

ACCESS for ELLs[®]

Sample Writing Item: David's Idea

Using this document: Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Online Writing test. Use this item in any way that is helpful for you and your students: for example, you might assign this item as homework, as an in-class exercise, or as a group activity. If practical for your classroom, WIDA strongly encourages you to use the sample test administrator script to do a full mock administration of this sample item, 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 30 minutes to explain the activity and allow students to write their responses. Create materials for the mock administration by printing:

- One copy of pages 2–4 for each student.
You can print pages 3 and 4 as a double-sided single sheet.
- One copy of pages 6–7 for yourself.
You can print this as a double-sided single sheet.

Explain to your students what they will do, and then read the script provided to administer the sample item.

David's Idea

These pictures show a story about David and his mom. David wanted to decorate for visitors, but he had a problem when the store did not sell the flags he wanted.



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One day . . .

[illegible]

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 the text in bold font.** These are the instructions for the students.
- Do not read the unbolded text aloud. These are directions for you, not for the students.
- When administering the Writing test, you may hold up a Writing Test Booklet and point to the pictures and words while reading the script.

Below is a sample of the Writing script with these points highlighted.

The diagram illustrates the components of a writing script and how they should be read. On the left, three boxes provide instructions: 'Read aloud all bold text.', 'Do not read unbolded text aloud. These directions are for you only.', and 'Read this italicized bold text aloud when necessary.' Arrows point from these boxes to specific parts of a sample script on the right. The first arrow points to the bold heading 'This page says, “Part C.”'. The second arrow points to the bold sentence 'Look at the sentence at the top. It says, “This picture shows a classroom.”'. The third arrow points to the italicized bold sentence 'The teacher is giving a pencil to a girl.' within a paragraph.

Read aloud all bold text.

Do not read unbolded text aloud. These directions are for you only.

Read this italicized bold text aloud when necessary.

This page says, “Part C.”

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

Look at the sentence at the top. It says, “This picture shows a classroom.”

Look at Picture A. What is happening the picture?

Allow time for students to respond. If necessary, say: ***The teacher is giving a pencil to a girl.***

Look back at the big picture. Find the teacher giving a pencil to a girl. PAUSE.

What else do you see happening in the picture?

Allow time for students to respond.

Introducing the Sample Item

Explain to your students that they’re 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 skills in writing, and this practice exercise will help them get ready for the test.

When the students are ready and understand what they’re going to do, pass out the test materials. Each student needs a complete copy of the sample test item.

Read the script on the following pages to guide students through the writing task.

Tier B/C: David's Idea

This page says, “David’s Idea.”

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

Look at the sentences at the top. They say, “These pictures show a story about David and his mom. David wanted to decorate for visitors, but he had a problem when the store did not sell the flags he wanted.”

Now look at Picture A. PAUSE. What happened at the beginning of the story?

Allow time for students to respond. If necessary, say: *David wanted to hang some flags to decorate for visitors.*

Now look at Picture B. PAUSE. So, David and his mom went to a store. David asked if they had colorful flags, but the worker told them that the store did not sell those flags.

Now look at Picture C. PAUSE. Then, David saw that the store had art supplies. He had an idea. Instead of buying the flags, he could use these supplies to make the flags himself!

Now look at Picture D. PAUSE. David and his mom bought colored paper, string, glue, and tape.

Now look at Picture E. PAUSE. Next, David and his mom made the colorful flags at home. David’s sister was helping to make the flags when their visitors arrived.

There is no Picture F. We don’t know what happened at the end of the story. You will create the ending. PAUSE. What do you think happened at the end of the story?

Allow time for students to respond. If necessary, say: *Maybe their visitors helped them hang up the flags.*

Go to the top of the next page.

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

The directions say, “Write the story about David and his mom. Make sure your story has a beginning, a middle, and an ending. Remember to write about each picture and use details.”

Now look at the words below the directions. These are words to start your writing. They say, “One day . . .” You may copy these words, or you may start your writing a different way.

You have about 20 minutes for this part. If you get to the bottom of this page and need more lines to write on, you may turn the page and write on the back. Stop when you get to the stop sign.

Do you have any questions?

Answer questions.

Now begin writing.

Monitor the students. Check to make sure everyone is following directions.

When students finish, remind them to check their work by saying: ***Be sure to check your writing.***

Allow a reasonable amount of time for all students to attempt to write something. End the test when all students have finished writing or about 20 minutes have passed.

If any students are still working productively after 20 minutes, say: ***Please finish what you are writing now.*** PAUSE.

End the testing session by saying:

Please put down your pencils, and I will come around to collect your writing.