

Grades 6–8

Tier B/C



ACCESS for ELLs®

Sample Listening Items: Classroom Measurements

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.

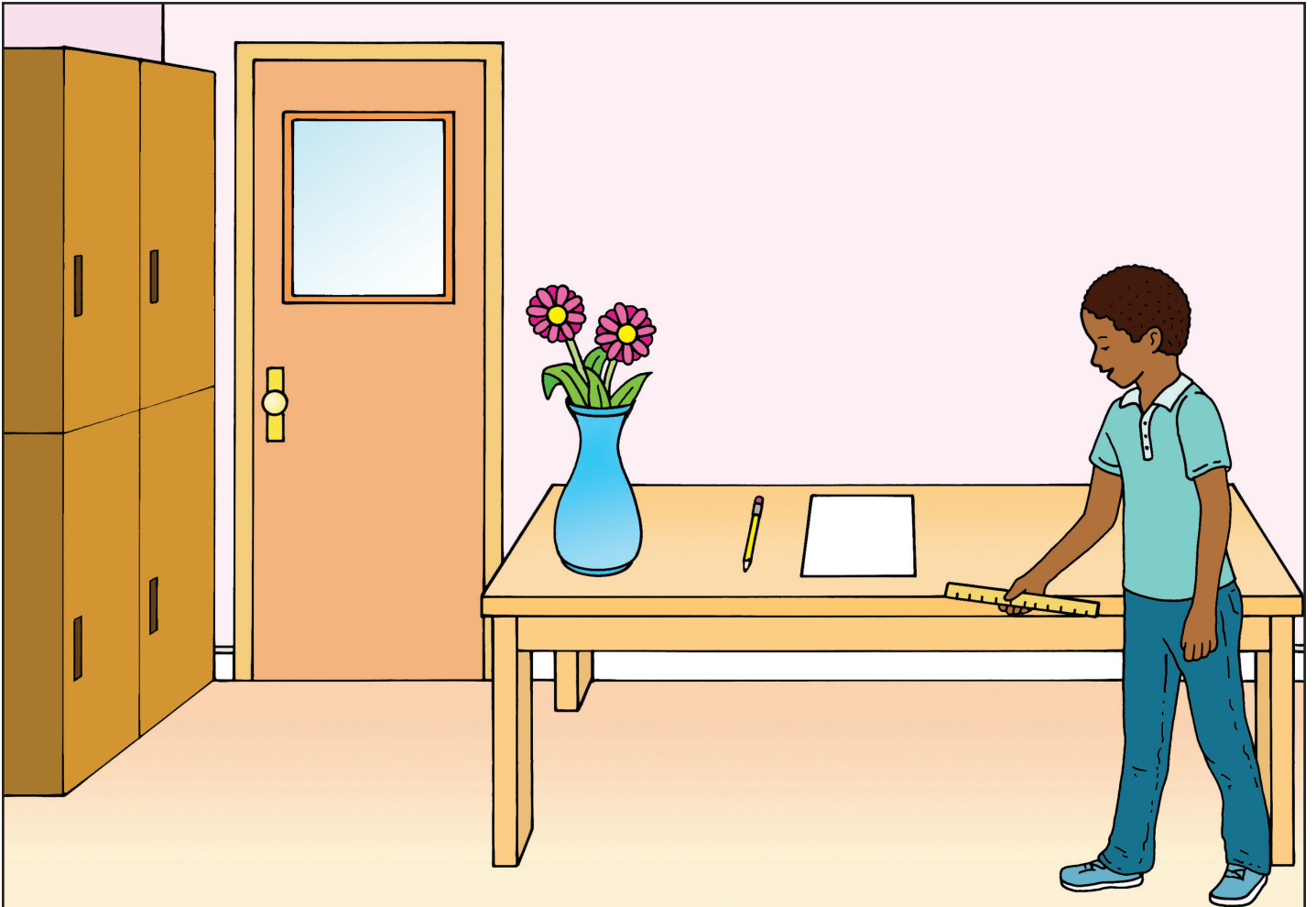
If you do plan a mock administration, read through this document and set aside 30 minutes to explain the activity and allow students to answer the questions.

Create materials for the mock administration by printing:

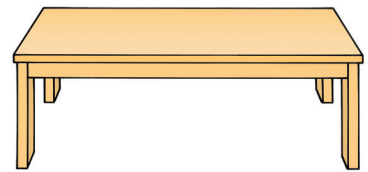
- One copy of pages 2–3 for each student. (Print single sided)
- One copy of pages 4–10 for yourself. (Can be printed double-sided)

Explain to your students what they will do, and then play the pre-recorded audio files available on wida.wisc.edu to administer the sample items.

Part G: Classroom Measurements



19



20

- To calculate the area in square feet
- To measure the length and width in meters
- To determine the area in square meters

21

Space for notes.

- Multiplying three measurements in inches
- Taking each measurement with one-inch cubes
- Seeing that “inches” is part of the formula for volume

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.

