p> <ol style="list-style-type: none"> → 1. Click Record. 2. Say your name into the microphone. Then, say the name of your school. 3. Click Stop. <ul style="list-style-type: none"> ◦ Listen. Do you hear what you said? ◦ If yes, click I heard my recording. ◦ If no, raise your hand and ask for help. 
	<p><i>Pause to answer questions.</i></p>
<p>SAY</p>	<p>Okay, when you are ready, click the blue Record button and say your name. Click stop when you are done and listen to make sure you hear your name. Raise your hand if you do not hear your name.</p>
	<p><i>Pause while students test the microphone. Assist as needed.</i></p>
<p>SAY</p>	<p>The practice questions will ask us to speak into the microphone clearly like you just did. If you have problems with your headsets during the practice questions, please raise your hand. Now we are going to move on to the practice questions. Click the green I heard my recording button.</p> 
	<p><i>Pause while students navigate to the next screen.</i></p>
<p>SAY</p>	<p>Select the green Begin the Test button on your screen.</p> 
	<p><i>Pause while student screens load. Wait for the audio to finish playing.</i></p>
<p>SAY</p>	<p>You should now see the first screen with a big picture and two people. Raise your hand if you do not see the big picture.</p>
	<p><i>Pause to assist any students who do not see the first sample item.</i></p>
<p>SAY</p>	<p>This is an introductory screen. You can tell it is an introductory screen because it has a picture . Next to the picture, there is a title.</p> <p>The title helps you know what the next few questions will be about.</p>  

	<p>Under the title, there are two pictures of people. The first picture is of Ms. Lee , who you just heard speaking. The second picture is of a student named Nina , who you will hear speak in a moment. Does everyone see Ms. Lee, Nina, the picture, and the title?</p>		
	<i>Pause to answer questions or assist students as needed.</i>		
SAY	<p>When Ms. Lee speaks, you will listen to her words and read her words on the screen. She said, “Rock Candy Investigation. Now we are going to talk about a science project. This picture shows the materials Mrs. Green’s class will use.” Take a moment to look at the picture and think about Ms. Lee’s words.</p>		
	<i>Pause while students re-read the words and look at the picture.</i>		
SAY	<p>Now that you have looked at the picture and read Ms. Lee’s words, what do you think the questions will be about?</p>		
	<i>Pause as students predict the topic of the questions.</i>		
SAY	<p>Those are great ideas. Now, look at the bottom of your screen. Does everyone see a toolbar?</p>		
	<p><i>Pause. The picture below is the toolbar that students will see at the bottom of the screen.</i></p> 		
SAY	<p>The tools you may use during the test are in the toolbar. Today we are not going to talk about these tools, but I do want to show you the help library. The help button has a question mark on it. When you find the help icon, select it by clicking.</p>		
	<i>Pause while students locate and select the help button. Assist students as needed.</i>		
SAY	<p>When you click on the help button you see two choices: open help and what is this.</p> <p>Click on “Open Help.” You should see a pop-up screen with six tabs.</p> <p>Raise your hand if you do not see the pop-up screen.</p>		
			
	<i>Pause while students open the help library. Assist students as needed.</i>		
SAY	<p>The open tab is a different color than the other tabs. Right now you are on the Welcome page. It says “Welcome to the ACCESS for ELLs 2.0 Speaking Test! Click Begin the test to get started.” This tab lets you know what to do to start the test.</p> <p>Click on the second tab. It is labeled Testing Tools.</p>		
	<i>Pause while students open the testing tools tab. Assist students as needed.</i>		
SAY	<p>On the left you see a list of tools you can use during testing. We practiced/will practice using these tools when we talked/talk about the reading test. Here you can see a reminder of how to use the tools if you forget on test day.</p>		

