



ACCESS for ELLs 2.0 Paper

GRADES 1-12

Sample Items User Guide

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Introduction

The purpose of this document is to introduce the features of the paper-based form of ACCESS for ELLs 2.0. This User Guide explains how to access and use the downloadable PDF test materials and the associated audio files for the Listening and Speaking Tests. While the security of test items in actual use in WIDA assessments is a top priority, it is also extremely important that educators have good, freely available sample items that provide a strong sense for them, their students, parents, and the general public of what taking the ACCESS for ELLs 2.0 English language proficiency assessment entails.

About the Assessment

ACCESS for ELLs 2.0 is a system of English language proficiency assessments given annually to students in Kindergarten through Grade 12 who have been identified as English language learners (ELLs). The system of assessments includes

- ACCESS for ELLs 2.0 Online, an online assessment for Grades 1–12
- ACCESS for ELLs 2.0 Paper, a paper-based assessment for Grades 1–12 to be used in cases where paper/pencil administration is needed, for example, when the technology needed for online administration is not available.
- Kindergarten ACCESS for ELLs, a paper-based assessment for Kindergarten
- Alternate ACCESS for ELLs, a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities

ACCESS for ELLs 2.0 test scores are used to monitor student progress in acquiring English for the academic environment, to plan support for continuing English language development, and to satisfy legal requirements for assessment and accountability.

About ACCESS for ELLs 2.0 Paper

ACCESS for ELLs 2.0 assesses students' English language proficiency in five areas: Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with the general language of the classroom and the school; the Language of English Language Arts (LoLA); the Language of Mathematics (LoMA); the Language of

Science (LoSC); and the Language of Social Studies (LoSS). ACCESS for ELLs 2.0 has been built upon earlier versions of ACCESS for ELLs and on the ELD Standards, which correspond with college and career readiness standards, including the Common Core State Standards, Next Generation Science Standards, and other state content standards.

It is a state-mandated secure assessment that must be given annually during a specific test window determined by each state. As such, ACCESS for ELLs 2.0 is used to satisfy state and federal requirements for the annual assessment of the English language proficiency of ELLs.

ACCESS for ELLs 2.0 Paper test forms are designed for ELLs in Grades K–12. The test forms are divided into the following grade-level clusters: Kindergarten, 1, 2, 3, 4–5, 6–8, and 9–12, and assess the language domains of Listening, Speaking, Reading, and Writing.

The ACCESS for ELLs 2.0 Paper Sample Items include only a few items per domain. Administration of the items in a testing situation, in whole or in part, will not provide student results that are in any way meaningful, as these items do not adhere to the requirements of a test form and never existed together in any one form of the test. The sample items presented are not to be used as a practice or placement test, as no meaningful scoring of a student’s performance can occur. Thus, no aspect of a student’s language proficiency should be assessed using any of the sample items. Furthermore, WIDA does not advocate extensive test preparation for the ACCESS for ELLs 2.0 test. Instead, WIDA recommends using the sample items to allow students to become familiar with the basic format of the test items and the ways in which they assess English language proficiency.

About this User Guide

In this guide, you will find the following information:

- Details about the four language domains assessed by ACCESS for ELLs 2.0
- The ways in which this test is aligned to the WIDA ELD Standards
- Recommendations on the use of the paper-based sample items
- Test item specifications

