

Grades 3	Tier B/C
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ACCESS for ELLs®

Sample Writing Tasks: Our Town

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.

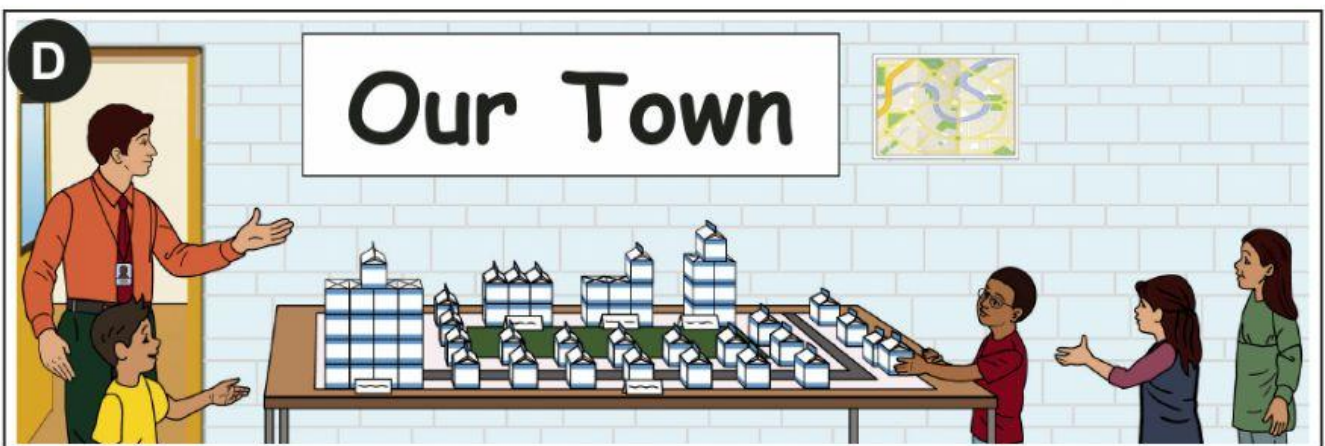
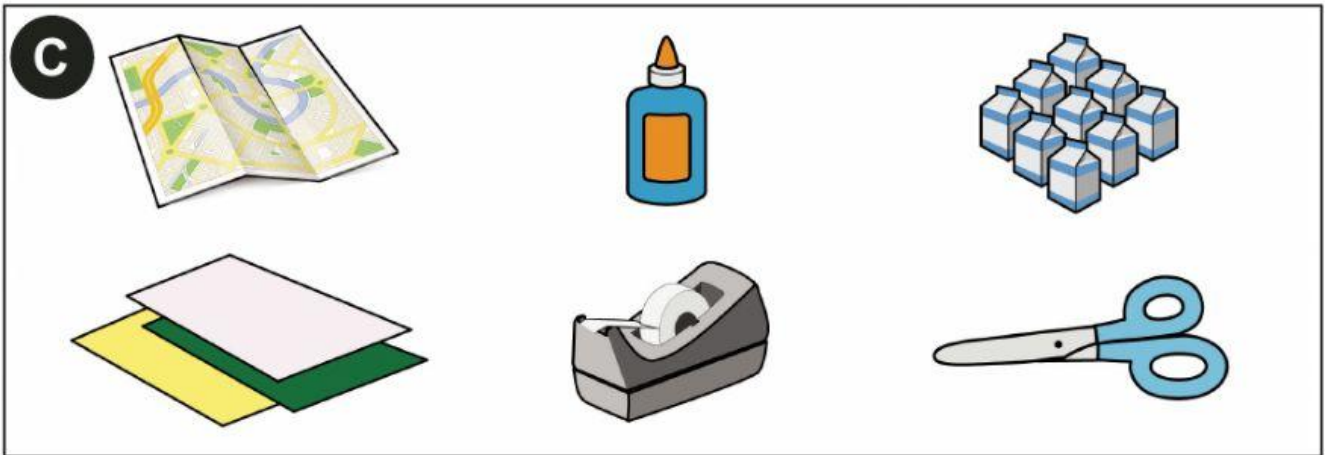
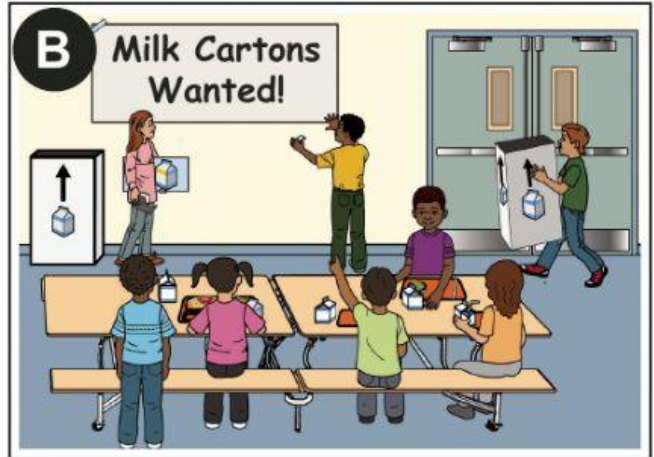
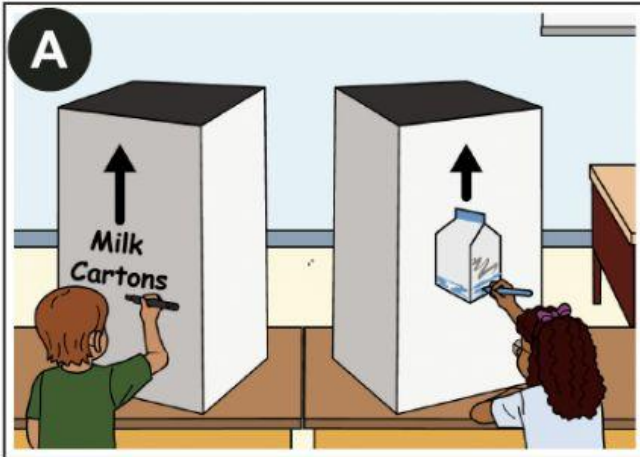
Create materials for the mock administration by printing:

