

Grades 9–12

Tier A



WIDA ACCESS™

Sample Listening Items: School Sports Sales

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 6–12 for yourself. (Can be printed double-sided)

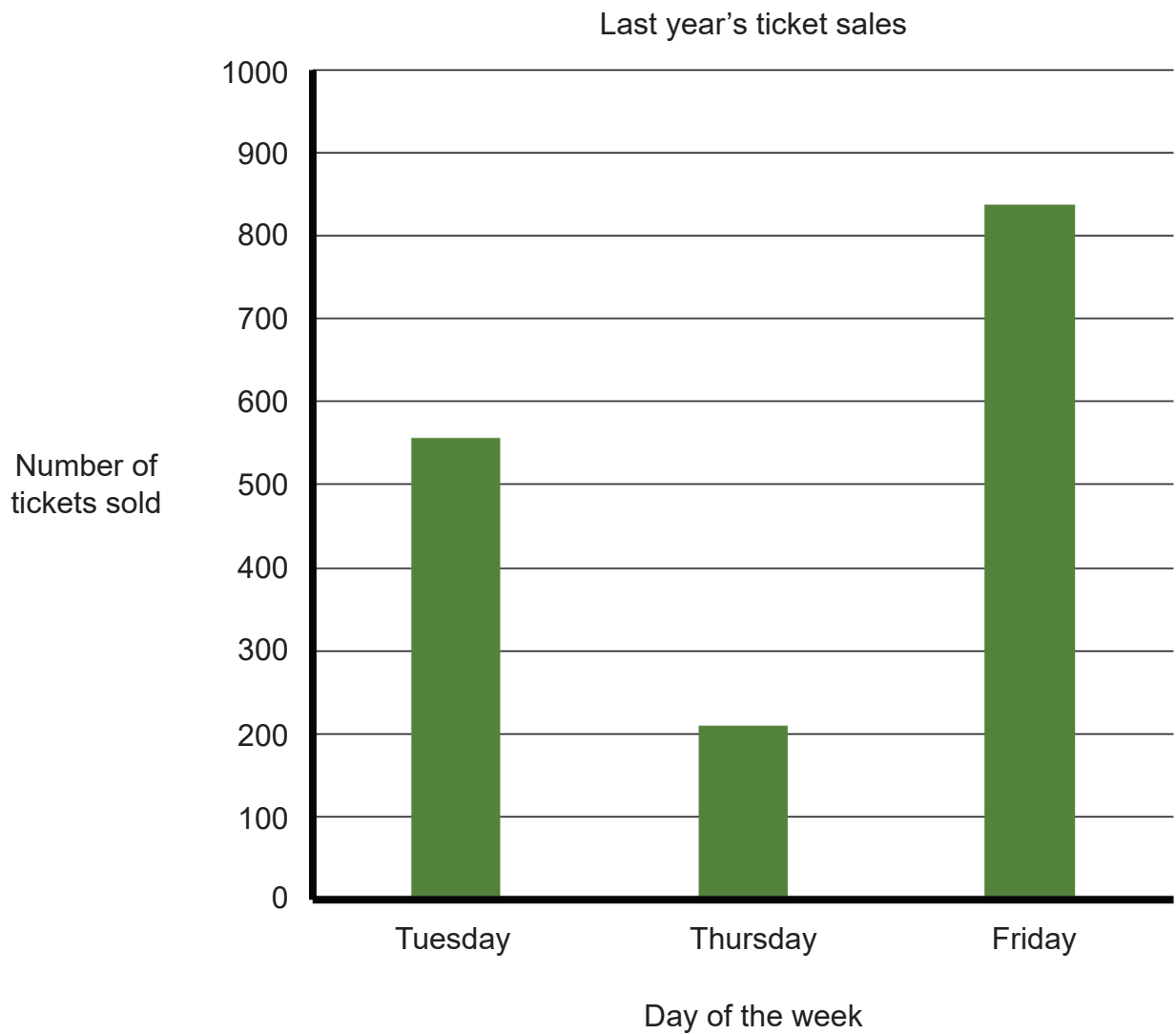
Explain to your students what they will do, and then play the pre-recorded audio files available on wida.wisc.edu to administer the sample items.

