



WIDA[™]

Alternate
ACCESS for ELLs

Listening, Reading, Speaking, and Writing

Sample Items

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WIDATM

Alternate
ACCESS for ELLs

Sample Items

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Purpose of document:

This document is intended to help Alternate ACCESS for ELLs™ test administrators become familiar with a few new features of the Alternate ACCESS for ELLs assessment. Alternate ACCESS for ELLs is a large-scale test of English language proficiency of ELLs with significant cognitive disabilities. The Alternate ACCESS for ELLs is a product of a collaborative effort by the multistate WIDA Consortium and has been developed based on the WIDA Alternate English Language proficiency (ELP) levels which were designed to increase the sensitivity of the measure for these students and give them a chance to demonstrate what they can do with language. A copy of the draft Alternate Model Performance Indicators outlining these levels can be downloaded at www.wida.us/alternateaccess.

Alternate ACCESS for ELLs is an individually administered paper and pencil test. It is intended only for English language learners with significant cognitive disabilities severe enough to prevent meaningful participation in the ACCESS for ELLs assessment. Students with disabilities who can demonstrate progress in their language development by taking ACCESS for ELLs with accommodations should continue to do so. Individualized Education Program (IEP) teams must consider the following participation criteria to decide whether the Alternate ACCESS for ELLS test would be an appropriate assessment for their student:

1. The student has been classified as ELL.
2. The student has a significant cognitive disability and receives special education services under IDEA (2004).
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.
4. The student is or will be participating in his or her statewide alternate assessment based on alternate achievement standards.

Within this document, one sample item is provided for each domain (Listening, Speaking, Reading, and Writing) so that test administrators can see how test items are formatted in each section. Only grade level cluster 3-5 sample items are represented. Each sample and operational test item is written to address a specific alternate model performance indicator (AMPI) that, in turn, addresses a specific alternate ELP level. Please note that specific test administration procedures are covered in the Test Administration Manual and test administrator training modules and presentations. This document should be used as a supplementary resource in addition to the training materials for professional development with test administrators and/or with students so that they may become familiar with the item types and format prior to testing.

This booklet is not to be used in its entirety as a sample, practice, or placement test. Students should not be graded for their performance on these sample items. WIDA does not advocate extensive test preparation for the Alternate ACCESS for ELLs test, only acquainting students with the basic format of the test items.

Listening Script & Listening Test Sample Item

Please note: The test folders, page sizes and layout in this booklet do not appear exactly as they would in operational test booklets.

Sample Listening Task 1, Grade cluster: 3-5, Standard: Language of Language Arts,
Proficiency Level: A2-Exploring

CUE A

Point to UMBRELLA AT TOP. **This is an umbrella.**

Point to UMBRELLA. **Umbrella.**

Point to BOOTS. **Boots.**

Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT. **Which one is an umbrella?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.

After repeat, if incorrect or no response, go to **CUE B**.

CUE B

Point to UMBRELLA AT TOP. **Umbrella.**

Point to UMBRELLA. **Umbrella.**

Point to BOOTS. **Boots.**

Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT. **Which one is an umbrella?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to UMBRELLA AT TOP. **Umbrella.**

Point to BOTH UMBRELLAS. **These two show an umbrella.** PAUSE.

Point to UMBRELLA. **Umbrella.**

Point to BOOTS. **Boots.**

Point to T-SHIRT. **T-shirt.**

Sweep across UMBRELLA, BOOTS, T-SHIRT. **Which one is an umbrella?** PAUSE.

Go to **MOVING ON** box.



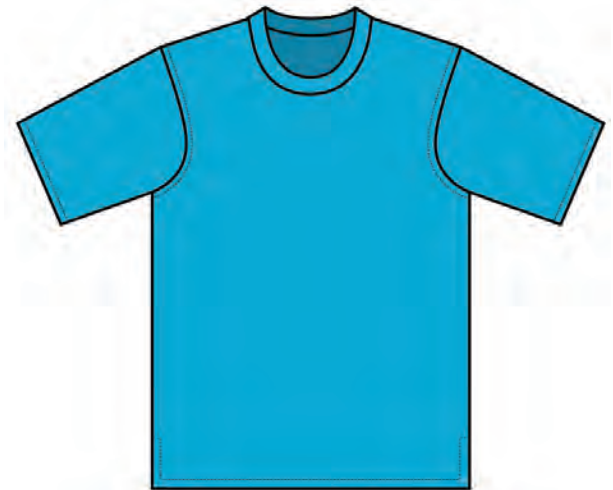
MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2**.

Good. Let's turn the page and keep going.

1



Reading Script & Reading Test Sample Item

Please note: The test folders, page sizes and layout in this booklet do not appear exactly as they would in operational test booklets.

Sample Reading Task 1, Grade cluster: 3-5, Standard: Language of Math,
Proficiency Level: A3-Engaging

CUE A

Point to THREE CUPS. **There are three cups.**
 Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 1. **Number one.**
 Point to NUMBER 3. **Number three.**
 Point to NUMBER 4. **Number four.**

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, repeat **CUE A**.
 After repeat, if incorrect or no response, go to **CUE B**.

CUE B

Point to THREE CUPS. **There are three cups.**
 Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 1. **One.**
 Point to NUMBER 3. **Three.**
 Point to NUMBER 4. **Four.** PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

If correct, go to **MOVING ON** box.

If incorrect or no response, go to **CUE C**.

CUE C

Point to THREE CUPS. **There are three cups.**
 Point to QUESTION. **Which shows the number of cups?**

Point to NUMBER 3. **This is the number 3. There are three cups.** PAUSE.

