

Grades 9–12

Braille

ACCESS for ELLs[®]

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

**9–12
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.

9–12 Listening Sample Item: Ticket Prices

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 “Ticket Prices” 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 tactile graphic with labels that will help you understand what you hear. Find this graphic and read the labels. Note that the horizontal axis of the graph is called the *x-axis*. The vertical axis is called the *y-axis*.

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. (TRACKS 1, 2, and 3)

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: Ticket Prices.</p> <p>Ms. Watson is helping students with a graph about ticket prices. Listen as she talks to them about the graph.</p> <p>Go to the top of the next page.</p> <p>Number 1.</p> <p>Female teacher:</p> <p>Let's take a look at this graph. A museum offers three different ticket packages. The number of tickets is on the x-axis, and the total cost of the tickets is on the y-axis. Look at the three lines on the graph. Each line has a slope, which is how steep the line is. The bigger the slope, the steeper the line. Package One has a slope of thirty, Package Two has a slope of five, and Package Three has a slope of fifteen.</p> <p>Narrator:</p> <p>According to what you just heard, what line has the largest slope? [15 seconds of silence; tone plays; 5 seconds of silence]</p>
TRACK 2	<p>Narrator:</p> <p>Number 2.</p> <p>Take a moment now to look at the answer choices.</p> <p>I am going to ask you, "Which equation shows what the student found?"</p> <p>Now listen.</p> <p>Male student:</p> <p>Ms. Watson, how did you come up with this graph? Can you explain the equation that you used to graph the line for Package Three?</p> <p>Female teacher:</p> <p>Sure, David. Package Three is represented by the purple line with the xes. The line shows that for Package Three, the first ticket costs ten dollars, and each additional ticket costs fifteen dollars. Here is the formula you can use. Ready? "y equals ten plus fifteen times the quantity, x minus one" where y is the total cost, and x is the total number of tickets purchased. And to find out how much money five tickets cost, we replace x with five.</p> <p>Male student:</p> <p>O.K., I get it. The total cost, y, equals the price of the first ticket, which is ten dollars, plus 15, the cost of additional tickets, multiplied by the number of additional tickets.</p> <p>Narrator:</p> <p>Which equation shows what the student found? [15 seconds of silence; tone plays; 5 seconds of silence]</p>

TRACK 3	<p>Narrator:</p> <p>Turn the page.</p> <p>Number 3.</p> <p>Female teacher:</p> <p>The line in the graph shows the prices for tickets in Package Two in August. The first ticket costs twenty dollars, and every additional ticket costs five dollars. In September, the price of the first ticket will remain the same; however, additional tickets will double in cost, for a price of ten dollars each. So, what would that mean if we were to graph the new line?</p> <p>Male student:</p> <p>Well, I know the slope of the line can be calculated with the formula rise over run. The run in the formula for the new line will remain the same, since the number of tickets isn't changing. However, the rise will be ten instead of five, since each additional ticket is doubling in cost next month. So, the slope of the line for ticket sales next month would increase because tickets will be more expensive.</p> <p>Female teacher:</p> <p>Good work, David.</p> <p>Narrator:</p> <p>According to what you just heard, what would the graph of ticket prices for Package Two look like in September?</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 provided 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 bold text in the script below instead of playing the audio files.

Find the page labeled “Ticket Prices” 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 tactile graphic with labels that will help you understand what you hear. Find this graphic and read the labels.

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

Answer questions.

O.K., let’s begin now.

