

Grades 2–3

Tier A



WIDA ACCESS™

Sample Listening Items: Talking about a Story

Using this document

Review this sample item for a better understanding of the WIDA ACCESS Paper Listening test. Use this item 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 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 answer the questions.

Create materials for the mock administration by printing:

- One copy of pages 2–5 for each student. (Print single sided)
- One copy of pages 6–11 for yourself. (Can be printed double-sided)

Explain to your students what they will do, and then play the pre-recorded audio files available on wida.wisc.edu to administer the sample items.

Name: _____

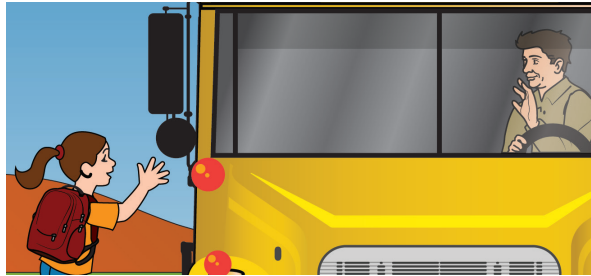
Part A: Talking about a Story



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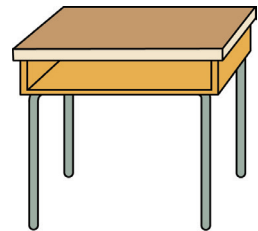
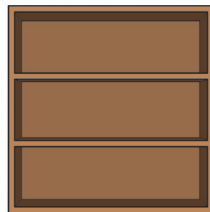
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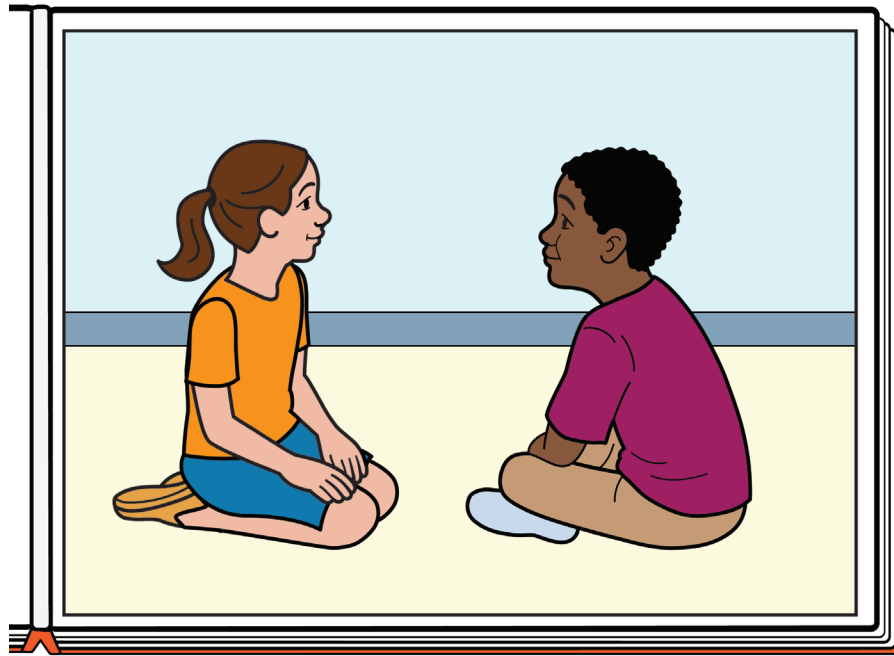


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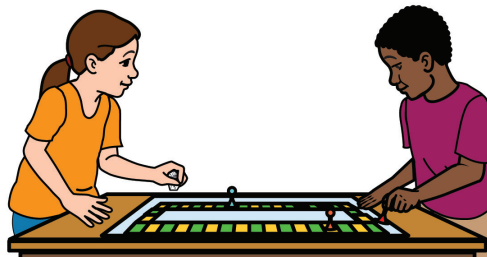


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How to read the script

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**.
- Do NOT read unbolded text aloud. Unbolded text gives directions to the test administrator.
- Do NOT read any text with a grey background. This text is provided only for the administrator's reference. Most parts with a grey background will be played on the Listening test audio recording.

Read all bold text aloud.

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

Look at the big picture. The big picture will help you understand what you hear.

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

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.

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

Scan the room and make sure all students are in the right place. If necessary, show students Letter A by holding up the next page of the script and pointing to Letter A.

O.K. Now listen carefully to the recording.

PRESS PLAY.

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.

Introducing the sample items

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.

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 pencil.

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

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

You should be looking at the page labeled “Part A: Talking about a Story” 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 fill in the circle that goes with what they say on the recording. 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.

