

**Grades 4–5**

**Tier A**



# **ACCESS** for ELLs®

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## **Sample Writing Tasks: Lunch Time Rules**

### **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 A: Lunch Time Rules



Now it's your turn to write!

1

Fill in this list with your school rules for lunch time.

### Lunch Time Rules

1. Sit at a table.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2

Write more about what you do at lunch time. 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.*

**This part says, “Part C.”**

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

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?”**

*Read all blue and bold text aloud.*

**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.”***

*Read italicized black and bold text aloud when necessary.*

**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 picture. At the top of the page, it says, “Part A: Lunch Time Rules.”**

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

**Look at the picture. It shows a school cafeteria during lunch time.**

**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.

**Look at the sentence next to number 1 in the black circle. It says,**

**“Fill in this list with your school rules for lunch time.”**

**The first one is filled in for you. It’s an example of what you need to do. It says,**

**“Sit at a table.”**

**What are some other lunch time rules you could write?**

Allow time for the students to respond, or say: *You can write about rules for lining up or going outside.*

**When we begin, you can write your school rules for lunch time in the list.**

**Now look at the sentences next to number 2 in the black circle. They say,**

**“Write more about what you do at lunch time. Write 3 to 5 sentences.”**

**Here, you can write about what you do every day when you are eating lunch. Before you begin, 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 on this page.**

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