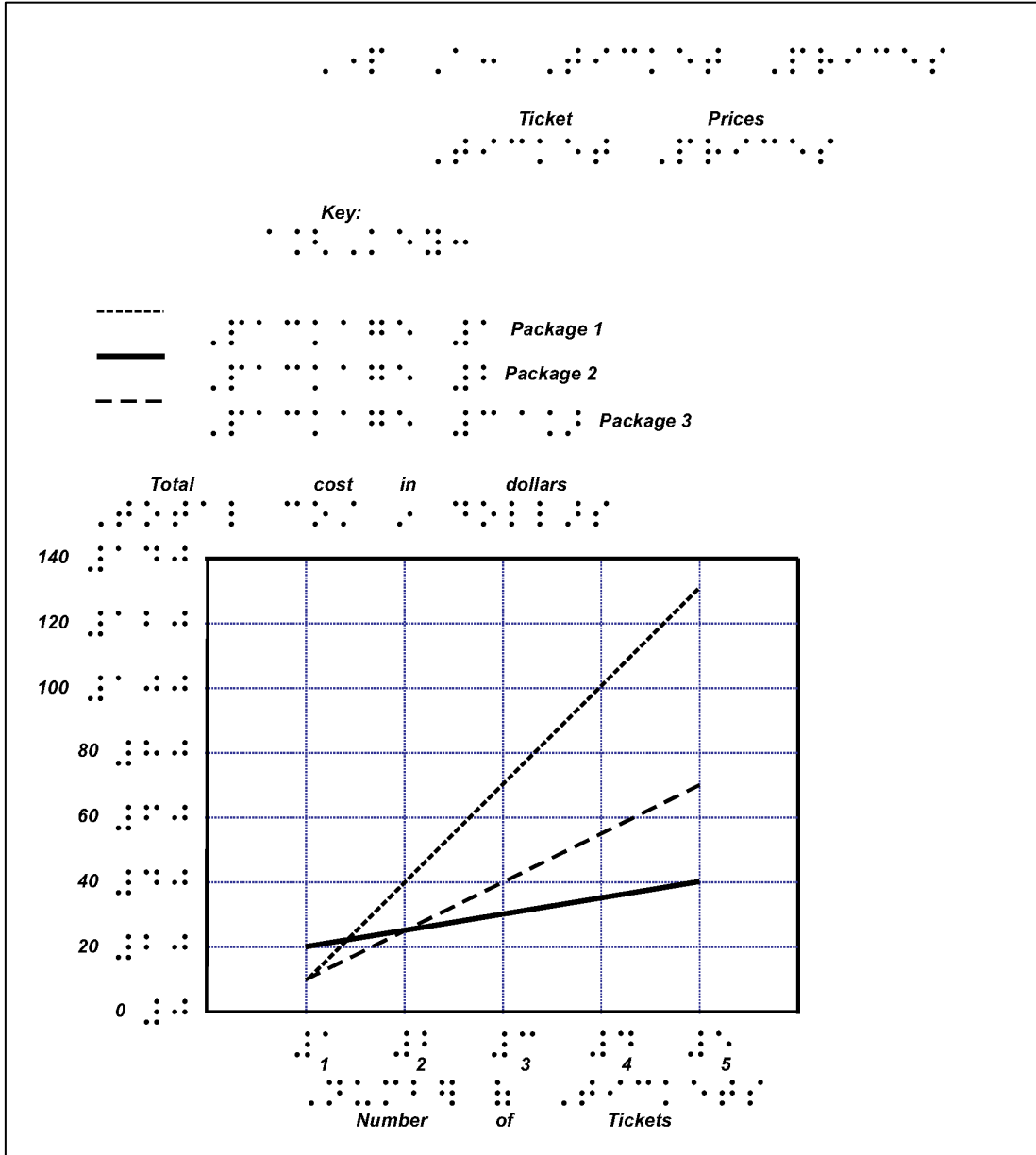
If students are not writing the question number and the answer or seem confused at any point during the exercise, say: ***Remember, use your braille writing tool to write the question number and your answer.***

Part A: Ticket Prices PAUSE.

Ms. Watson is helping students with a graph about ticket prices. Listen as she talks to them about the graph. PAUSE.

Go to the top of the next page. PAUSE.