	<p>The first one is the highlighter tool. You can use the highlighter to mark important words while you are reading.</p> <p>The next tool is the magnifier tool. This tool makes everything on the screen larger. Remember when you see a scroll bar like on the right side of this screen, there is more information below the screen and you need to scroll down to see it. Does everyone know how to scroll?</p>
	<i>Pause while students practice scrolling. Assist students as needed.</i>
SAY	<p>The next testing tool on the list is the line guide. This tool can help you keep track of where you are reading on the screen.</p> <p>The last tool on this screen is the progress bar. This tool indicates about how far you have advanced on the test.</p> <p>The next tab in the help library is the navigation tab. It reminds you how to move from page to page on the test. Click the navigation button to see that tab, and then click on the following tab labeled options.</p>
	<i>Pause while students click on the navigation tab, and then the options tab.</i>
SAY	<p>The options tab shows other tools we practiced/will practice using these tools when we talked/talk about the reading test. These are the color contrast and color overlay choices. Here you can see a reminder of how to use the tools if you forget on test day.</p>
	<i>Pause while students practice scrolling. Assist students as needed.</i>
SAY	<p>The next tab is labeled Speaking Tools. We are going to talk about those tools today, so you do not need to go there right now. The speaking tools include the timer, record, stop, and spectrum analyzer.</p> <p>The final help library tab is the pause test tab. Go there now.</p>
	<i>Pause while students navigate to the pause test button.</i>
SAY	<p>This tab talks about three buttons you will see on the test that should only be used on test day if you are told to use it by an adult.</p> <p>The first one is the pause button. You might need to pause the test if you need to use the restroom, or go to the nurse. If you think you need to pause your test, raise your hand and the adult in the room will come over and ask you what you need, and then help you use the pause button.</p> <p>When you return, you will select the resume button to start testing where you left off.</p> <p>The final button talked about on this tab is the exit button. This button closes the test.</p>



	<p>Remember you should not use any of these buttons unless told to do so by and adult.</p> <p>Click the red x in the right corner of the help library to close it.</p>
	<i>Pause while students close the help library.</i>
SAY	<p>Click the yellow next arrow at the bottom of your screen to go to the next screen.</p>
	<i>Pause while students navigate to the next screen and listen to Ms. Lee's audio.</i>
SAY	<p>Ms. Lee will ask both you and Nina questions. She will ask Nina a question first. After Nina answers, she will ask you a question. Listen to Nina's answer, because it will help you to know about how much to say, to give a good answer on the next question. Do you have any questions about Ms. Lee and Nina?</p>
	<i>Pause to answer questions.</i>
SAY	<p>We will now listen to Nina's answer. Click on the yellow Next button to listen.</p>
	<i>Pause while students navigate to the next screen to hear Nina's answer.</i>
SAY	<p>You listened to Nina answer the question. Now, you will hear Ms. Lee ask you a question. Your answer should be different than Nina's answer but about the same length. We will now practice answering the first question together. Click on the yellow Next button to hear the first question.</p>
	<i>Pause while students navigate to the next screen. They will hear Ms. Lee ask "Now it's your turn. What other things do you see in this picture?"</i>
SAY	<p>This is a question screen. You know it is your turn to answer because Ms. Lee's words are blue.</p> <p>You can also see some speaking tools at the bottom of the screen: a white circle, a blue Record button, a gray Stop button, and a white rectangle. We will talk about these tools.</p> <p>You will only see these tools when it is your turn to answer a question. Does everyone see Ms. Lee's question in blue and the tools at the bottom of the screen?</p>
	<i>Pause to help students if needed.</i>
SAY	<p>Before you answer Ms. Lee's question let's talk about the speaking tools. The first tool I want to tell you about is the Record button. We have already used this one today when you recorded your name. This is the button you use after you have thought about what you want to say and are ready to answer the question.</p> <p>The white circle is the timer. After you click the blue Record button, the white circle turns blue. It is a timer to tell you how much time is left to say your answer. When you only have a little time left, the circle turns yellow. That will let you know that you should finish your answer.</p> <p>The white rectangle is called the spectrum analyzer. When you click record, the white rectangle has yellow lines in it. They move up, the louder you speak. It lets</p>



