

Grades 4–5

Braille

ACCESS for ELLs[®]

**Sample Items User Guide
for Braille
UEB Contracted**

4–5
BR

Braille Basics

This page contains general information about the braille student test booklet. It is primarily intended for test administrators who are not familiar with administering assessments in braille.

- Braille page numbers are on the bottom right corner of all odd pages. There are no braille page numbers on even pages.
- The corresponding print page number appears on the top right corner of all pages with any braille information on it. A letter designation is placed before the page number when multiple braille pages are used (e.g., 8, a8, b8).
- A single page of text in the print booklet may span multiple pages of braille.
- Pictures will appear as either a picture description (description in text), tactile graphic (graphic using a raised image), or a combination of both. Other times, the pictures have been completely removed.
- A dotted line going across the page is an indicator that material from two different pages of the print booklet appears on the same page of text.
- A double dotted line going across the page indicates the beginning or end of a table.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	0	capital follows	decimal follows	number follows
.	,	?	!	:	;	-	/	<	>	()	space

Using this document

Review these sample items to gain a better understanding of the look, feel, and process of the ACCESS for ELLs test. Use these items in any way that is helpful for you and your students. If practical for your classroom, WIDA strongly encourages you to use the sample test administrator script to do a full mock administration of the sample items, as a realistic administration can help prepare your students for the real test.

If you do plan a mock administration, read through this document and set aside adequate time to explain each activity and allow students to answer the questions.

- If you will be transcribing student responses, see the [Accessibility and Accommodations Manual](https://portal.wida.us/resource/detail/5fafc1fb-24ca-eb11-a2df-0050568beee8) (portal.wida.us/resource/detail/5fafc1fb-24ca-eb11-a2df-0050568beee8) for transcription information and guidelines.

You will find materials for mock administration in your Braille Kit.

Pre-recorded audio files are available on wida.wisc.edu to administer the Listening sample item.

How to read the script

The script includes text that is read aloud during test administration as well as directions for the test administrator:

- Read aloud all bold text. Instructions students hear are **black and bold**.
- Read aloud ***italicized bold*** text when necessary.
- Do NOT read unbolded text aloud. Unbolded text gives directions to the test administrator.
- Instructions for controlling the Listening or Speaking test audio recording appear in all caps.
- Text with a grey background is provided only for the administrator's reference. Do NOT read aloud.
- The track number is displayed to the left of recorded audio for easy reference.

Read all bold text aloud.

You should be on the page labeled “Practice 1” at the top.

Do NOT read this text aloud. All unbolded text serves only as a guide for the test administrator.

There is a tactile graphic with labels that will help you understand what you hear. A tactile graphic is provided for each answer choice. Read the answer choices.

Instructions for controlling the Listening or Speaking test audio recording appear in all caps.

Now, when I start the recording, you must listen carefully because you will hear everything only one time. First you will hear some directions, and then you will answer Letter A at the bottom. Put your finger on Letter A to show me that you found it.

Scan the room and make sure all students are in the right place. If necessary, help the student find letter A.

O.K. Now listen carefully to the recording.

PRESS PLAY. (TRACK 1)

All text with a grey background must NOT be read aloud by the test administrator. Use these parts for reference or to follow along with the Listening test audio recording.

TRACK 1

Narrator:

Practice 1.

Look at the big picture. It shows Ms. Miller and her students working in a classroom. Listen to what they say.

Letter A.

Female student:

Ms. Miller, what time is it?

Female teacher:

The clock tells you the time. It is eleven o'clock.

Narrator:

Which picture shows a clock?

The track number is displayed to the left of recorded audio for easy reference.

4–5 Listening Sample Item: All About Mushrooms

Explain to your students that they are about to complete a listening exercise. This exercise is similar to a test they will take in the future. The test will be their opportunity to demonstrate their English proficiency in listening, and this practice exercise will help them get ready for the test.

Set aside 30 minutes to explain the activity and allow students to answer the questions.