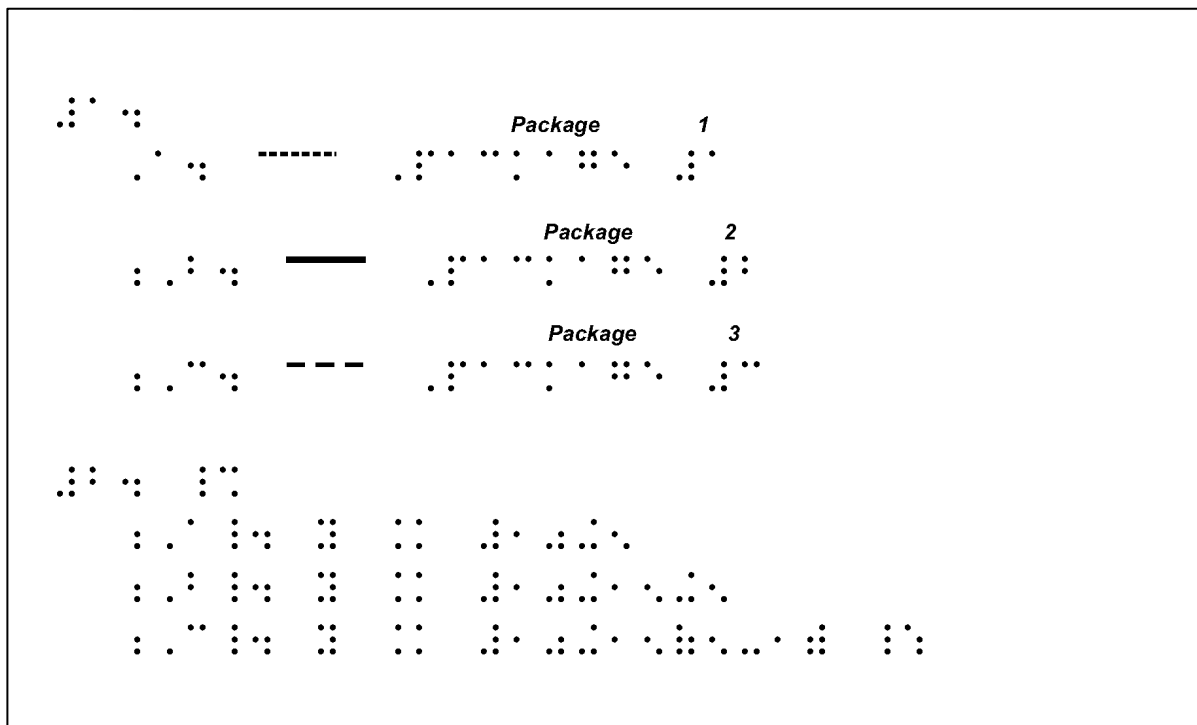
Number 1. PAUSE.



Female teacher:

The graph shows that a museum offers three different ticket packages. The number of tickets is on the horizontal axis, and the total cost of the tickets is on the vertical axis. Find the three lines on the graph. Each line has a slope, which is how steep the line is. The bigger the slope, the steeper the line. Package One has a slope of thirty, Package Two has a slope of five, and Package Three has a slope of fifteen. PAUSE.

According to what you just heard, what line has the largest slope? PAUSE.



Number 2. PAUSE.

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

I am going to ask you, “Which equation shows what the student found?” PAUSE.

Now listen. PAUSE.

Male student:

Ms. Watson, how did you come up with this graph? Can you explain the equation that you used to graph the line for Package Three?

Female teacher:

Sure, David. Package Three is represented by the dashed line. The line shows that for Package Three, the first ticket costs ten dollars, and each additional ticket costs fifteen dollars. Here is the formula you can use. Ready? “y equals ten plus fifteen times the quantity, x minus one” where y is the total cost, and x is the total number of tickets purchased. And to find out how much money five tickets cost, we replace x with five.