- Instructions on how to access the sample items online

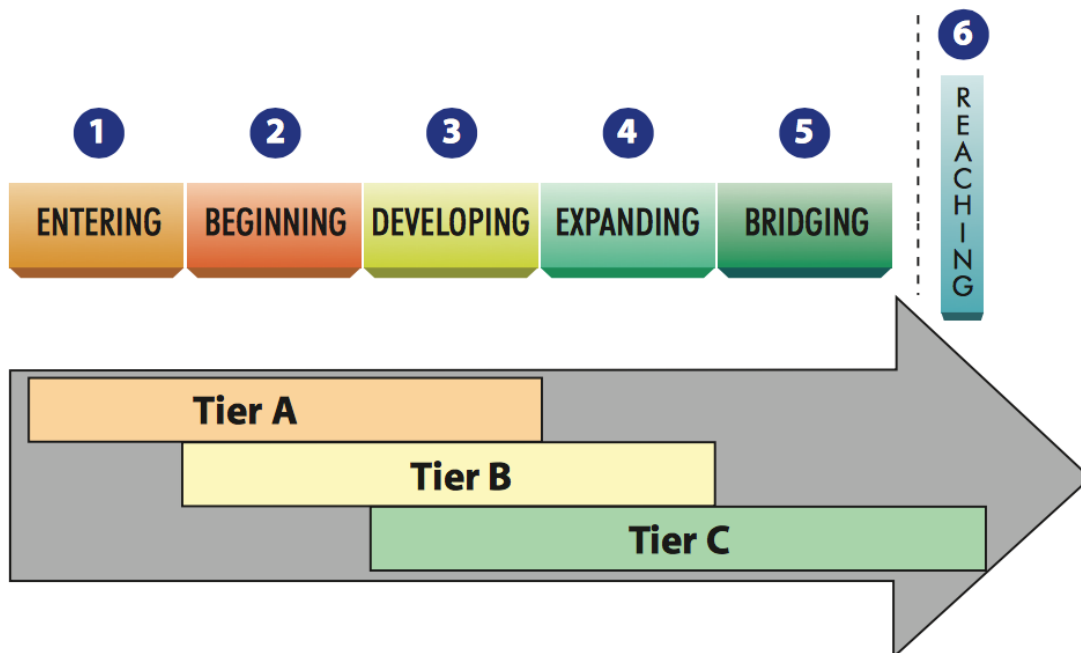
ACCESS for ELLs 2.0 Paper Test Overview

In this section of the User Guide, you will find an overview of ACCESS for ELLs 2.0. The descriptions of ACCESS for ELLs 2.0 will allow users of this guide to become familiar with the design and layout of the assessment. Also provided in this section is a discussion of the ways in which ACCESS for ELLs 2.0 aligns with the WIDA English Language Development (ELD) Standards.

Grade Clusters and Tiers

ACCESS for ELLs 2.0 Paper test forms are divided into the following grade-level clusters: Kindergarten, 1, 2, 3, 4–5, 6–8, and 9–12.

Within each grade cluster, with the exception of Kindergarten, the test is further divided into three overlapping tiered test forms: A (Beginning), B (Intermediate), and C (Advanced). The five proficiency levels overlap on these three tiers of the test form.



Test administrators are provided guidance so that students take the most appropriate form based on his or her language proficiency. A student will take the same

Tier for all four domains. Please note that in Speaking, the content of the Tier B test is identical to the content of the Tier C test, so we have consolidated them into one test form: Tier B/C.

Domain Test Overview

ACCESS for ELLs 2.0 provides tests in each of four language domains (Listening, Reading, Writing, and Speaking). The Listening test and the Reading test consist of thematic folders, each containing three multiple-choice questions surrounding a particular theme. The Writing test and the Speaking test are made up of performance tasks scored according to specific scoring criteria. The paper-based test allows group administration of the Listening, Reading, and Writing tests, but the Speaking test must be given individually. More specific information about each domain test is outlined below.

Listening Test

- The test is group-administered.
- The Listening test contains tiered forms, and a student will take either the Tier A, B, or C test form.
- The listening test is media-delivered, meaning that the test items are delivered via CD.
- Students complete a few practice items before beginning the Listening test.
- Students only hear the item one time.
- The Listening test takes up to approximately 40 minutes to complete.

Reading Test

- The test is group-administered.
- The Reading test contains tiered forms, and a student will take either the Tier A, B, or C test form.
- Students complete a few practice items before beginning the Reading test.
- The Reading test takes up to approximately 45 minutes to complete.

Writing Test

- The test is group-administered.

- The Writing test contains tiered forms, and a student will take either the Tier A, B, or C test form.
- There are three tasks on each tiered form for all grade levels, except for Grade 1, Tier A, which contains four tasks.
- The test administrator guides the test-takers as a group through the Writing instructions and a sample writing task.
- The Writing test takes up to approximately 65 minutes to complete; this range is tied to the different tiers in the Writing test.

Speaking Test

- The test must be administered individually.
- The Speaking test contains tiered forms, and a student will take either the Tier A or Tier B/C form.
- The Speaking test is media-delivered, meaning the test items are delivered via CD.
- The Speaking test is multi-modal. The student hears audio input and also sees the input as text in their Speaking Test Booklet.
- Students will be independently guided through the test by a virtual test administrator.
- Each Speaking test task also includes a Model Student response, which demonstrates for the student the language use expected at that task level.
- The Speaking test takes up to approximately 30 minutes to complete.

Alignment to the WIDA ELD Standards

ACCESS for ELLs 2.0 is just one component of WIDA's comprehensive approach to promoting educational equity and academic achievement through English language development for ELLs.

At the core of this system lie the WIDA ELD Standards for English Language Learners in Kindergarten through Grade 12, available at www.wida.us. These standards express reasonable expectations for student performance at each level of the language development continuum, and they inform both the instruction in Academic English Language and the development of assessments designed to measure student proficiency in English. To inform instruction, educators can use the standards to purposefully focus on teaching the language students need to move them toward higher levels of English language proficiency. In the development of the assessments, test

specifications are derived from these descriptions of language proficiency. Therefore, the standards provide a link between what happens in the classroom and the assessment of academic language proficiency.

The language associated with five content areas is addressed in the five WIDA ELD Standards. The first standard is called Social and Instructional Language (SIL), which incorporates proficiencies needed to participate in the general language of the classroom and the school. The other standards include the language of English Language Arts (LoLA), the Language of Mathematics (LoMA), the Language of Science (LoSC), and the Language of Social Studies (LoSS).

The ELD Standards divide the continuum of language development into six proficiency levels. The levels in order from lowest to highest, are as follows:

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

The language proficiency levels delineate expected performance and describe what ELLs can reasonably be expected to do within each domain of the standards. Level 6 is reserved for those students for whom the English language is no longer a barrier to accessing academic content appropriate to their grade level.

Using the Sample Items

This section of the User Guide provides recommendations on how to use and with whom to use the sample items.