- Students are allowed to explore any graphics, charts, or tables before answering the questions. Students only get to hear the recording or script one time. Letting them explore the graphics before they listen allows them to concentrate on listening.
- If you are using the pre-recorded audio files, you may need to pause the recording in order to give students time to familiarize themselves with the graphics and answer the questions.

When the students are ready and understand what they are going to do, pass out the test materials. Each student needs a complete copy of the sample test items and a braille writing tool.

Ask the students to write their name at the top of each page.

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

Find the page labeled “Part A: All About Mushrooms” at the top.

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

In this listening exercise, you will listen to people talking on a recording, and then you will write the question number and answer choice for each question.

There is a picture description on the page. Follow along as I read the picture description aloud. It says, “Picture: The picture shows mushrooms growing on a log and a plant growing in soil.”

There is a tactile graphic with labels that will help you understand what you hear. Find this graphic and read the labels.

Number 1: There are picture descriptions for the answer choices. Follow along as I read the picture descriptions aloud.

A. Picture: Forest floor in spring covered with green moss.

B. Picture: Desert floor.

C. Picture: Forest floor in winter covered with white snow.

The audio recording talks about filling in circles to indicate answer choices. Make sure the student understands that a question number and answer choice have to be written instead of filling in circles.

Listen carefully because you will hear the recording only one time. Do you have any questions?

Answer questions.

O.K., let's begin now.

PRESS PLAY. (TRACK 1)

Allow each track to play in its entirety. You may need to pause the recording in order to give students time to familiarize themselves with graphics and answer the questions. The recording is programmed to allow students 20 seconds to answer the question. Do not advance the track manually if students need less time to answer.

Scan the room to make sure all students are on the correct page and item number.

If students are not writing the question number and the answer or seem confused at any point during the exercise, say: **Remember, use your braille writing tool to write the question number and your answer.**

TRACK 1	<p>Narrator:</p> <p>Part A: All About Mushrooms.</p> <p>Listen as Ms. Bell teaches her students about mushrooms.</p> <p>Number 1.</p> <p>Female teacher:</p> <p>Mushrooms are a well-known type of fungus. A fungus is different from a plant in many ways. One way is that a plant gets its energy from sunlight, and a fungus does not. A fungus usually grows in a place that is warm and damp, or wet. The forest floor is a good place for a fungus to grow because trees and plants block the sunlight, and rain provides moisture.</p> <p>Male student:</p> <p>So mushrooms don't grow in places that are hot and dry, like deserts?</p> <p>Female teacher:</p> <p>Not usually. Mushrooms get their nutrients, or food, from the dead plants around them. Too much heat may cause the plants to dry up quickly. And if it's too cold, the plants may freeze, so there wouldn't be any nutrients to help the mushrooms grow.</p> <p>Narrator:</p> <p>From what you heard, which picture shows where a mushroom would probably grow?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
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Stop the recording.

NOTE: THE WORD "MYCELIA" IS PRONOUNCED /my-SEE-lee-ah/.

There is a picture description on the page. Follow along as I read the picture description aloud. It says, "Picture: The picture shows the cap of a mushroom on the surface and thread-like structures called mycelia under the surface of the earth."

Now listen.

PRESS PLAY. (TRACK 2)

TRACK 2	<p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 2.</p> <p>Take a moment now to read the answer choices.</p> <p>Now listen.</p> <p>Male student:</p> <p>How are new mushrooms formed? Do mushrooms have seeds?</p> <p>Female teacher:</p> <p>Good questions. Mushrooms do not have seeds. Instead, they have spores, which have a similar function to plant seeds.</p> <p>Male student:</p> <p>So how do the spores help mushrooms to reproduce?</p> <p>Female teacher:</p> <p>Look at the picture. Spores form under the cap of the mushroom. Eventually they fall out and are carried away by the wind. If they land near a food source, the spores begin growing thread-like structures, called mycelia, under the surface of the earth. The mycelia absorb nutrients from the surrounding soil, and eventually a new mushroom grows above the surface.</p> <p>Narrator:</p> <p>Why do mushrooms need mycelia?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
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Stop the recording.

For Number 3, find the picture of the food chain pyramid. Start at the bottom of the pyramid with producers, which are plants.

Do you have any questions?