- One copy of pages 2–4 for each student. (Print single sided)
- One copy of pages 5–7 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: Our Town

These students used milk cartons to build a model of their town. The pictures show how they collected all the milk cartons and made their model.



Name: _____

Now it's your turn to write!

Write a report about how the class built a model of their town. In your report, explain each step the students took. Write about how each step helped the students reach their goal.

[illegible]

You can write on the next page, too. 

Name: _____

[illegible]

Now check your writing. Ask yourself:

- ☐ Did I write a beginning and an ending for my report?
- ☐ Did I explain how the students used their resources?
- ☐ Did I explain how the students worked together?



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.

The diagram illustrates the reading protocol for the script. On the left, four boxes provide instructions, with arrows pointing to specific parts of the script on the right.

- Read all bold text aloud.** (Arrow points to **This part says, "Part C."**)
- Do NOT read this text aloud. All unbolded text serves only as a guide for the test administrator.** (Arrow points to the unbolded text: "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.")
- Read all blue and bold text aloud.** (Arrow points to the blue and bold text: **"What is happening in this picture?"**)
- Read italicized black and bold text aloud when necessary.** (Arrow points to the italicized and bold text: ***It says, "The teacher is giving a pencil to a girl."***)

The script text on the right is as follows:

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 each 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: Our Town.”

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

Look at the sentences at the top. They say,

“These students used milk cartons to build a model of their town. The pictures show how they collected all the milk cartons and made their model.”

Now look at Pictures A and B. Pictures A and B show how the students collected milk cartons. In Picture A, the students label boxes so everyone knows where to put their milk cartons. In Picture B, the students hang up a sign to tell everyone that they are collecting milk cartons.

Now look at Picture C. Picture C shows resources that the students used to create their model. Find the map in Picture C. The students used a map to plan their model. How do you think the map helped them plan their model?

Allow time for the students to respond. If necessary, say: *The map helped them know where to put the milk cartons.*

They used their plan to build their model. They also used the other materials in Picture C.

Now look at Picture D. Picture D shows the finished model of the town. The students displayed it in the school hallway so everyone could see it.

Do you have any questions?

Answer questions.

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 directions. They say,

“Write a report about how the class built a model of their town. In your report, explain each step the students took. Write about how each step helped the students reach their goal.”

Now look at the next page. Look at the questions at the bottom of the page. Follow along while I read this part aloud.

It says,

“Now check your writing. Ask yourself:

Did I write a beginning and an ending for my report?

Did I explain how the students used their resources?

Did I explain how the students worked together?”

These questions are important. When you finish writing, use them to check your work. Answer each question in your head. If the answer is “No,” then you should try to make your writing better.

Now turn back to the first page with lines on it.

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

You will have about 30 minutes to write. Start writing on the first line. If you get to the bottom of the page and need more lines to write on, you may write on the next page with lines on it. Remember: You will write a report about how the class built a model of their town. You will explain each step the students took and how it helped them reach their goal.

Do you have any questions?

Answer questions.

Now begin writing.

Monitor the students. Check to make sure everyone is following directions. When the students have finished, remind them to check their work.

If any students are still working productively at the end of 30 minutes, 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.