Allow the recording to play in its entirety. The recording is programmed to allow students 20 seconds to answer the question. Do not advance the track manually.

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

If students are not filling in the circles or seem confused at any point during the exercise, say: ***Remember, take your pencil and fill in the circle.***

TRACK 1	<p>Narrator:</p> <p>Part A: Talking about a Story.</p> <p>A student read a story called “Fun at School.” Listen to her talk to her teacher about the story.</p> <p>Go to the top of the next page.</p> <p>Number 1.</p> <p>Female student:</p> <p>At the beginning of the story, Molly was excited to make friends in her new class.</p> <p>Female teacher:</p> <p>And what happened?</p> <p>Female student:</p> <p>Molly met a boy on the bus. She asked him, “Can I sit next to you?” He said yes. She made a new friend, and that made her feel happy.</p> <p>Narrator:</p> <p>What made Molly feel happy?</p> <p>[tone plays]</p>
TRACK 2	<p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 2.</p> <p>Female teacher:</p> <p>In one part of the story, Molly helps her teacher solve a problem.</p> <p>Female student:</p> <p>I remember that part! Molly’s teacher lost a book he wanted to read to the class. Molly wanted to help, so she looked on the shelves and on the desks. She found the book on the teacher’s chair.</p> <p>Female teacher:</p> <p>That’s right. Molly’s teacher was happy to have such a helpful student.</p> <p>Narrator:</p> <p>Where did Molly find the book?</p> <p>[tone plays]</p>

TRACK 3	<p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 3.</p> <p>Female teacher:</p> <p>What happened next in the story?</p> <p>Female student:</p> <p>Molly and her friend had free time together. They decided to choose something to do that they both wanted to do. Molly said, "Let's play on the computer," but Malik didn't want to wait for a turn on the computer. Then Malik said, "Let's play a board game," but Molly didn't see any games she liked.</p> <p>Female teacher:</p> <p>So how did they solve their problem?</p> <p>Female student:</p> <p>Molly said that her favorite thing to do was draw pictures. Malik said he also liked to draw. Molly and Malik decided to choose the activity they both thought was fun.</p> <p>Narrator:</p> <p>What do Molly and Malik both want to do?</p> <p>[tone plays]</p>
<p>The recording will stop automatically.</p> <p>Confirm students followed the instructions and marked one answer for each question.</p> <p>End the testing session by saying:</p> <p>Good job. Please put your pencil down, and I will collect your papers.</p>	

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 black or blue bold text in the script below instead of playing the audio files.

You should be looking at the page labeled “Part A: Talking about a Story” 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 fill in the circle that goes with what I say. 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 filling in the circles or seem confused at any point during the exercise, say: ***Remember, take your pencil and fill in the circle.***

Part A: Talking about a Story PAUSE 1 SECOND.

A student read a story called “Fun at School.” Listen to her talk to her teacher about the story. PAUSE 3 SECONDS.

Go to the top of the next page. PAUSE 1 SECOND.

Number 1. PAUSE 1 SECOND.

Female student:

At the beginning of the story, Molly was excited to make friends in her new class.

Female teacher:

And what happened?

Female student:

Molly met a boy on the bus. She asked him, “Can I sit next to you?” He said yes. She made a new friend, and that made her feel happy. PAUSE 1 SECOND.

What made Molly feel happy? PAUSE 20 SECONDS.

Go to the top of the next page. PAUSE 5 SECONDS.

Number 2. PAUSE 1 SECOND.

Female teacher:

In one part of the story, Molly helps her teacher solve a problem.

Female student:

I remember that part! Molly's teacher lost a book he wanted to read to the class. Molly wanted to help, so she looked on the shelves and on the desks. She found the book on the teacher's chair.

Female teacher:

That's right. Molly's teacher was happy to have such a helpful student.

PAUSE 1 SECOND.

Where did Molly find the book? PAUSE 20 SECONDS.

Go to the top of the next page. PAUSE 1 SECOND.

Number 3. PAUSE 1 SECOND.

Female teacher:

What happened next in the story?

Female student:

Molly and her friend had free time together. They decided to choose something to do that they both wanted to do. Molly said, "Let's play on the computer," but Malik (READ AS /muh-LEEK/) didn't want to wait for a turn on the computer. Then Malik said, "Let's play a board game," but Molly didn't see any games she liked.

Female teacher:

So how did they solve their problem?

Female student:

Molly said that her favorite thing to do was draw pictures. Malik said he also liked to draw. Molly and Malik decided to choose the activity they both thought was fun.

PAUSE 1 SECOND.

What do Molly and Malik (READ AS /muh-LEEK/) both want to do? PAUSE 20 SECONDS.

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

End the testing session by saying:

Good job. Please put your pencil down, and I will collect your papers.