Answer questions.

Now listen.

PRESS PLAY. (TRACK 3)

TRACK 3	<p>Narrator:</p> <p>Number 3.</p> <p>Take a moment now to read the answer choices.</p> <p>Now listen.</p> <p>Female teacher:</p> <p>Look at the food chain pyramid. Let's start with producers, which are plants. They get their energy from sunlight and water, and then the energy transfers up to consumers. In the pyramid, you can see two kinds of consumers: herbivores and carnivores. Herbivores get their energy from eating plants, and carnivores get their energy from eating animals.</p> <p>Male student:</p> <p>So how do mushrooms fit into the food chain pyramid?</p> <p>Female teacher:</p> <p>Mushrooms are decomposers. They get their energy from dead organisms.</p> <p>Male student:</p> <p>So mushrooms get their energy from dead plants and animals. And when organisms decompose, they break down, right? Mushrooms help make this process faster.</p> <p>Female teacher:</p> <p>That's right. Mushrooms have a very important role in the ecosystem. They make the soil more fertile by adding nutrients from the dead organisms back into it. Then producers use the minerals in the soil, along with energy from the sun, to grow.</p> <p>Narrator:</p> <p>How are mushrooms important to the ecosystem?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
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The recording will stop automatically.

Confirm students followed the instructions and wrote one answer for each question.

End the testing session by saying:

Good job. You have reached the end of the section. I will collect your papers.

NOTE: The following transcript of the audio files is provided if the student requires a human reader accommodation during testing situations. Only in that case should you read aloud the script below instead of playing the audio files.

Find the page labeled “All About Mushrooms” at the top.

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

In this listening exercise, you will listen to me speak, and then you will write the question number and answer choice for each question.

There is a picture description on the page. Follow along as I read the picture description aloud. It says, “Picture: The picture shows mushrooms growing on a log and a plant growing in soil.”

There is a tactile graphic with labels that will help you understand what you hear. Find this graphic and read the labels.

Number 1: There are picture descriptions for the answer choices. Follow along as I read the picture descriptions aloud.

A. Picture: Forest floor in spring covered with green moss.

B. Picture: Desert floor.

C. Picture: Forest floor in winter covered with white snow.

Listen carefully because I will say everything only one time. Do you have any questions?

Answer questions.

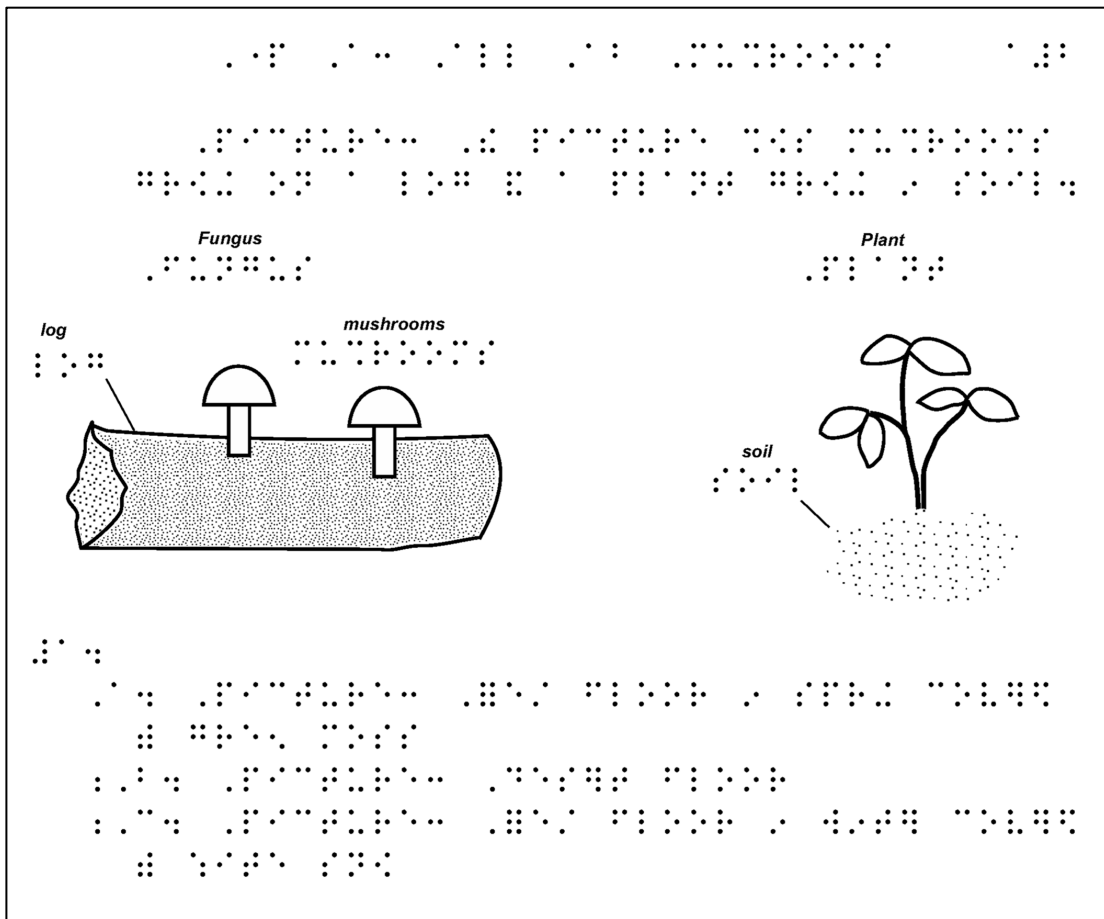
O.K., let’s begin now.