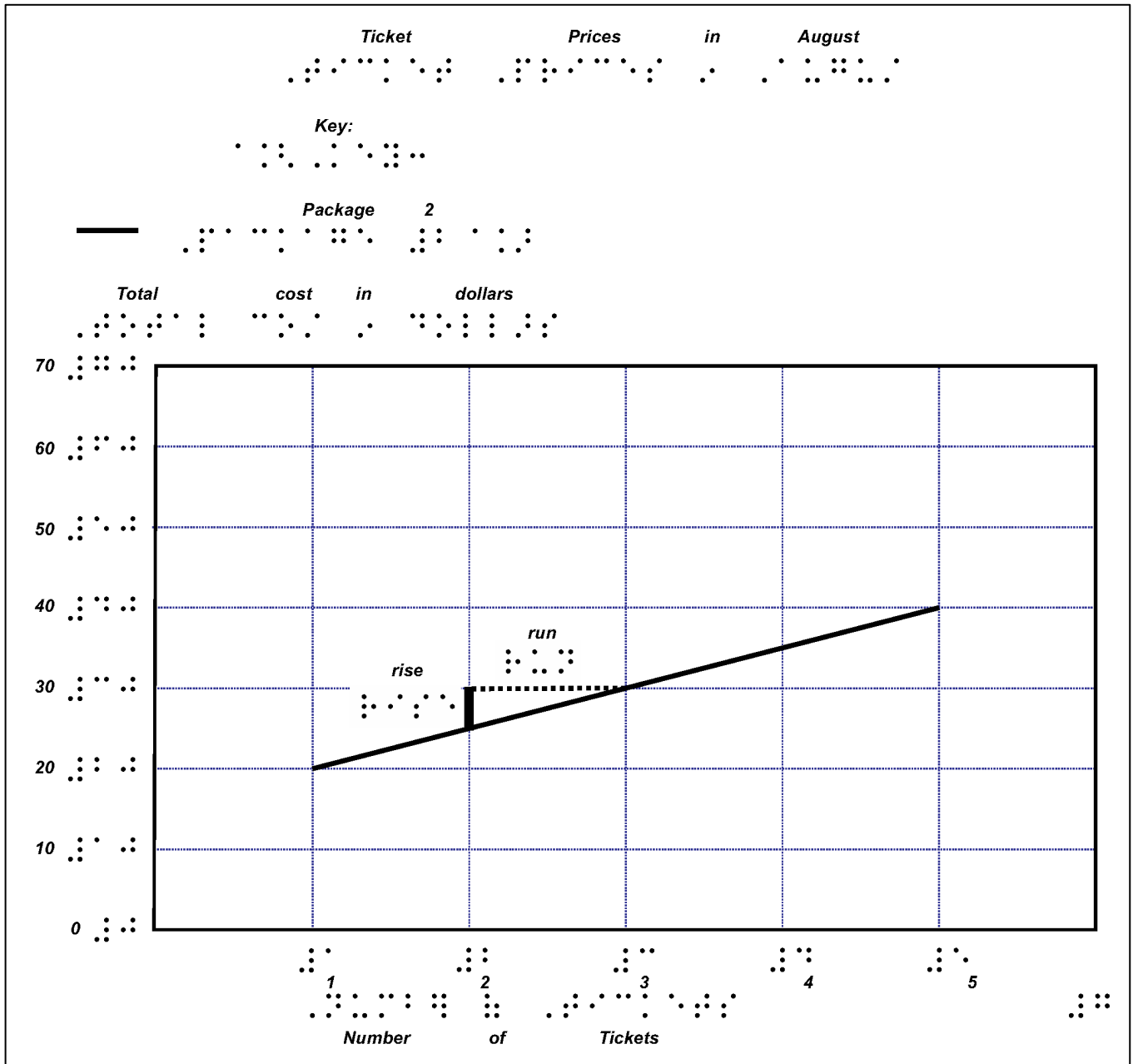
Male student:

O.K., I get it. The total cost, y , equals the price of the first ticket, which is ten dollars, plus 15, the cost of additional tickets, multiplied by the number of additional tickets. PAUSE.

Which equation shows what the student found? PAUSE.

Turn the page. PAUSE.

Number 3. PAUSE.



Female teacher:

The line in the graph shows the prices for tickets in Package Two in August. The first ticket costs twenty dollars, and every additional ticket costs five dollars. In September, the price of the first ticket will remain the same; however, additional tickets will double in cost, for a price of ten dollars each. So, what would that mean if we were to graph the new line?

Male student:

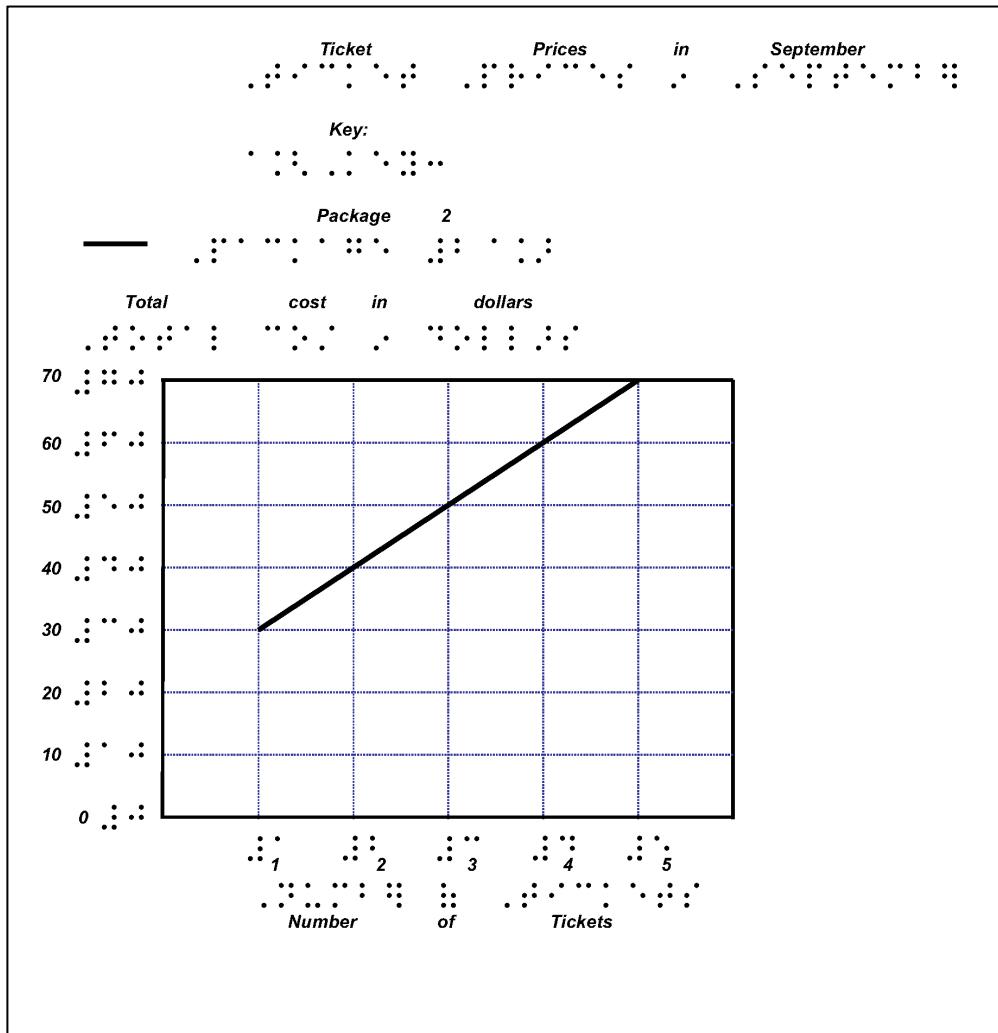
Well, I know the slope of the line can be calculated with the formula rise over run. The run in the formula for the new line will remain the same, since the number of tickets isn't changing. However, the rise will be ten instead of five, since each additional ticket is doubling in cost next month. So, the slope of the line for ticket sales next month would increase because tickets will be more expensive.

Female teacher:

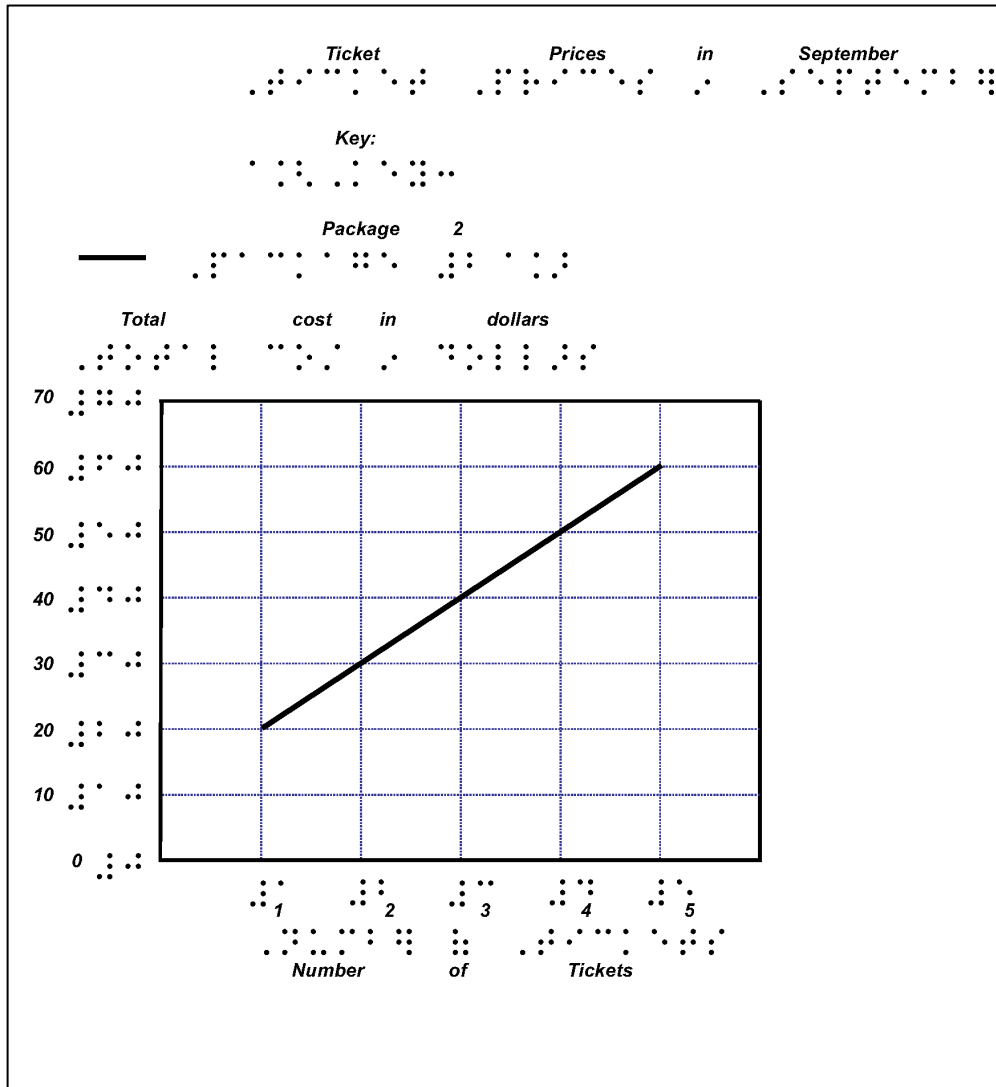
Good work, David. PAUSE.