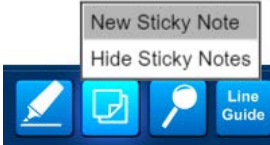
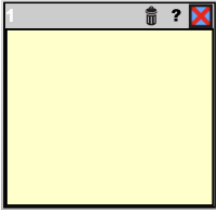
	<p>you know that the microphone can hear you. The yellow lines need to be above the gray line.</p> <p>When you are done with your answer, you should click the blue Stop button. You can only say your answer one time. Does anyone have questions about what they will do to answer?</p> 
	<i>Pause to answer questions.</i>
SAY	<p>When I tell you, click the blue Record button and speak your answer clearly into the microphone.</p> <p>Before you answer Ms. Lee’s question, you need to think about what you will say. Read the blue question again. It says “What other things do you see in this picture?” Look at the picture and think about your answer.</p>
	<i>Pause while students think about their answer (wait 10 – 20 seconds).</i>
SAY	<p>When you are ready and know what you want to say, click the blue Record button. Remember to speak clearly into your headset.</p>
	<i>Pause while students record their answers. Assist students as needed.</i>
SAY	<p>Once your answer is finished and you click the blue Stop button, the buttons will change color.</p> <p>The gray buttons mean it is time to go to the next screen.</p>  <p>Wait to select the yellow Next button until I tell you.</p> <p>You will now practice answering another question on your own. First, listen to Ms. Lee tell a story. Then, Ms. Lee asks Nina a question. You will listen to Nina’s answer. Remember, Nina models for you the language expected to answer the question. Ms. Lee will then ask you a question. Then, you will answer the question on your own by speaking clearly into the microphone using complete sentences.</p> <p>Are there any questions before we continue?</p>
	<i>Pause to answer any questions.</i>
SAY	<p>Good. Now you will answer the next question on your own. Click the yellow Next button now to get started.</p>
	<p><i>Pause to assist students as needed in proceeding through the screens.</i></p> <ul style="list-style-type: none"> • <i>Story: The students want to see what will happen when they combine sugar with water at different temperatures. First, Mrs. Green stirs half the sugar into ice cold water and half the sugar into boiling hot water. She pours each sugar mixture into a separate jar. / Next, the students hang a screw tied to the middle of a pencil in each sugar mixture. They leave the jars untouched and observe the changes./ Look at Day 1. In the cold water mixture, only a small amount of the sugar dissolved or mixed evenly with the water. Most of the sugar settled at the bottom of the jar. However, in the hot water mixture, the sugar completely</i>




	<p><i>dissolved in the water, creating a sugar water solution. / Now look at Day 10. In the cold water mixture, the ice melted. Some of the water evaporated, which means the water changed from a liquid into a gas. But the sugar remained at the bottom of the jar. In the hot water mixture, about half of the water evaporated. The sugar has started to form solid sugar crystals around the screw and the string.</i></p> <ul style="list-style-type: none"> <i>Question 2: Nina, make a hypothesis, or a scientific prediction, about what you think will happen to the cold water mixture by Day 24. (Nina: My hypothesis is that more of the water will evaporate in the jar by day 24, but the sugar will still be at the bottom.) Now it's your turn. Make a hypothesis, or a scientific prediction, about what you think will happen to the hot water mixture by Day 24.</i> <p><i>Once students have completed Question 2 and select the Next button after Question 2, the test will automatically go back to the login screen and the session is complete.</i></p>
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Writing Grades 4-12 (Back Navigation, Sticky Notes, Cut, Copy, Paste, and Underline)


Please note that for ACCESS for ELLs 2.0 Online, all Writing tests for Grades 1-3 are given on paper and therefore do not require practice of any online tools. This sample outlines a Grades 6-8 Tier B/C Writing test; however you can adapt it for all grade levels who take the online Writing test.

SAY	Today you will work on a Writing practice question for ACCESS for ELLs. The practice question will show you an example of the types of questions you will see on the actual test.
	<i>Pause.</i>
SAY	I will guide you through the toolbar and the test. Please remember that this is practice. Your writing will not be graded. Do you have any questions before we start?
	<i>Pause to answer any questions.</i>
SAY	Select the green Begin the Test button on your screen.
	
