

Grades 9–12

Tier B/C



# ACCESS for ELLs®

## Sample Reading Items: Class Survey

### Using this document

Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Reading 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 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, 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 page 1 for yourself.
- One copy of pages 2–4 for each student. (Print single sided)

### Introducing the sample items

Explain to your students that they are about to complete a reading 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 reading, 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.

### Monitoring the test

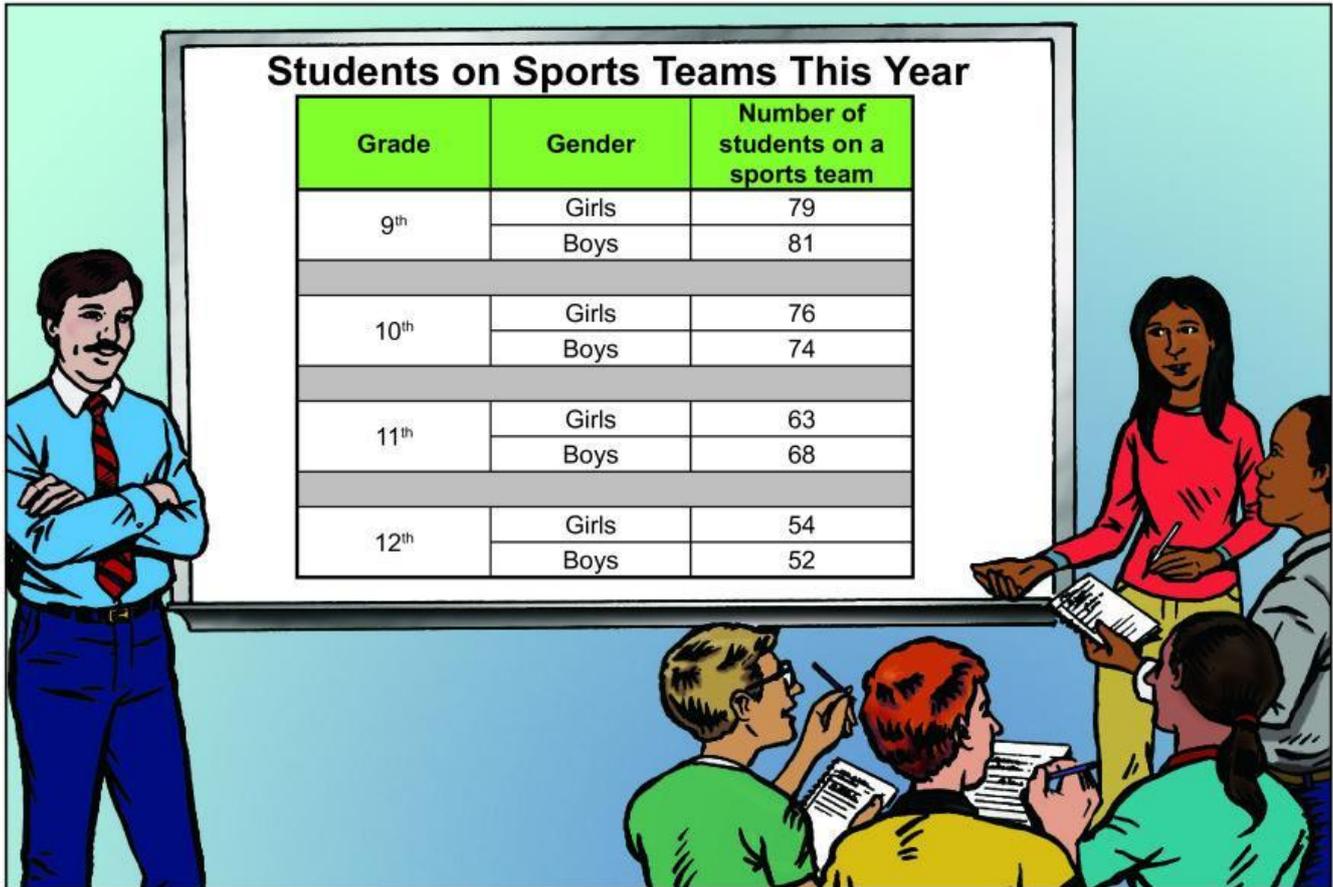
As you walk around the room and monitor the students' work, check to make sure that each question has been answered. Do not check whether responses are correct or not. If any responses are missing, point them out to the students and invite them to try again.

End the testing session by saying:

**Please put your pencil down, and I will collect your papers.**

## Part E: Class Survey

Mr. Sosa's class conducted a survey of high school students. Read the table of their results below.



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Mr. Sosa's students asked all the students in the school, "Do you play on a school sports team?" The class recorded how many students answered yes.

What information did the students collect to answer their question?

- The total number of students who play sports
- The total number of students of each gender
- The total number of students in each grade

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Mr. Sosa's class asked students in different grades to respond to their survey questions. For each grade, they counted the number of girls and the number of boys who answered "yes" to the research question and wrote down these numbers separately. When they made the table, they listed each grade and then the number of girls and boys who are on a sports team in that grade.

How did the students group the results of their survey?

- By gender and then by grade
- By grade and then by gender
- By sport and then by gender
- By grade and then by sport

Mr. Sosa showed his students the results of a similar survey given many years ago, in 1966. Like the data from this year, the table below shows that as grade level goes up, fewer students play on sports teams. This year, the number of girls and boys who play sports in each grade is about equal. However, in 1966, far more boys than girls in each grade played on a sports team. Mr. Sosa explained that this difference is probably because in the 1970s, new laws required schools to give boys and girls equal opportunities to play sports.

### Students on Sports Teams in 1966

Grade	Gender	Number of students on a sports team
9 <sup>th</sup>	Girls	42
	Boys	85
10 <sup>th</sup>	Girls	38
	Boys	79
11 <sup>th</sup>	Girls	33
	Boys	68
12 <sup>th</sup>	Girls	30
	Boys	65

What do the survey data collected in 1966 and this year have in common?

- Both showed that about the same number of boys and girls play sports.
- Both showed that fewer girls play sports in 9<sup>th</sup> grade than in 12<sup>th</sup> grade.
- Both showed that as grade level goes up, fewer students play sports.
- Both showed that more boys play sports in all grade levels.