According to what you just heard, what would the graph of ticket prices for Package Two be in September? PAUSE. Note that the following three graphs depict the answer choices A, B, and C.

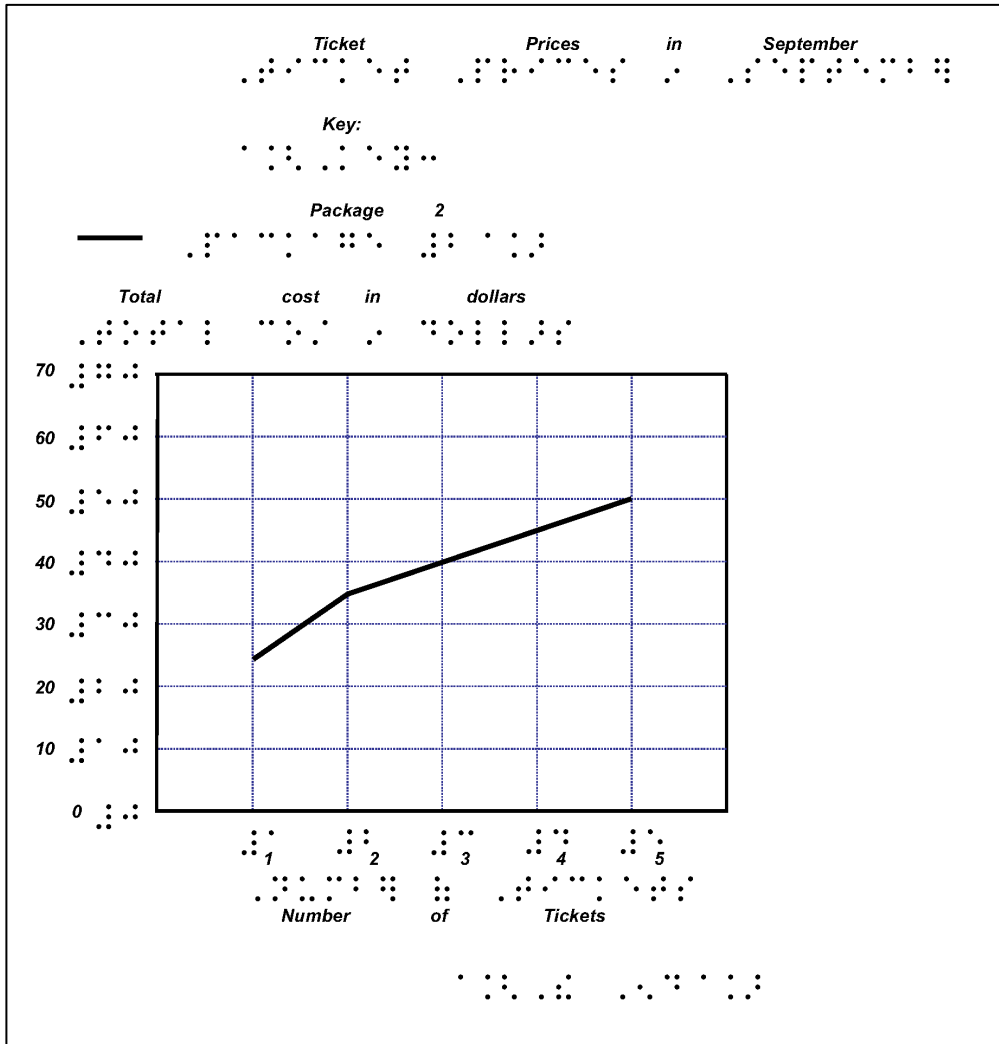
A.