	<i>Pause while student screens load and audio plays.</i>
SAY	You should now see the first screen with a big picture. Raise your hand if you do not see the big picture.
	<i>Pause to assist any students who do not see the first sample item.</i>
SAY	<p>This is an introductory screen. You can tell it is an introductory screen because it has a big picture. Above the picture, there is a title which helps you know what the question will be about. Under the title, there are words for you to listen to and read. They will help you understand the picture and</p> <div style="display: flex; align-items: center;">  <div style="background-color: #0056b3; color: white; padding: 5px; margin-left: 10px;">Measuring Boiling Points</div> </div>

	the question. Does everyone see the big picture and title?
	<i>Pause while students re-read the sentence, "Camila needs to use all of the equipment in the materials list to heat three liquids and record their boiling points."</i>
SAY	Now that you have read the sentence and looked at the picture, what do you think the questions will be about?
	<i>Pause as students predict the topic of the questions.</i>
SAY	Those are great ideas. Now, look at the bottom of your screen. Does everyone see a toolbar?
	<i>Pause. The picture below is the toolbar that students will see at the bottom of the screen.</i>
	
SAY	The tools you may use during the test are in the toolbar. We will practice with some of the tools before you start answering the question on your own.
	<i>Pause to answer questions.</i>
SAY	Click the yellow Next button now to go to the next screen.
	<i>Pause while students navigate to the first question screen and listen.</i>
SAY	<p>This is a Writing question. On the left side of the screen, there is information for you to look at. On the right side of the screen, there is a big number 1 and a question for you to read and answer.</p> <div data-bbox="493 921 1385 1081" style="border: 1px solid #ccc; padding: 5px; background-color: #e6f2ff;"> <p>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.</p> </div> <p>Under the question, there is space for you to type your answer. We will use the information on the left to answer the question. Before you practice answering the question, I will show you some tools you can use to help you. Look at the bottom tool bar. In between the magnifying glass and highlighter tool, there is a sticky note tool .</p> <p>Can everyone find and click on this tool?</p>
	
	<i>Pause to help students find this tool.</i>
SAY	<p>When you click on this tool, you will see a pop-up menu with two choices.</p> <p>The top option says New Sticky Note. Click this to turn on the sticky note tool. Then, move your mouse to anywhere on the page except the answer space. Click to put a new sticky note on your page.</p>
	
	<i>Pause to help students in getting a new sticky note put on the page.</i>
SAY	<p>There is now a new sticky note on the screen. You can use this tool to take notes as you read the information on the left that you may want to include in your typed answer. Your notes will help you remember what you want to write. Nothing you type in the notes will be part of your final answer. It is only for you.</p>
	

	<p>Also a yellow box with a number appeared on the screen. This box is where you can open the sticky note after you close it.</p> <p>You can click the blue bar at the top of the note and drag it anywhere on the screen to move the note around. Type something into your sticky note and then move it around.</p>
	<i>Pause while students move around the sticky note.</i>
	If you click the red X, the note will close. Try that now.
	<i>Pause while students close their sticky note.</i>
SAY	<p>If you want to add more notes on a page, you can either edit your first note, or add an additional sticky note. To edit your note, double click on the small yellow box with the number. You should now see your original note. You can click inside the note and begin entering more words.</p> <p>Another choice is to add a second sticky note. To do this you go back to the sticky note icon, select it, select the top choice of “New Sticky Note.” You will now see a new sticky note and a second yellow box with the number 2.</p>  <p>If you want to delete a sticky note, click the Trash Can icon on the note.</p> <p>The note will be deleted and you cannot recover it. Be careful not to delete notes you will want to look at for your answer.</p> <p>Does anyone have questions on how to use the sticky notes?</p>
	<i>Pause while students try the sticky note features and answer any questions.</i>
SAY	<p>Now let’s talk about the tools you can use while writing your answers. These are similar to tools you have used on other word processing programs.</p> <p>On the right side, there is a white box where you will type your answer. To give us some text to work with, type your name in the answer box. We will delete this later before you answer the question.</p>
	<i>Pause while students type their name.</i>
SAY	<p>The gray bar above the answer space has four tools. We are going to practice using these tools.</p>  <p>Can everyone find the cut tool, which looks like a pair of scissors?</p>
	<i>Pause while students find the cut tool.</i>
SAY	<p>This is the cut tool. To use this tool, click and drag your mouse to highlight your name in the answer box. Then click the Cut tool button.</p>  <p>You name is no longer in the answer box. Does anyone need help using the cut tool?</p>
	<i>Pause and assist while students use the Cut tool.</i>