- The primary audience for the sample items is teachers, students, or anyone who would like to see what test items look like and to understand the language demands that may be found on the operational ACCESS for ELLs 2.0 assessment.

- The sample items include PDF booklets of test items, organized by grade cluster. WIDA recommends that users print the PDF, double sided, so that the items are presented as they would be in a testing situation.
- In addition to the PDF, there are audio files for the Speaking and Listening items. We have organized the audio files into a playlist by folder, in order to better replicate the real testing experience. The audio playlist will include appropriate pause times to mirror what students experience in live test items.

Test Item Specifications

Following is a list of all the sample items available and the test item specifications for each item. Please note the abbreviations for the WIDA ELD Standards

- SIL=Social and Instructional Language
- LoLA=Language of Language Arts
- LoMA=Language of Mathematics
- LoSc=Language of Science
- LoSS=Language of Social Studies

Grade 1: Speaking, Tier A and B/C Sample Items			
Folder Title: At the Grocery Store		Key Use of Academic Language: Recount	
Standard: Language of Language Arts & Language of Social Studies		Topic: Fiction and Story Elements; Community Workers	
		Cognitive Function: Understand	
Item Number	Standard	Proficiency Level	Model Performance Indicator
1	LoLA & LoSS	1	LoLA: (Genre) Name people or objects depicted in illustrated covers of fictional stories (Topic) Name characters or settings of stories from picture books LoSS: Name community workers shown doing their jobs in pictures or illustrated scenes
2	LoLA & LoSS	3	LoLA: (Genre) Predict ideas in storylines based on titles and illustrated covers of fictional stories (Topic) State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories LoSS: Describe encounters or interactions with community workers in illustrated scenes
3	LoLA & LoSS	5	LoLA: (Genre) Relate storylines to personal experiences based on titles and illustrated covers of fictional stories (Topic) Re/tell stories using story elements from picture books or short stories LoSS: Predict impact of community workers in emergency or unusual situations

Grades 2 & 3: Listening, Tier C Sample Item			
Folder Title: A Walk in the Park		Key Use of Academic Language: Discuss	
Standard: Language of Social Studies		Topic: Maps & Globes	
Cognitive Function: Understand			
Item Number	Answer Key	Proficiency Level	Model Performance Indicator
1	A	3	Classify or group places on maps or globes by common characteristics described orally with visuals
2	C	4	Locate places on maps or globes based on specific language, descriptive oral discourse, and visuals
3	B	5	Differentiate features on maps or globes based on specific language and oral scenarios

Grades 4–5: Listening, Tier C Sample Item			
Folder Title: All About Mushrooms		Key Use of Academic Language: Explain	
Standard: Language of Science		Topic: Nature	
Cognitive Function: Analyze			
Item Number	Standard	Proficiency Level	Model Performance Indicator
1	A	3	Compare examples or categories of natural phenomena based on oral descriptions and visual support
2	C	4	Interpret information on natural phenomena from oral descriptions supported visually
3	A	5	Determine relationships among natural phenomena from oral discourse

Grades 4–5: Speaking, Tiers A and B/C Sample Items

Folder Title: Rock Candy Investigation
Standard: Language of Mathematics
 and Language of Science

Key Use of Academic Language: Explain
Topic: Strategies for Problem Solving; Scientific Inquiry
Cognitive Function: Analyze

Item Number	Standard	Proficiency Level	Model Performance Indicator
1	LoMA & LoSC	1	LoMA: State words in figures or formulas from illustrated examples (e.g., x in 3 x 5 says “times”); LoSC: Answer questions that name basic elements of a scientific inquiry depicted visually and modeled
2	LoMA & LoSC	3	LoMA: Connect specific math vocabulary to operations or procedures use using illustrated oral examples (e.g., How many are left when you take away...?); LoSC: Describe processes of scientific inquiry or their parts using visual examples
3	LoMA & LoSC	5	LoMA: Explain different was of problem solving grade level examples using specific or technical vocabulary; LoSC: Imagine future inquiries or how change affects scientific inquiry (e.g., “How might the experiment change if more water were used?”)

Grades 9–12: Listening, Tier B Sample Items			
Folder Title: Ticket Prices		Key Use of Academic Language: Discuss	
Standard: Language of Mathematics		Topic: Coordinate planes, graphs, & equations	
Cognitive Function: Analyze			
Item Number	Answer Key	Proficiency Level	Model Performance Indicator
1	A	2	Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., “Shift the graph up by two.”)
2	C	3	Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)
3	B	4	Compare/contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language (e.g., trends, logarithmic/exponential growth, periodic)

Grades 9–12: Speaking, Tiers A and B/C Interactive Sample Items			
Folder Title: Service Club Activities		Key Use of Academic Language: Argue	
Standard: Social and Instructional Language		Topic: Personal Preferences	
Cognitive Function: Evaluate			
Item Number	Standard	Proficiency Level	Model Performance Indicator
1	SIL	1	Give examples of aspects of school life from visuals
2	SIL	3	Express personal preferences and give reasons for selection from visuals
3	SIL	5	Discuss and support diverse perspectives on personal preferences