



# ACCESS for ELLs 2.0 Paper

## Getting Students Ready for Testing in Florida

General advice to teachers who want to help prepare their students for ACCESS for ELLs 2.0 Paper

### Purpose of ACCESS for ELLs 2.0

It is important for your students to understand, in age-appropriate ways, why they are taking this test. They also benefit from participating in conversations about their own language development and education.

As you begin your preparation for ACCESS for ELLs 2.0, here is a summary of the key information to share with all educators, administrators, students, and families:

- The test provides information about students' English language abilities in school. Educators use this information to make decisions about students' education.
- ACCESS for ELLs 2.0 measures what students know and can do in English in the domains of Listening, Speaking, Reading, and Writing.
- Students do not need to study for the test, but rather, focus on demonstrating their language abilities.

Educators should listen to students' ideas about how they can perform their best on the test, so take time to raise awareness and discuss these issues before, during, and after testing.

## General Test Preparation and Opportunities for Students

- **View Sample Items with students.** These items are representative of the item difficulty a student will experience on the actual test. The Speaking sample items give students the opportunity to practice interacting with the test input and producing a spoken response just as they will on the test. They are available at [wida.us/accessupdates](http://wida.us/accessupdates).
- **Practice bubbling.** Young students or those with limited standardized testing experience may benefit from instruction on how to answer by filling in bubbles completely.
- **Plan for and talk about universal tools.** Before giving the test, make students aware of the universal tools that are available on ACCESS for ELLs 2.0 Paper. You may want to point out how these relate to familiar classroom practices. These tools include:
  - Audio aids
  - Color overlay
  - Highlighter, colored pencils, or crayons
  - Line guide or tracking tool
  - Magnifier
  - Planning Sheet

These tools are available to all students who take ACCESS for ELLs 2.0. Provided that students use the tool(s) regularly in the classroom and have become familiar with the appropriate use and availability of the tools, the tools should reinforce students' abilities to demonstrate their knowledge and skills. They may be used during any of the test domains and are described in detail in the *Florida ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* available at <https://www.wida.us/membership/states/Florida.aspx>.

- **Prepare for use of accommodations.** Students with an active Individualized Education Program or 504 Plan are eligible to receive accommodations and should be given opportunities to become as familiar as possible with the accommodations selected for them during classroom instruction.

## Preparing for Specific Domain Tests

### Speaking Test

- Advise students, to the extent they are able, to give lengthy responses. This gives them the opportunity to demonstrate their vocabulary and ability to connect ideas.

### Writing Test

- Encourage students to take time to think about their response and plan their writing so it is organized and addresses all parts of the prompt.
- Ask students to write as much as they can to give ample evidence of their language abilities.
- Remind students to check their writing and edit their response if they have time before moving on to the next Writing task.

### Listening Test

- Emphasize that students have only one opportunity to listen to the test items; they cannot be repeated. This means they must listen very carefully.
- Consider letting students listen to some recorded English language before beginning the test. This will help ensure that they can perform at their best, especially if they are taking ACCESS for ELLs 2.0 at the start of the school day.

### Reading Test

- Prompt students to work through the Reading test at a consistent pace. If they spend too much time on the first few questions they may need to rush through later ones.

## Don't forget

Some of the most important things you can tell your students about any test are:

- Go to bed early the night before.
- Eat a good meal or healthy snack before the test.
- Do something to release energy and relax before and after the test.

**For the latest information about ACCESS for ELLs 2.0, please visit Florida's WIDA webpage.**



Wisconsin Center for Education Research  
University of Wisconsin–Madison | 1025 West Johnson St., MD #23 | Madison, WI 53706  
Client Services Center toll free: 866.276.7735 | [help@wida.us](mailto:help@wida.us)

[www.wida.us](http://www.wida.us)