B.



C.



Confirm students followed the instructions and provided 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.

9–12 Reading Sample Item: Class Survey

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.

Do you have any questions?

Answer questions.

O.K., you may begin now.

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.

9–12 Writing Sample Item: Environmental Scholarship

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 the page.

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

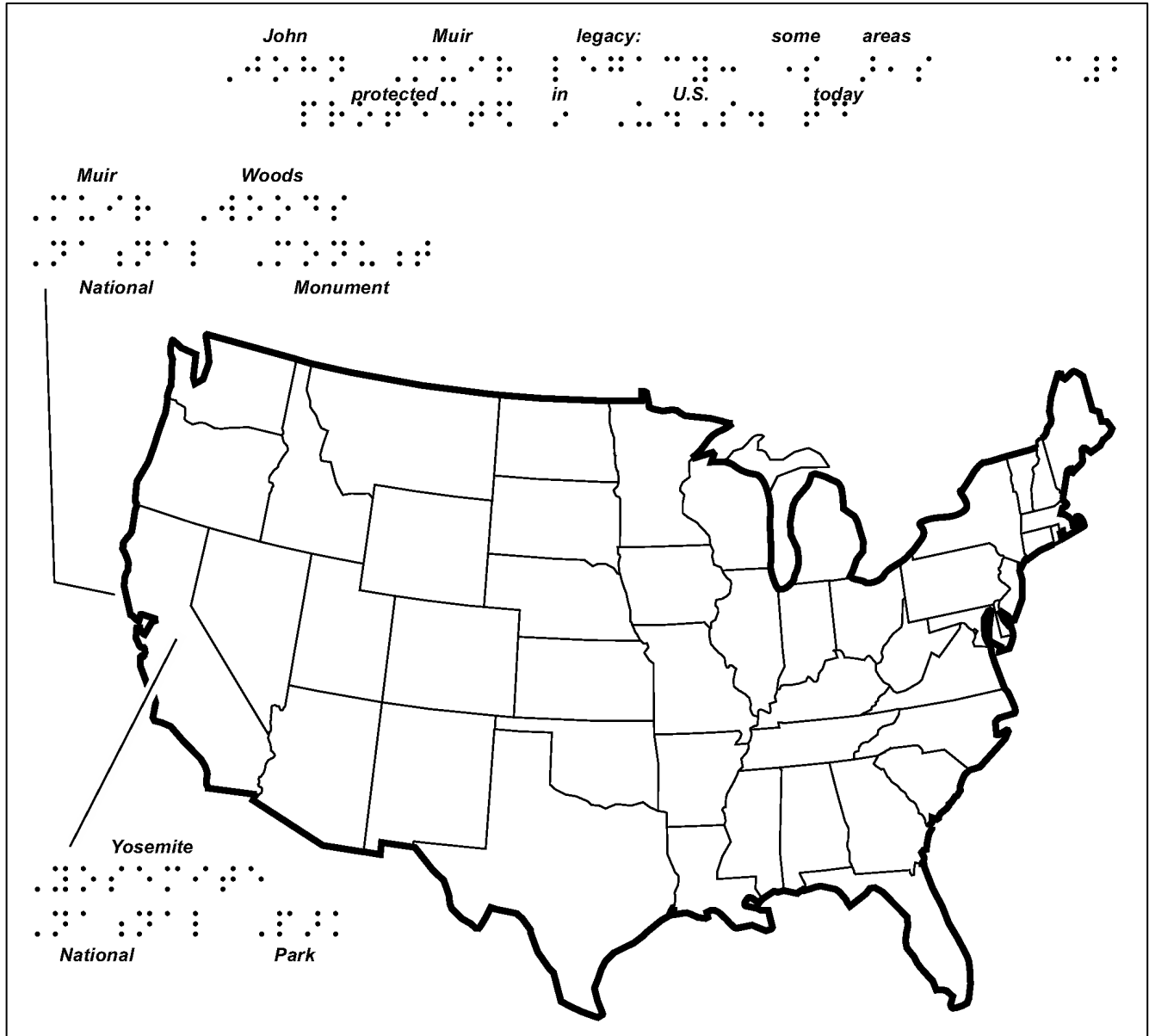
Now you are going to take a Writing test in English. Some writing prompts might be easy for you and others might be hard. It is important that you do the best you can.

