

Grades 2

Tier B/C



ACCESS for ELLs®

Sample Writing Tasks: Melting Ice Cubes

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 45 minutes to explain the activity and allow students to write their responses.

Create materials for the mock administration by printing:

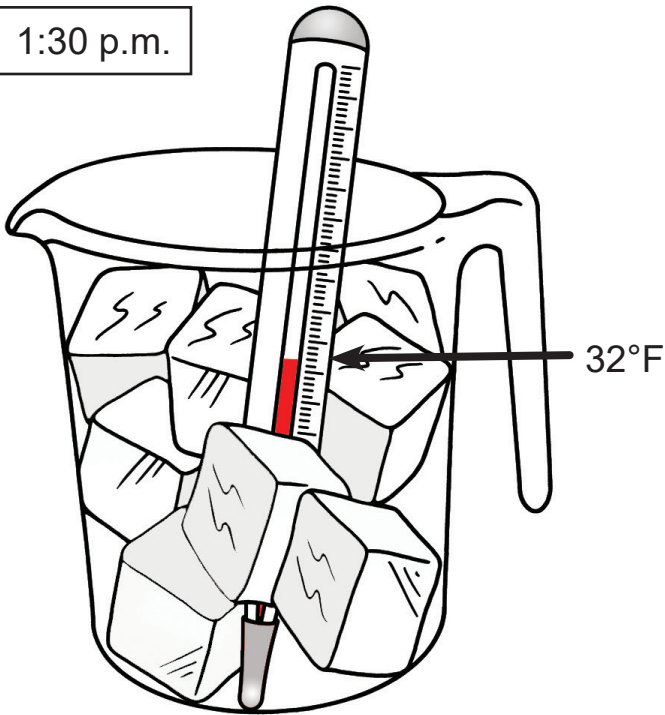
- One copy of pages 2–3 for each student. (Print single sided)
- One copy of pages 4–6 for yourself. (Can be printed double-sided)

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

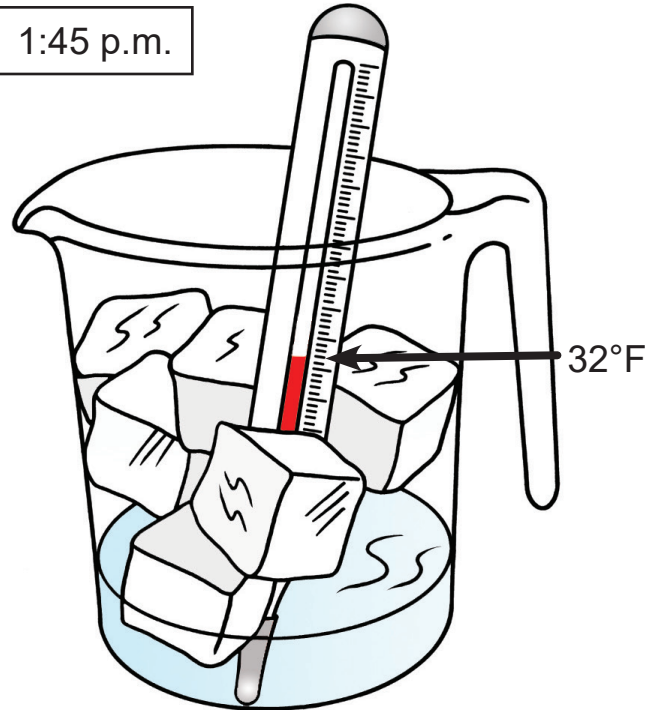
Part B: Melting Ice Cubes

These pictures show what happened between 1:30 p.m. and 3:00 p.m. when solid ice melted into liquid water.

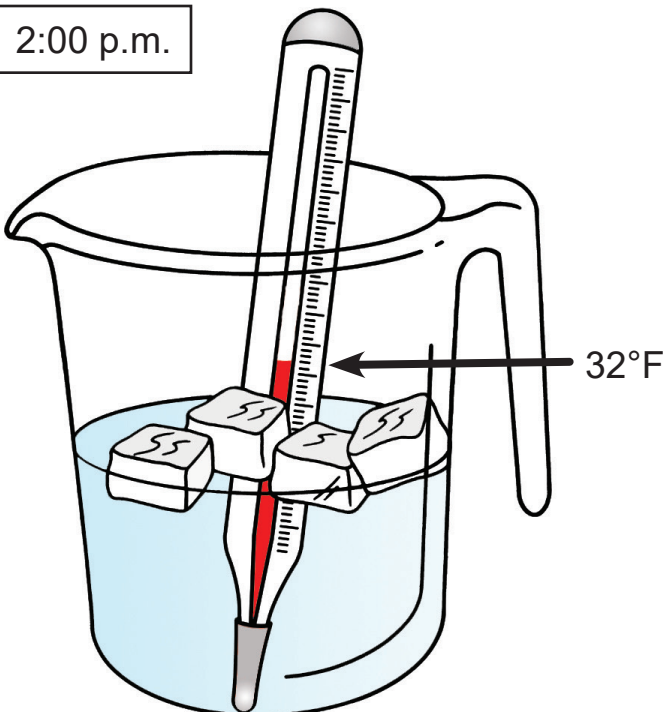
1:30 p.m.