Name: _____

Part A: School Sports Sales



1



The bar for Tuesday



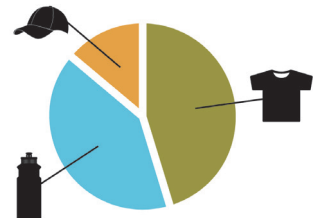
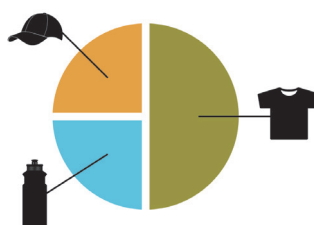
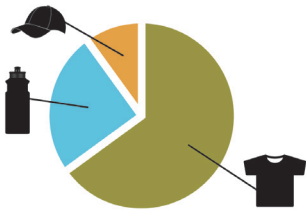
The bar for Thursday

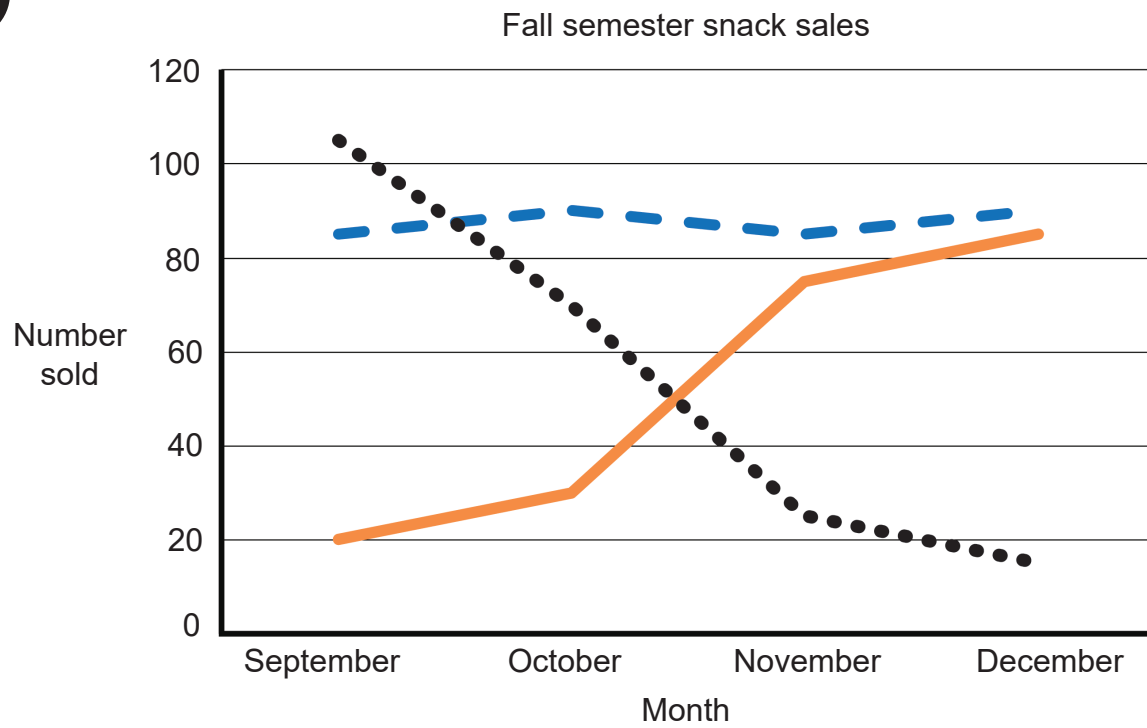


The bar for Friday



2





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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: School Sports Sales” 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: School Sports Sales.</p> <p>These students are looking at graphs about items that are sold at school sports games. Listen as they talk about the graphs.</p> <p>Go to the top of the next page.</p> <p>Number 1.</p> <p>Take a moment now to look at the graph.</p> <p>Now read the answer choices.</p> <p>Now listen to number 1.</p> <p>Female student:</p> <p>Our school has sports games on Tuesdays, Thursdays, and Fridays. I made a graph to see which days are more popular. The y-axis shows how many tickets we sold to games that happened on each day.</p> <p>Male student:</p> <p>O.K., so that means that games on Thursday were the least popular.</p> <p>Female student:</p> <p>Right. The bar for Thursday is the shortest because we only sold about two hundred tickets to games on that day of the week.</p> <p>Narrator:</p> <p>Which bar on the graph do the students focus on?</p> <p>[tone plays]</p>
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TRACK 2	<p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 2.</p> <p>Male student:</p> <p>I wanted to know which items are purchased the most from the school store. I started by making this pie chart of last year's sales. T-shirts were the most popular, representing over fifty percent of the items we sold.</p> <p>Female student:</p> <p>And what about <u>this</u> year?</p> <p>Male student:</p> <p>Well, T-shirts are still the largest section of the chart, but this year, we sold almost the <u>same</u> percentage of water bottles as t-shirts. Hats were the least popular, and take up only a small portion of the chart.</p> <p>Narrator:</p> <p>Which picture shows the pie chart for <u>this</u> year?</p> <p>[tone plays]</p>
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<p>TRACK 3</p>	<p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 3.</p> <p>Take a moment now to look at the graph.</p> <p>Now listen to number 3.</p> <p>Female student:</p> <p>I made another graph to see how many snacks we sell at school games. I think it's interesting that chips sell pretty steadily from month to month.</p> <p>Male student:</p> <p>Yeah, I guess people are always hungry! I'm surprised at how much the soda sales changed throughout the year. That trend line has a steep negative slope. The number of cans sold in December is much lower than the number sold in September.</p> <p>Female student:</p> <p>That's a good point. I think it's because soda and hot chocolate sales have an inverse relationship. As soda sales decrease, hot chocolate sales increase.</p> <p>Narrator:</p> <p>Which line represents soda sales?</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: School Sports Sales” 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: School Sports Sales PAUSE 1 SECOND.