Find the page that says, "Part C: Environmental Scholarship."

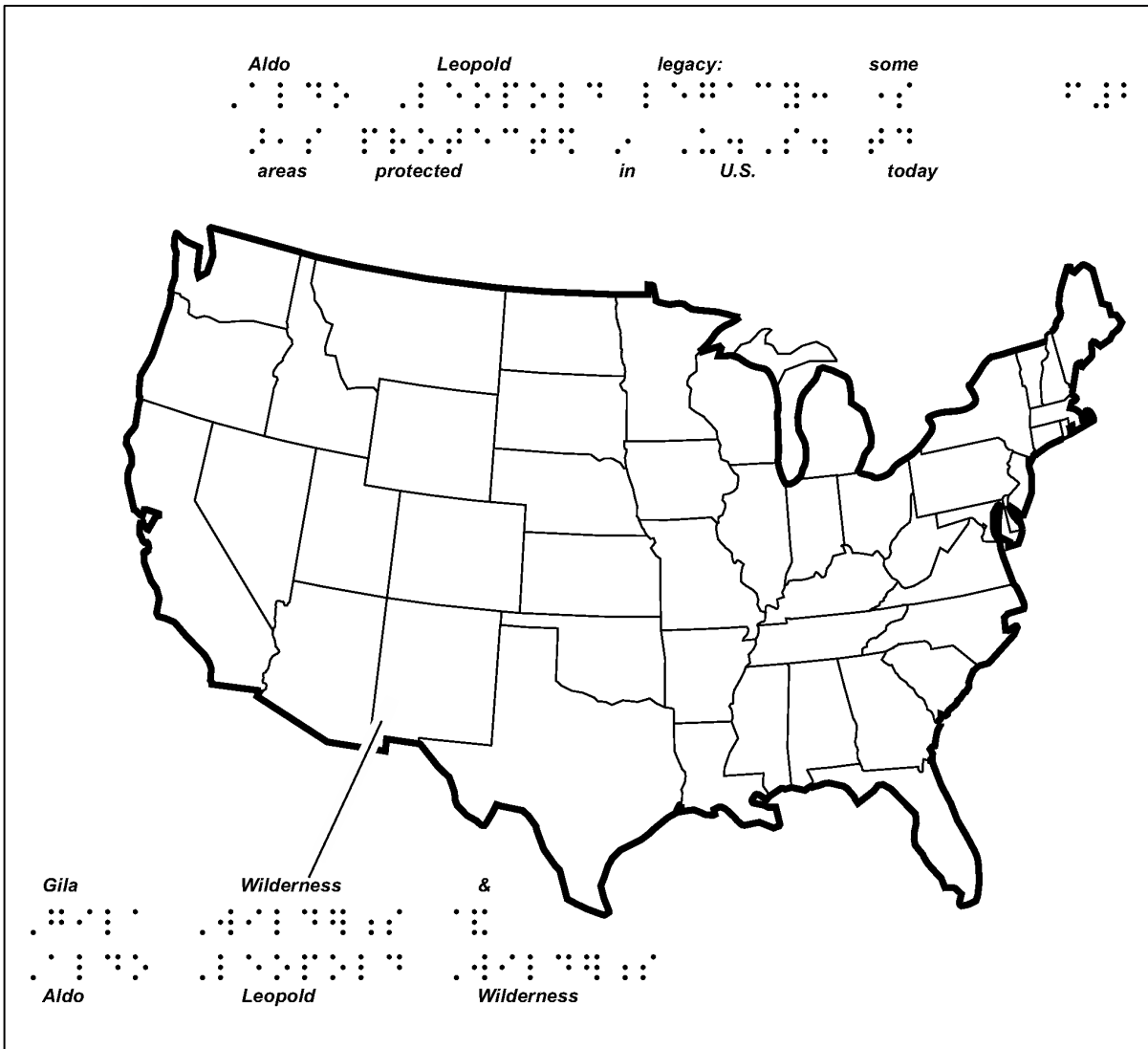
Make sure the student is on that page.

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

Under the third Legacy and Activism bullet: Picture: John Muir in Yosemite Valley on California quarter.



Under the only Writings bullet: Picture: Aldo Leopold's popular essays about experiences with nature.



You have two print pages or about three and a half Braille pages for your letter.

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.

