

Grades 3	Tier A
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ACCESS for ELLs®

Sample Writing Tasks: The Chameleon and the Hare

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 4–6 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 C: The Chameleon and the Hare

Look at the pictures. They show two animals that blend in with things around them.

A

Chameleon



B

Snowshoe Hare



Name: _____

Now it's your turn to write!

1

Write two sentences about the chameleon.

1. The chameleon has four legs.

2. _____

3. _____

2

Write two sentences about the snowshoe hare.

1. The hare has four legs.

2. _____

3. _____

Word Box

tail

scales

fur

leaves

snow

size

camouflage

color

3

The chameleon and the snowshoe hare are the same and different. Write a paragraph of 3 to 5 sentences about how they are the same and different. Use the sentences above to help you.



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 C: The Chameleon and the Hare.”

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

Look at the sentences below the black box. They say,

“Look at the pictures. They show two animals that blend in with things around them.”

Look at picture A. It says,

“Chameleon.”

The picture shows where this animal lives. What do you notice in this picture?

Allow time for the students to respond, or say: *The chameleon is the same color as the leaf. It has a curly tail.*

Now look at picture B. It says,

“Snowshoe Hare.”

What do you notice in this picture?

Allow time for the students to respond, or say: *The snowshoe hare is white, just like the snow on the ground.*

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

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

First, we will go through this page together. Then you will start writing. Look at the Word Box. The words are there to help you write. Point to the words as I read them aloud. The words are:

“tail, scales, fur, leaves, snow, size, camouflage, color.”

Look at number 1 in the black circle.

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

It says,

“Write two sentences about the chameleon.”

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

Allow time for the students to respond, or say: *It says, “The chameleon has four legs.”*

When we begin, you can write here about what you see in the top picture. Now look at number 2 in the black circle. It says,

“Write two sentences about the snowshoe hare.”

The first one is done for you here, too. What does it say?

Allow time for the students to respond, or say: *It says, “The hare has four legs.”*

Here, you can write about what you see in the bottom picture. Now look at number 3 in the black circle. It says,

“The chameleon and the snowshoe hare are the same and different. Write a paragraph of 3 to 5 sentences about how they are the same and different. Use the sentences above to help you.”

Here, you will compare and contrast the animals in both pictures. You can write about how the chameleon and the snowshoe hare are the same and different. Do you have any questions?

Answer questions.

You have about 15 minutes to write. Stop when you get to the stop sign. Now begin writing.

Monitor the students' work. When students have finished, remind them to check their work.

If students are working productively at the end of 15 minutes and need more time, you should allow them no more than 5 additional minutes to complete their work. After 5 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.