

Grades 9–12

Tier A



ACCESS for ELLs[®]

Sample Writing Tasks: A New Locker

Using this document

Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Writing 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 write their responses.

Create materials for the mock administration by printing:

- One copy of pages 2–3 for each student. (Print single sided)
- One copy of pages 4–5 for yourself. (Can be printed double-sided)

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

Part B: A New Locker

Look at the pictures. The pictures show a story about Mia getting a new locker.



A

What do you see in the pictures? Make a list.

1. teacher

3. _____

2. _____

4. _____

B

What is happening in the pictures? Answer these questions.

1. Where is Mia in Picture 1? At school

2. What is Mia doing in Picture 1? _____

3. What happens in Picture 2? _____

4. What happens in Picture 4? _____

C

Write a paragraph telling the story from start to finish. Write 3 to 5 sentences.



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**. Test items are **blue and bold**.
- Do NOT read unbolded text aloud. Unbolded text gives directions to the test administrator.

Read all bold text aloud.

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

Read all blue and bold text aloud.

Read italicized black and bold text aloud when necessary.

This part says, “Part C.”

Hold up the next page of the script to show Part C. Scan the room and make sure all students are in the right place.

It says,

“What is happening in this picture?”

In this part, write about what the class is doing. Number 5 is done for you. What does it say?

Allow time for students to respond, or say: ***It says, “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 items

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.

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 page.

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

Look at the page with the pictures. At the top of the page, it says, “Part B: A New Locker.”

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

Look at the sentences at the top. They say,

“Look at the pictures. The pictures show a story about Mia getting a new locker.”

Look at the pictures carefully for a moment. They go together to show what happens to Mia. You will use these pictures to write about the story. First, we will go through these pages together, and then you will start your writing.

Now find Letter A. It says,

“What do you see in the pictures? Make a list.”

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

The first one is done for you as an example. What does it say?

Allow time for the students to respond, or say: *It says, “teacher.”*

Remember, you can use the examples to help you understand what to do. Later, you will complete the list. Now I want you to find Letter B. It says,

“What is happening in the pictures? Answer these questions.”

Question 1. Where is Mia in Picture 1? Question 1 is done for you. What does it say?

Allow time for the students to respond, or say: *It says, “At school.”*

Question 2. What is Mia doing in picture 1?

Question 3. What happens in picture 2?

Question 4. What happens in picture 4?”

In a moment, you will write answers to these questions. Now, find Letter C. It says,

“Write a paragraph telling the story from start to finish. Write 3 to 5 sentences.”

You have about 15 minutes to write. Stop when you get to the stop sign. Do you have any questions before you begin?

Answer questions.

O.K. You may begin writing.

Monitor the students. When students have finished, remind them to check their work. If any students are still working productively at the end of 15 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:

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