<p>SAY</p>	<p>Now I want you to put your name back, using the Paste tool. That is the button that looks like paper on a clipboard. If you cannot see the tool bar, use the scroll bar on the right side of the white box to move the box until the gray bar is at the top again. Make sure the cursor is in the white box and click the Paste icon.</p>  <p>Does everyone now see their name?</p>
	<p><i>Pause and assist while students paste their name.</i></p>
<p>SAY</p>	<p>When might you want to use the cut and paste tools while writing your answers?</p> <p><i>Pause while students answer. Answers might include:</i></p> <ul style="list-style-type: none"> • <i>When you want to move the words around in a sentence and don't want to retype everything.</i> • <i>When you want to move a sentence to a new place in the paragraph.</i> • <i>When you want to erase something you wrote.</i>
<p>SAY</p>	<p>Those are all good answers. The cut and paste tools can help us to move parts of our answer to another part of our writing.</p> <p>We can also copy part of our answer. To do this, click and drag your mouse to highlight your name in the answer box. Then click on the Copy tool, which is the second button that looks like two pieces of paper.</p> 
	<p><i>Pause while students copy their name.</i></p>
<p>SAY</p>	<p>Now, click next to your name so the cursor is at the end of your name. Click the paste tool again to paste your name. Remember the paste icon looks like a piece of paper on a clipboard.</p>  <p>You should now see your name two times. Does everyone see their name twice? You can use the copy and paste tools to repeat words or phrases you want to type more than one time. Take a few minutes now to practice cutting, copying and pasting on your own.</p>
	<p><i>Pause and assist students in copying and pasting their name.</i></p>
<p>SAY</p>	<p>The last writing tool we can use is the Underline tool. It is the last tool on the bar and it looks like a U with a line underneath it.</p>  <p>This tool lets you show words or sentences that you think are very important in your answer.</p> <p>Now let's use it by clicking and dragging to highlight your name. Then click the Underline button. You should now see an underline under your name. Does everyone see their name underlined?</p>
	<p><i>Pause and assist students in underlining their name.</i></p>
<p>SAY</p>	<p>These writing tools are only available when you need to type your answer. Does anyone have questions on the tools you can use?</p>
	<p><i>Pause to answer questions on any tools.</i></p>

<p>SAY</p>	<p>There is one more tool you can use in the Writing test. You now have a back button for navigation. If you want to go back and change a different answer during the test, there is a blue Back button you can use. If you click this button, it will bring you back to the introductory screen with the big picture.</p>  <p>This practice has only one question to answer; however, during the test, you will answer more than one question. Practice using the back button now and go back to the introductory screen and then use the yellow button to come back to this screen?</p>
	<p><i>Pause while students use the back button.</i></p>
<p>SAY</p>	<p>Now it is time to answer the practice question. First, delete your name from the answer box. You can do this by highlighting your name (click and drag) and using the delete button on your keyboard or the cut tool on the tool bar.</p> <p>Once the answer box is empty, look at the information on the left side of the screen and read it. Use the sticky notes, magnifier, line guide, or highlighter to help you as you read the information.</p> <p>Then type your answer in the box. You can use cut, copy, paste and underline as you type. When you are done, raise your hand and I will come look at your work. Are there any questions before we begin?</p>
	<p><i>Answer student questions.</i></p>
<p>SAY</p>	<p>Okay, answer the question.</p>
	<p><i>Monitor student work on the answer.</i></p> <p><i>This is the end of the Writing practice question. When students click next on the answer screen, the test will automatically log out and go back to the login screen.</i></p>