<i>Read all bold text aloud.</i>	You should be looking at the page labeled “Practice 1” at the top.
<i>Do NOT read this text aloud. All unbolded text serves only as a guide for the test administrator.</i>	Look at the big picture. The big picture will help you understand what you hear.
<i>Instructions for controlling the Listening or Speaking test audio recording appear in all caps.</i>	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.
<i>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.</i>	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.
<i>The track number is displayed to the left of recorded audio for easy reference.</i>	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 “Classroom Measurements” 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 G: Classroom Measurements.</p> <p>Look at the big picture. Edgar’s class did an activity to measure objects and do conversions from U.S. standard units to metric units. Listen as their teacher Ms. Davis asks questions about the activity.</p> <p>Number 19.</p> <p>Female teacher:</p> <p>So, for the first part of the activity, you had a standard twelve-inch ruler. How did you choose an object to measure using a ruler?...Edgar?</p> <p>Male student:</p> <p>Well, the door was too tall. It wasn’t gonna be easy to measure with a ruler. I had to choose a smaller object—something shorter than the ruler.</p> <p>Narrator:</p> <p>Which object could Edgar choose?</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 20.</p> <p>Take a moment now to read the answer choices.</p> <p>I am going to ask you why Edgar used a conversion formula.</p> <p>Now listen to number 20.</p> <p>Female teacher:</p> <p>Now Edgar, you also had to find the area of a table in U.S. standard and in metric units. How did you do that?</p> <p>Male student:</p> <p>First, I measured the length and the width of the table. And then I multiplied the length times the width in feet, and that told me that the area was twenty-four square feet. Then, instead of measuring the length and width of the table again to find out what they were in meters, I took the area and used a conversion formula on it. I multiplied twenty-four by zero-point-zero-nine-three and found that the table's area is about two-point-two-three square meters.</p> <p>Narrator:</p> <p>Why did Edgar use the conversion formula?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
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<p>TRACK 3</p>	<p>Narrator:</p> <p>Number 21.</p> <p>Take a moment now to read the answer choices.</p> <p>You may take notes in the space provided.</p> <p>Now listen to number 21.</p> <p>Female teacher:</p> <p>Now, the last thing I asked you to do was to find the amount of storage space inside one of the cabinets. I saw you start by measuring the dimensions of one cabinet... What did you do after that?</p> <p>Male student:</p> <p>I wrote down the length, width, and height of the cabinet. Then, I plugged the measurements into the formula, volume equals length times width times height. So I calculated twelve times ten times thirty-five and found that the number part of the answer was four thousand two hundred. I know that volume needs to be expressed in units cubed because volume is made up of three measurements multiplied together. If I had measured in centimeters and plugged those measurements into the volume formula, the units in my answer would be in centimeters cubed. Since the length, width, and height measurements I multiplied were in inches, the units in my answer needed to be inches cubed. So the answer I got was that there are four thousand two hundred cubic inches of storage space inside one cabinet.</p> <p>Narrator:</p> <p>What helped Edgar decide to write “inches cubed” as part of his answer?</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>Good job. Please put your pencil down, and I will collect your papers.</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 “Classroom Measurements” 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 G: Classroom Measurements PAUSE 1 SECOND.

Look at the big picture. Edgar’s class did an activity to measure objects and do conversions from U.S. standard units to metric units. Listen as their teacher Ms. Davis asks questions about the activity. PAUSE 3 SECONDS.

Number 19. PAUSE 1 SECOND.

Female teacher:

**So, for the first part of the activity, you had a standard twelve-inch ruler.
How did you choose an object to measure using a ruler?...Edgar?**

Male student:

**Well, the door was too tall. It wasn’t gonna be easy to measure with a ruler.
I had to choose a smaller object—something shorter than the ruler.** PAUSE 1 SECOND.

Which object could Edgar choose? PAUSE 20 SECONDS.

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

Number 20. PAUSE 1 SECOND.

Take a moment now to read the answer choices. PAUSE 5 SECONDS.

I am going to ask you why Edgar used a conversion formula. PAUSE 1 SECOND.

Now listen to number 20. PAUSE 1 SECOND.

Female teacher:

Now Edgar, you also had to find the area of a table in U.S. standard and in metric units. How did you do that?

Male student:

**First, I measured the length and the width of the table.
And then I multiplied the length times the width in feet,
and that told me that the area was twenty-four square feet.
Then, instead of measuring the length and width of the table again to find out what they were in meters, I took the area and used a conversion formula on it.
I multiplied twenty-four by zero-point-zero-nine-three
and found that the table's area is about two-point-two-three square meters.**
PAUSE 1 SECOND.

Why did Edgar use the conversion formula? PAUSE 20 SECONDS.

Number 21. PAUSE 1 SECOND.

Take a moment now to read the answer choices. PAUSE 5 SECONDS.

You may take notes in the space provided. PAUSE 1 SECOND.

Now listen to number 21. PAUSE 1 SECOND.

Female teacher:

Now, the last thing I asked you to do was to find the amount of storage space inside one of the cabinets. I saw you start by measuring the dimensions of one cabinet... What did you do after that?

Male student:

I wrote down the length, width, and height of the cabinet. Then, I plugged the measurements into the formula, volume equals length times width times height. So I calculated twelve times ten times thirty-five and found that the number part of the answer was four thousand two hundred. I know that volume needs to be expressed in units cubed because volume is made up of three measurements multiplied together. If I had measured in centimeters and plugged those measurements into the volume formula, the units in my answer would be in centimeters cubed. Since the length, width, and height measurements I multiplied were in inches, the units in my answer needed to be inches cubed. So the answer I got was that there are four thousand two hundred cubic inches of storage space inside one cabinet. PAUSE 1 SECOND.

What helped Edgar decide to write “inches cubed” as part of his answer? 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.