

Grades 6–8

Tier A



ACCESS for ELLs®

Sample Writing Tasks: Time on the Computer

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: Time on the Computer

This table shows how much time students from two different schools spend doing different activities on the computer.



Average Time Spent Each Day on Computer Activities

Computer Activities	Ford Middle School	Grant Middle School
Playing video games	40 minutes	20 minutes
Reading online newspapers or magazines	10 minutes	35 minutes
Working on schoolwork	60 minutes	60 minutes
Total	110 minutes	115 minutes

Now it's your turn to write!

A

Answer these questions.

1. How much time do students from Ford spend playing video games? 40 minutes
2. How much time do students from Grant spend playing video games? _____
3. At which school do students spend 10 minutes reading online? _____

4. At which school do students spend 35 minutes reading online? _____

5. Which activity do the students spend the most time doing? _____

B

Compare how much time students from Ford and Grant spend on each computer activity. Write 3 to 5 sentences about how the students' time on each activity is similar and different. Use information from the table 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.

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 C: Time on the Computer.”

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

Look at the sentence at the top. Follow along silently while I read it aloud.

“This table shows how much time students from two different schools spend doing different activities on the computer.”

The first column in the table lists the activities that the students do on the computer. The second column shows how much time students from Ford Middle School spend doing each activity. The third column shows how much time students from Grant Middle School spend doing each activity.

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.

Find Letter A. It says,

“Answer these questions.”

Find question 1. It says,

“How much time do students from Ford spend playing video games?”

Question 1 is done for you as an example. What does it say?

Allow time for the students to respond, or say: *It says, “40 minutes.”*

Remember, you can use this example to help you understand what to do.

Find question 2. It says,

“How much time do students from Grant spend playing video games?”

Question 3 says,

“At which school do students spend 10 minutes reading online?”

Question 4 says,

“At which school do students spend 35 minutes reading online?”

Question 5 says,

“Which activity do the students spend the most time doing?”

Now find Letter B.

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

Letter B says,

“Compare how much time students from Ford and Grant spend on each computer activity. Write 3 to 5 sentences about how the students’ time on each activity is similar and different. Use information from the table to help you.”

You will begin writing in a moment. Remember, you can use your answers to Letter A to help you with Letter B. 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. When students have finished, remind them to check their work. If any students are still 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.