If students are not writing the question number and the answer or seem confused at any point during the exercise, say: ***Remember, use your braille writing tool to write the question number and your answer.***

Part A: All About Mushrooms PAUSE.

Listen as Ms. Bell teaches her students about mushrooms. PAUSE.

Number 1. PAUSE.



Female teacher:

Mushrooms are a well-known type of fungus. A fungus is different from a plant in many ways. One way is that a plant gets its energy from sunlight, and a fungus does not. A fungus usually grows in a place that is warm and damp, or wet. The forest floor is a good place for a fungus to grow because trees and plants block the sunlight, and rain provides moisture.

Male student:

So mushrooms don't grow in places that are hot and dry, like deserts?

Female teacher:

Not usually. Mushrooms get their nutrients, or food, from the dead plants around them. Too much heat may cause the plants to dry up quickly. And if it's too cold, the plants may freeze, so there wouldn't be any nutrients to help the mushrooms grow.
PAUSE.

From what you heard, which picture shows where a mushroom would probably grow?
PAUSE.

NOTE: THE WORD "MYCELIA" IS PRONOUNCED /my-SEE-lee-ah/.

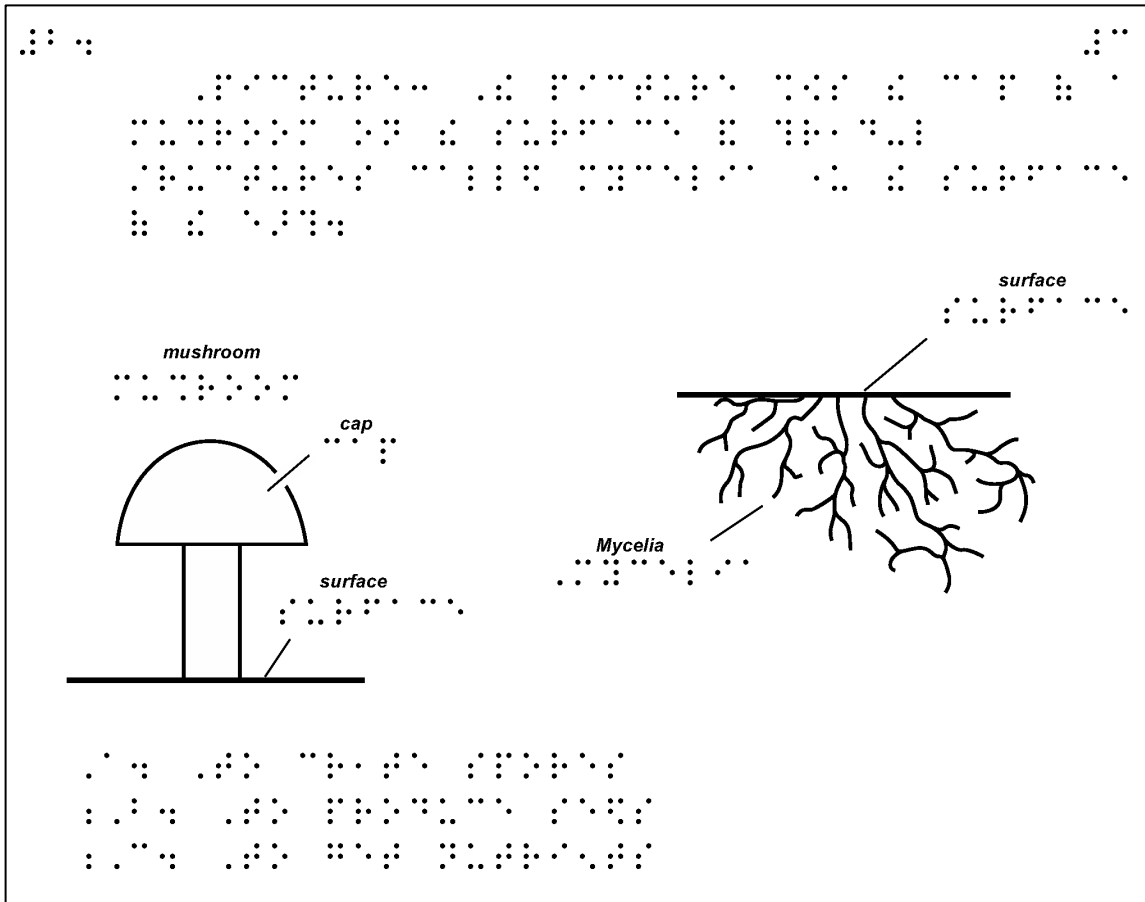
Go to the top of the next page. PAUSE.

Number 2.

There is a picture description on the page. Follow along as I read the picture description aloud. It says, "Picture: The picture shows the cap of a mushroom on the surface and thread-like structures called mycelia under the surface of the earth."

Take a moment now to read the answer choices. PAUSE.

Now listen. PAUSE.



Male student:

How are new mushrooms formed? Do mushrooms have seeds?

Female teacher:

Good questions. Mushrooms do not have seeds. Instead, they have spores, which have a similar function to plant seeds.

Male student:

So how do the spores help mushrooms to reproduce?

Female teacher:

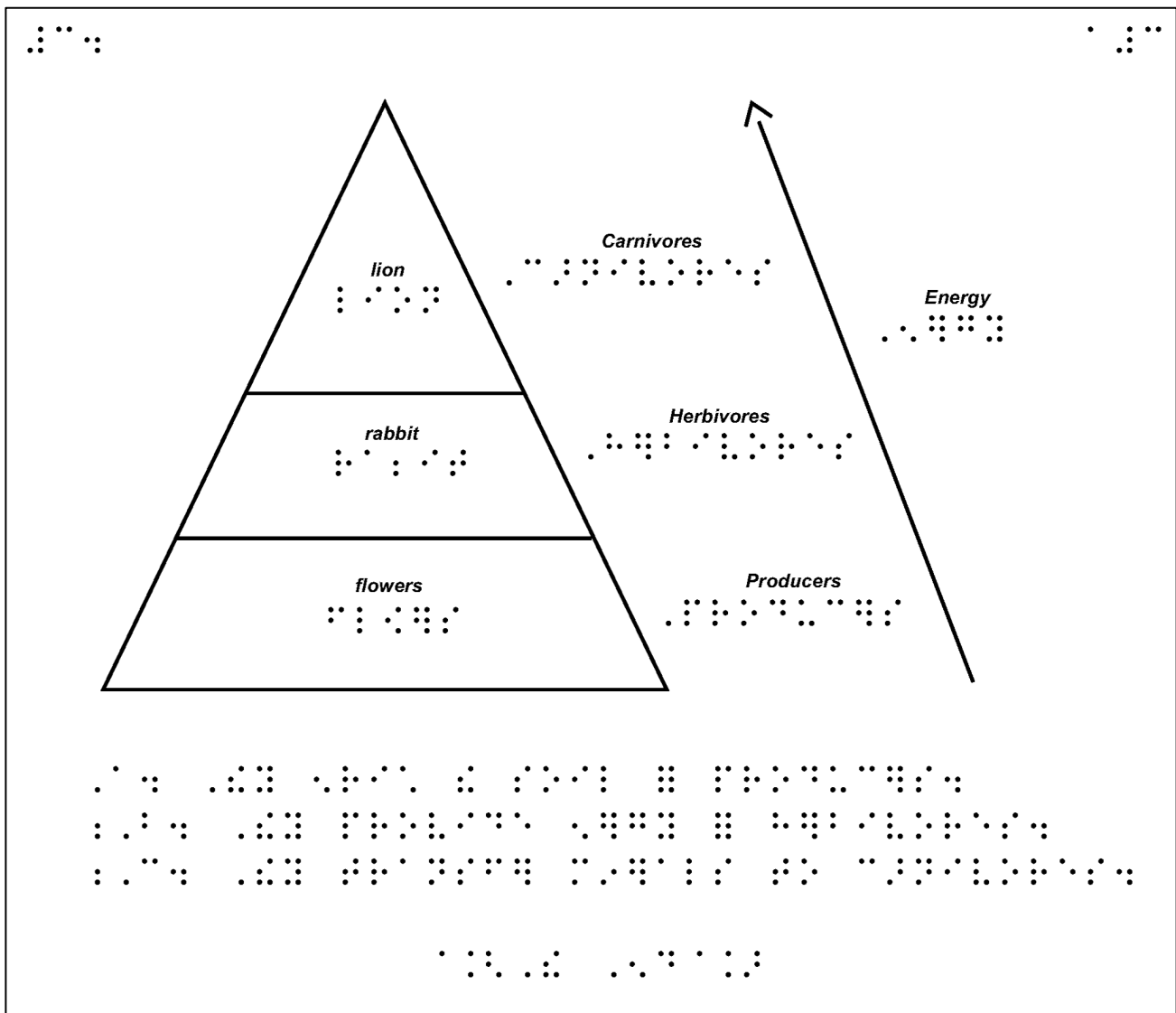
Find the picture description and tactile graphic. Spores form under the cap of the mushroom. Eventually they fall out and are carried away by the wind. If they land near a food source, the spores begin growing thread-like structures, called mycelia (READ AS / my-SEE-lee-ah/), under the surface of the earth. The mycelia absorb nutrients from the surrounding soil, and eventually a new mushroom grows above the surface. PAUSE.

Why do mushrooms need mycelia? PAUSE.

Number 3. PAUSE.

Take a moment now to read the answer choices. PAUSE.

Now listen. PAUSE.



Female teacher:

Find the food chain pyramid. Let's start at the bottom with producers, which are plants. They get their energy from sunlight and water, and then the energy transfers up to consumers. In the pyramid, there are two kinds of consumers: herbivores and carnivores. Herbivores get their energy from eating plants, and carnivores get their energy from eating animals.

Male student:

So how do mushrooms fit into the food chain pyramid?

Female teacher:

Mushrooms are decomposers. They get their energy from dead organisms.

Male student:

So mushrooms get their energy from dead plants and animals. And when organisms decompose, they break down, right? Mushrooms help make this process faster.

Female teacher:

That's right. Mushrooms have a very important role in the ecosystem. They make the soil more fertile by adding nutrients from the dead organisms back into it. Then producers use the minerals in the soil, along with energy from the sun, to grow.
PAUSE.

How are mushrooms important to the ecosystem? PAUSE.

Confirm students followed the instructions and wrote one answer for each question.

End the testing session by saying:

Good job. You have reached the end of the section. I will collect your papers.