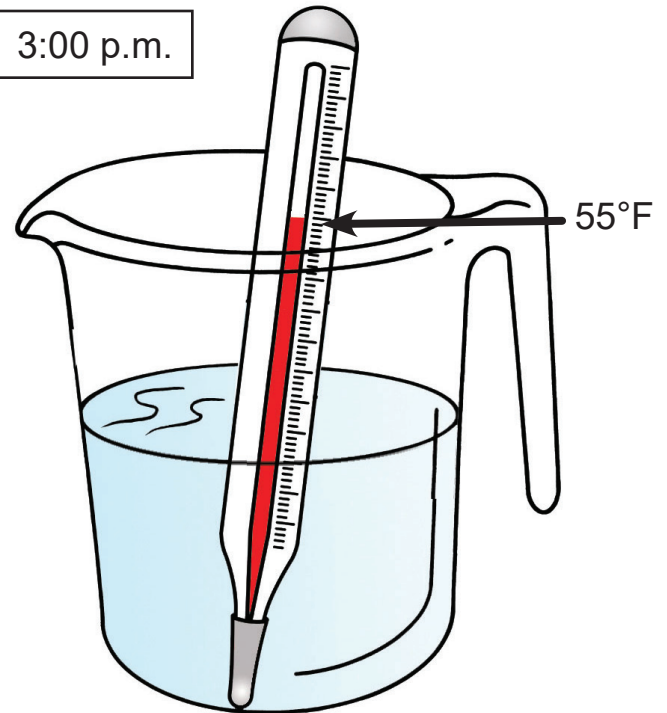
1:45 p.m.



2:00 p.m.



3:00 p.m.



Name: _____

Now it's your turn to write!

Write 4 to 6 sentences to explain how water changed from a solid to a liquid between 1:30 p.m. and 3:00 p.m. You may use the pictures, the numbers, and the Word Box to help you write.

Word Box

first

next

ice cubes

cold

thermometer

then

last

melt

warmer

temperature

[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 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 item

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: Melting Ice Cubes.”

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

Let’s read the sentence at the top. It says,

“These pictures show what happened between 1:30 p.m. and 3:00 p.m. when solid ice melted into liquid water.”

Look at the picture that says one thirty p.m. The temperature of the ice is thirty-two degrees. What do you see in this picture?

Allow time for the students to respond, or say: *There are eight ice cubes in the container. The ice cubes are large, cold, and hard.*

Look at the picture that says one forty-five p.m. The temperature of the water is thirty-two degrees. Some ice cubes melted. There are six smaller ice cubes left.

Look at the picture that says two o’clock p.m. The temperature of the water is still thirty-two degrees. Now there is more water in the container. Almost all of the ice cubes have melted. Only four small ice cubes are left.

Look at the picture that says three o’clock p.m. The temperature of the water is now fifty-five degrees. What do you see in this picture?

Allow time for the students to respond, or say: *All of the ice cubes have melted into water. The temperature is higher now than it was at one thirty p.m.*

Do you have any questions about the pictures?

Answer questions.

Now look at the top of the next page. It says, “Now it’s your turn to write!”

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

Look at the directions. They say,

“Write 4 to 6 sentences to explain how water changed from a solid to a liquid between 1:30 p.m. and 3:00 p.m. You may use the pictures, the numbers, and the Word Box to help you write.”

Now look at the Word Box. The words are there to help you write. I’m going to read the words from top to bottom. Point to the words as I read them aloud. The words are:

“first, then, next, last, ice cubes, melt, cold, warmer, thermometer, temperature.”

Remember you can use the pictures and the writing on the other page to help you. You have about 20 minutes to write. Do you have any questions?

Answer questions.

Go back and check your work when you finish. When you get to the stop sign, put your pencil down and look at me. Now begin writing.

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

If any students are still working productively at the end of 20 minutes, 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.