

**Grade 2**

**Tier B/C**



# **ACCESS** for ELLs®

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## **Sample Listening Items: A Walk in the Park**

### **Using this document**

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

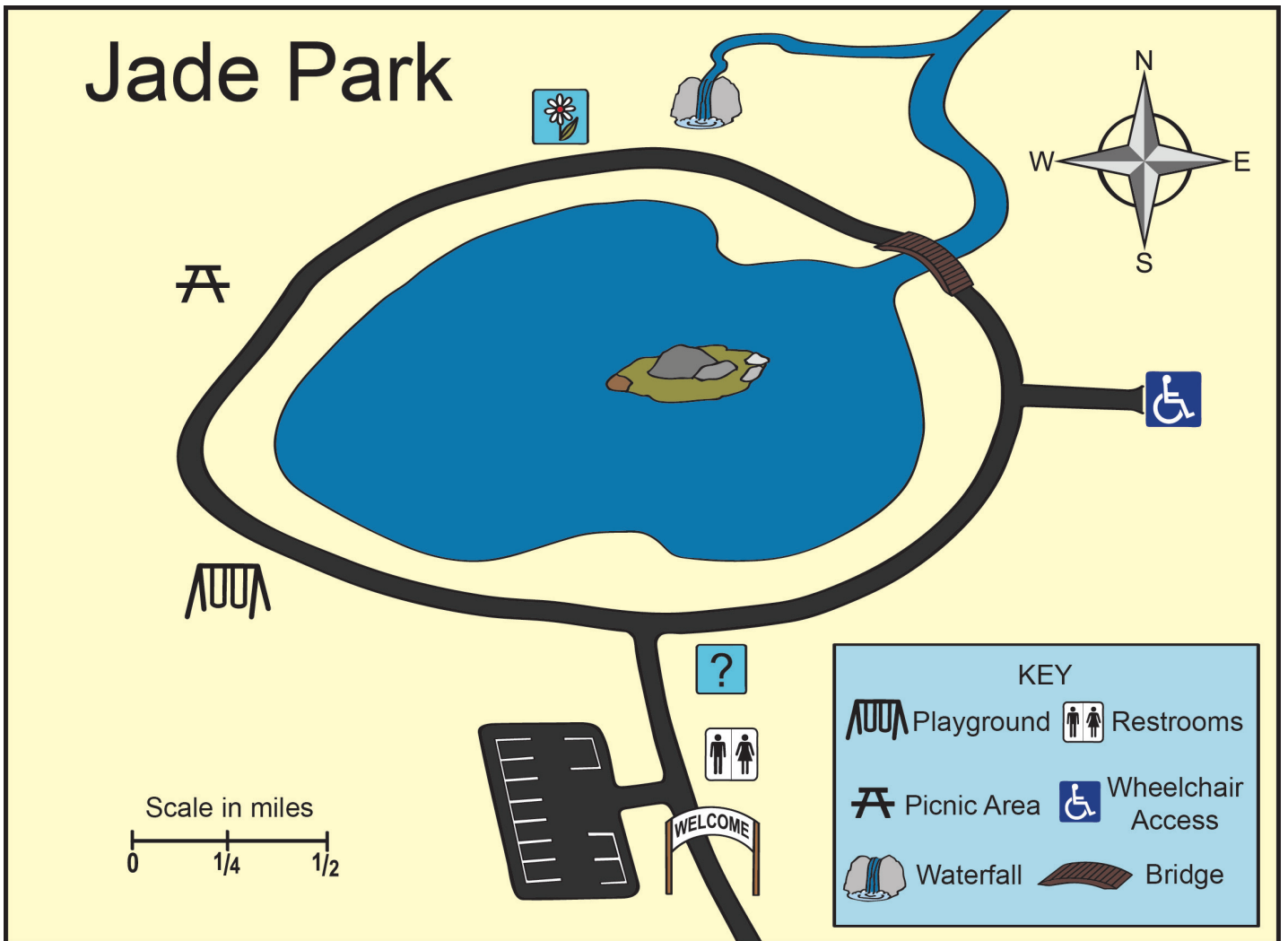
Create materials for the mock administration by printing:

- One copy of pages 2–3 for each student. (Print single sided)
- One copy of pages 4–9 for yourself. (Can be printed double-sided)

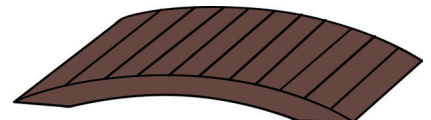
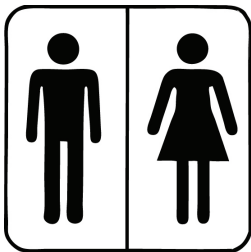
Explain to your students what they will do, and then play the pre-recorded audio files available on [wida.wisc.edu](http://wida.wisc.edu) to administer the sample items.

Name: \_\_\_\_\_

## Part A: A Walk in the Park

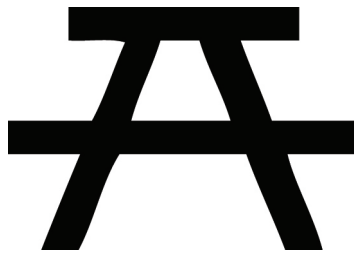
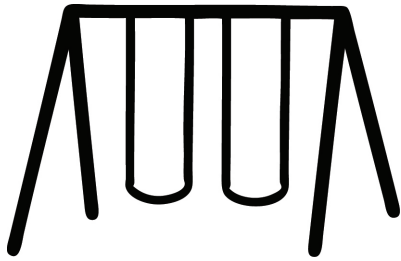


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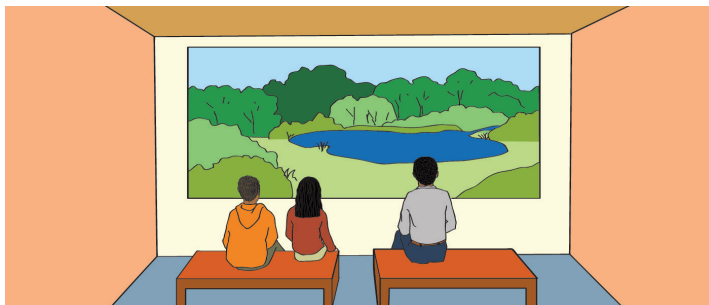


Name: \_\_\_\_\_

2



3



## 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.*

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

*All text with a gray 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.*

*The track number is displayed to the left of recorded audio for easy reference.*

**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.**

**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, 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. (TRACK 1)

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?

## 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 each page.

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

**You should be looking at the page labeled “A Walk in the Park” 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. (TRACKS 1, 2, and 3)

Allow each track 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: A Walk in the Park.</p> <p>Mr. Anwar’s class is studying maps. Listen as they discuss the map of a place they will visit.</p> <p>Number 1.</p> <p>Male teacher:</p> <p>Tomorrow we’re taking a trip to the park. Here’s a map of the park. Look at the top corner of the map. There’s a compass rose, with points that show the four directions. One of them points to the bottom of the map to show us where south is. Look at the places in the south.</p> <p>Female student:</p> <p>The entrance is in the south, where it says “Welcome.” So that’s where we’ll enter the park.</p> <p>Male teacher:</p> <p>That’s right. What else do you see in the southern part of the park?</p> <p>Female student:</p> <p>There’s the parking lot. That’s where our bus will park.</p> <p>Male teacher:</p> <p>Exactly. Let’s find more places in the south.</p> <p>Narrator:</p> <p>Which picture shows another place in this part of the park?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</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>Female student:</p> <p>Look, I see a picnic area on the map! That's where we're going to eat lunch, right?</p> <p>Male teacher:</p> <p>Well, that does make sense. But actually, we've gotten permission to have lunch somewhere special. The location where we'll stop for lunch is directly across the pond from the entrance. When we enter the park, we'll start walking on the path near the playground, past the picnic area, all the way to the waterfall on the other side of the pond. See that special place?</p> <p>Narrator:</p> <p>Where will the class eat lunch?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
TRACK 3	<p>Narrator:</p> <p>Number 3.</p> <p>Female student:</p> <p>Mr. Anwar, I noticed that there are two symbols on the map that look a lot alike. They both are squares, but the one down below the pond has a question mark on it, and the one above the pond has a flower on it. What's the difference between them?</p> <p>Male teacher:</p> <p>Well, the one with the flower is the Learning Center. At the Learning Center there are different exhibits, just like in a museum, where we'll learn all about the living organisms that can be found in the park. There's also a small theater at the Learning Center where we can watch a short movie about the history of the park.</p> <p>Female student:</p> <p>O.K., that makes sense. And what about the one with the question mark on it?</p> <p>Male teacher:</p> <p>That symbol represents the Information Center. That's where we can go to get assistance planning our visit to the park. In fact, when we arrive, that's where we'll stop to pick up our individual walking maps of the park.</p>