4–5 Reading Sample Item: Ancient Hopi and Iroquois People

Explain to your students that they are about to complete a reading exercise. This exercise is similar to a test they will take in the future. The test will be their opportunity to demonstrate their English proficiency in reading, and this practice exercise will help them get ready for the test.

Set aside 30 minutes to explain the activity and allow students to answer the questions.

- Students are allowed to explore any graphics, charts, or tables before answering the questions.

When the students are ready and understand what they are going to do, pass out the test materials. Each student needs a complete copy of the sample test items and a braille writing tool.

Ask the students to write their name at the top of each page.

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

You are going to read this to yourself and answer the questions on your own. The directions and the tactile graphic will help you understand the questions.

Some items on the Reading test may have picture descriptions, tables, or tactile graphics with labels. I will read picture descriptions aloud but am not able to read any test questions. I can also help you orient to graphics.

Remember to write both the question number and your response for each question.

There is a picture description on the page. Follow along as I read the picture description aloud. It says, “Hopi Pueblos Picture: The houses are many levels and made of adobe, a brick-like material. Iroquois Longhouse Picture: The house is a long, rectangular shape and made from wood and tree bark.”

Number 13: There are picture descriptions for the answer choices. Follow along as I read the picture descriptions aloud.

A. Picture: Horse.

B. Picture: Dog.

C. Picture: Camel.

Do you have any questions?

Answer questions.

O.K., you may begin now.

Locations and Homes of the
Ancient Hopi and Iroquois People



Braille text block containing the main title and labels from the map, repeated in Braille format.

Monitoring the test

As you walk around the room and monitor the students' work, check to make sure that each question has been answered. Do not check whether responses are correct or not. If any responses are missing, point them out to the students and invite them to try again.

End the testing session by saying:

Good job. You have reached the end of the section. I will collect your papers.

4–5 Writing Sample Item: Pacific Islander Life

Explain to your students that they are about to complete a writing exercise. This exercise is similar to a test they will take in the future. The test will be their opportunity to demonstrate their English proficiency in writing, and this practice exercise will help them get ready for the test.

Set aside 45 minutes to explain the activity and allow students to answer the questions.

- Students are allowed to explore any graphics, charts, or tables before answering the questions.

When the students are ready and understand what they are going to do, pass out the test materials. Each student needs a complete copy of the sample test items and a braille writing tool.

Ask the students to write their name at the top of each page.

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

Now you are going to take a Writing test in English. Some writing prompts might be easy for you and others might be hard. It is important that you do the best you can.

Find the page that says, "Part C: Pacific Islander Life."

Make sure the student is on that page.

There are picture descriptions on the page. Follow along as I read the picture descriptions aloud.

Picture 1: Tane is flying a kite while Kura climbs a tree.

Picture 2: Kura and two other women are sitting on the ground outside weaving plant leaves into baskets or clothing. A large woven basket sits on the ground in front of them.

Picture 3: Tane is pulling a vegetable plant out of the ground. A woven basket filled with vegetables is behind him. An adult is using a tool with a long handle and sharp edge to remove another vegetable plant from the ground.

Picture 4: Tane and an adult stand outside looking at the woven baskets of cooked fish and vegetables in front of them. A pile of hot rocks is on the ground beside them.

You will write how your life is the same and different from Tane and Kura's life. You have two print pages or about three and a half braille pages for your essay.

While you write, think about these questions:

- Am I following directions?
- Am I explaining my ideas clearly?
- Is my writing organized?
- Am I choosing the best words for my writing?"

These questions are important. Answer these questions in your head. If the answer to any of these questions is "No," then you should try to make your writing better. When you

finish writing, remember to go back and check your work. This is important and will help you do your best on the test.

Do you have any questions about checking your work?

Answer questions.

O.K., you may begin now.

Monitoring the test

Monitor the students. Check to make sure everyone is following directions. When the students have finished writing, encourage them to check their work using the questions on the last page.

If students are working productively at the end of 30 minutes and need more time, allow them no more than 5 additional minutes to complete their work and then say: ***Please finish what you are writing now.*** PAUSE.

End the testing session by saying:

Good job. You have reached the end of the section. I will collect your papers.