These students are looking at graphs about items that are sold at school sports games. Listen as they talk about the graphs. PAUSE 3 SECONDS.

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

Number 1. PAUSE 1 SECOND.

Take a moment now to look at the graph. PAUSE 5 SECONDS.

Now read the answer choices. PAUSE 5 SECONDS.

Now listen to number 1. PAUSE 1 SECOND.

Female student:

Our school has sports games on Tuesdays, Thursdays, and Fridays. I made a graph to see which days are more popular. The y-axis shows how many tickets we sold to games that happened on each day.

Male student:

O.K., so that means that games on Thursday were the least popular.

Female student:

Right. The bar for Thursday is the shortest because we only sold about two hundred tickets to games on that day of the week. PAUSE 1 SECOND.

Which bar on the graph do the students focus on? PAUSE 20 SECONDS.

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

Number 2. PAUSE 1 SECOND.

Male student:

I wanted to know which items are purchased the most from the school store. I started by making this pie chart of last year's sales. T-shirts were the most popular, representing over fifty percent of the items we sold.

Female student:

And what about this year?

Male student:

Well, T-shirts are still the largest section of the chart, but this year, we sold almost the same percentage of water bottles as t-shirts. Hats were the least popular, and take up only a small portion of the chart. PAUSE 1 SECOND.

Which picture shows the pie chart for this year? PAUSE 20 SECONDS.

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

Number 3. PAUSE 1 SECOND.

Take a moment now to look at the graph. PAUSE 5 SECONDS.

Now listen to number 3. PAUSE 1 SECOND.

Female student:

I made another graph to see how many snacks we sell at school games. I think it's interesting that chips sell pretty steadily from month to month.

Male student:

Yeah, I guess people are always hungry! I'm surprised at how much the soda sales changed throughout the year. That trend line has a steep negative slope. The number of cans sold in December is much lower than the number sold in September.

Female student:

That's a good point. I think it's because soda and hot chocolate sales have an inverse relationship. As soda sales decrease, hot chocolate sales increase.

Which line represents soda sales? 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.