TRACK 3 continued	<p>Narrator:</p> <p>Which picture shows what the class will do at the building shown with a question mark?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</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><b>Good job. Please put your pencil down, and I will collect your papers.</b></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 bold text in the script below instead of playing the audio files.

**You should be looking at the page labeled “A Walk in the Park” 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: A Walk in the Park** PAUSE 1 SECOND.

**Mr. Anwar’s** (READ AS /AHN-warz/) **class is studying maps. Listen as they discuss the map of a place they will visit.** PAUSE 3 SECONDS.

**Number 1.** PAUSE 1 SECOND.

Male teacher:

**Tomorrow we’re taking a trip to the park. Here’s a map of the park. Look at the top corner of the map. There’s a compass rose, with points that show the four directions. One of them points to the bottom of the map to show us where south is. Look at the places in the south.**

Female student:

**The entrance is in the south, where it says “Welcome.” So that’s where we’ll enter the park.**

Male teacher:

**That’s right. What else do you see in the southern part of the park?**

Female student:

**There’s the parking lot. That’s where our bus will park.**

Male teacher:

**Exactly. Let’s find more places in the south.** PAUSE 1 SECOND.

**Which picture shows another place in this part of the park?** PAUSE 20 SECONDS.

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

**Number 2.** PAUSE 1 SECOND.

Female student:

**Look, I see a picnic area on the map! That's where we're going to eat lunch, right?**

Male teacher:

**Well, that does make sense. But actually, we've gotten permission to have lunch somewhere special. The location where we'll stop for lunch is directly across the pond from the entrance. When we enter the park, we'll start walking on the path near the playground, past the picnic area, all the way to the waterfall on the other side of the pond. See that special place?** PAUSE 1 SECOND.

**Where will the class eat lunch?** PAUSE 20 SECONDS.

NOTE: THE WORD "ANWAR" IS PRONOUNCED /AHN-war/.

**Number 3.** PAUSE 1 SECOND.

Female student:

**Mr. Anwar** (READ AS /AHN-war/), **I noticed that there are two symbols on the map that look a lot alike. They both are squares, but the one down below the pond has a question mark on it, and the one above the pond has a flower on it. What's the difference between them?**

Male teacher:

**Well, the one with the flower is the Learning Center. At the Learning Center there are different exhibits, just like in a museum, where we'll learn all about the living organisms that can be found in the park. There's also a small theater at the Learning Center where we can watch a short movie about the history of the park.**

Female student:

**O.K., that makes sense. And what about the one with the question mark on it?**

Male teacher:

**That symbol represents the Information Center. That's where we can go to get assistance planning our visit to the park. In fact, when we arrive, that's where we'll stop to pick up our individual walking maps of the park.** PAUSE 1 SECOND.

**Which picture shows what the class will do at the building shown with a question mark?**  
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.**