Point to NUMBER 1. **One.**
 Point to NUMBER 3. **Three.**
 Point to NUMBER 4. **Four.** PAUSE.

Sweep across NUMBER 1, NUMBER 3, NUMBER 4. **Which shows the number of cups?** PAUSE.

Go to **MOVING ON** box.

1

Three cups



Which shows the number of cups?

1

3

4

MOVING ON

Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2**.

Good. Let's turn the page and keep going.

1



Three cups

Which shows the number of cups?

1

3

4

Speaking Script & Speaking Test Sample Item

Please note: The test folders, page sizes and layout in this booklet do not appear exactly as they would in operational test booklets.

Sample Speaking Part A Task 1, Grade cluster: 3-5, Standard: Social & Instructional Language, Proficiency Level: A1-Initiating

Sample Speaking Part A Task 2, Grade cluster: 3-5, Standard: Social & Instructional Language, Proficiency Level: A2-Exploring

Sample Speaking Part A Task 3, Grade cluster: 3-5, Standard: Social & Instructional Language, Proficiency Level: A3-Engaging

3–5 Speaking Section

Make sure test materials are set up and ready for test administration.

We are going to look at some pictures and talk about them together. I will ask you questions. Some questions might be easy and others might be hard. Please try your best to answer all my questions in English.

Do you have any questions before we begin?

Answer any remaining questions.

O.K., now let's begin.

SAMPLE SPEAKING PART A TASK 1

3-5 SIA1

QUESTION 1

Now we are going to talk about the picture.

The teacher is reading a book.

Point to BOOK IN TEACHER'S HAND. **Look at the book.**

Can you say book? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.



SAMPLE SPEAKING PART A TASK 1

3-5 SIA1

QUESTION 2

Point to BOOK IN TEACHER'S HAND. **Look at the book. Book begins with the sound /b/.**

Can you make the sound /b/? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if student approaches or no response, go to **QUESTION 3**.

QUESTION 3

Point to BOOK IN TEACHER'S HAND. **Book begins with the sound /b/. /b/ PAUSE. /b/ PAUSE. /b/ – book.**

Make the sound /b/. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2**.

Good. Let's turn the page and keep going.

QUESTION 1

Point to TEACHER. **Teacher begins with the sound /t/.**

Can you make the sound /t/? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.

QUESTION 2

Point to TEACHER. **Teacher begins with the sound /t/.**
/t/ PAUSE. /t/ PAUSE. /t/ – teacher.

Can you make the sound /t/?

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if student approaches or no response, go to **QUESTION 3**.

QUESTION 3

Point to POSTER. **Poster begins with the sound /p/.**
/p/ PAUSE. /p/ PAUSE. /p/ – poster.

Make the sound /p/. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.



MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 3**
Good. Let's turn the page and keep going.

QUESTION 1

Point to GIRL. **The girl is raising her hand.**

Point to GIRL. **Look at the girl.**

Can you say girl? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 1**.

After repeat, if approaches or no response, go to **QUESTION 2**.

QUESTION 2

Point to RUG. **Look at the rug.**

Can you say rug? PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 2**.

After repeat, if approaches or no response, go to **QUESTION 3**.

QUESTION 3

Point to BOOKSHELF. **Look at the shelf.**

Say shelf. PAUSE.

If meets, go to **MOVING ON** box.

If approaches or no response, repeat **QUESTION 3**.

After repeat, go to **MOVING ON** box.



MOVING ON

If No Response or Approaches on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go **TASK 4**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.

Good job. We are finished.

Part A



Writing Script & Writing Test Sample Item

Please note: The test folders, page sizes and layout in this booklet do not appear exactly as they would in operational test booklets.

Sample Writing Part A, Task 1, Grade cluster: 3-5, Standard: Social & Instructional Language, Proficiency Level: A1-Initiating

Sample Writing Part A, Task 2, Grade cluster: 3-5, Standard: Social & Instructional Language, Proficiency Level: A2-Exploring

Sample Writing Part A, Task 3, Grade cluster: 3-5, Standard: Social & Instructional Language, Proficiency Level: A3-Engaging

Sample Writing Part A, Task 4, Grade cluster: 3-5, Standard: Social & Instructional Language, Proficiency Level: 1-Entering

3–5 Writing Section

Make sure test materials are set up and ready for test administration.

Now you are going to take a writing test. Some questions might be easy for you and others might be hard. It is important that you do the best you can.

Do you have any questions before we begin?

Answer any remaining questions.

O.K., now let's begin.

TASK 1 SAMPLE WRITING PART A

3-5 SIA1

Point to PICTURE. **Look at the picture.**

Point to STUDENTS. **The students are in line at the door.**

Point to STUDENT ON LEFT ON PAGE 3. **Look at the student. Let's draw a circle around the student.**

MODEL TASK FOR STUDENT:

Draw a circle around STUDENT ON LEFT. **I'm drawing a circle around the student.** PAUSE.

TASK:

Point to STUDENT ON RIGHT. **Now it's your turn.**

Use your index finger to draw a circle around STUDENT ON RIGHT. **You draw a circle around the student.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue:

Point to STUDENT ON RIGHT. **Now it's your turn.**

Use your index finger to draw a circle around STUDENT ON RIGHT. **Draw a circle around the student.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue on next page:

TASK 1 SAMPLE WRITING PART A

3-5 SIA1

MODEL TASK FOR STUDENT:

Draw a circle around STUDENT ON LEFT ON PAGE 3. **I'm drawing a circle around the student.** PAUSE.

TASK:

Point to STUDENT ON RIGHT. **Now it's your turn.**

Use your index finger to draw a circle around STUDENT ON RIGHT. **You draw a circle around the student.** PAUSE.

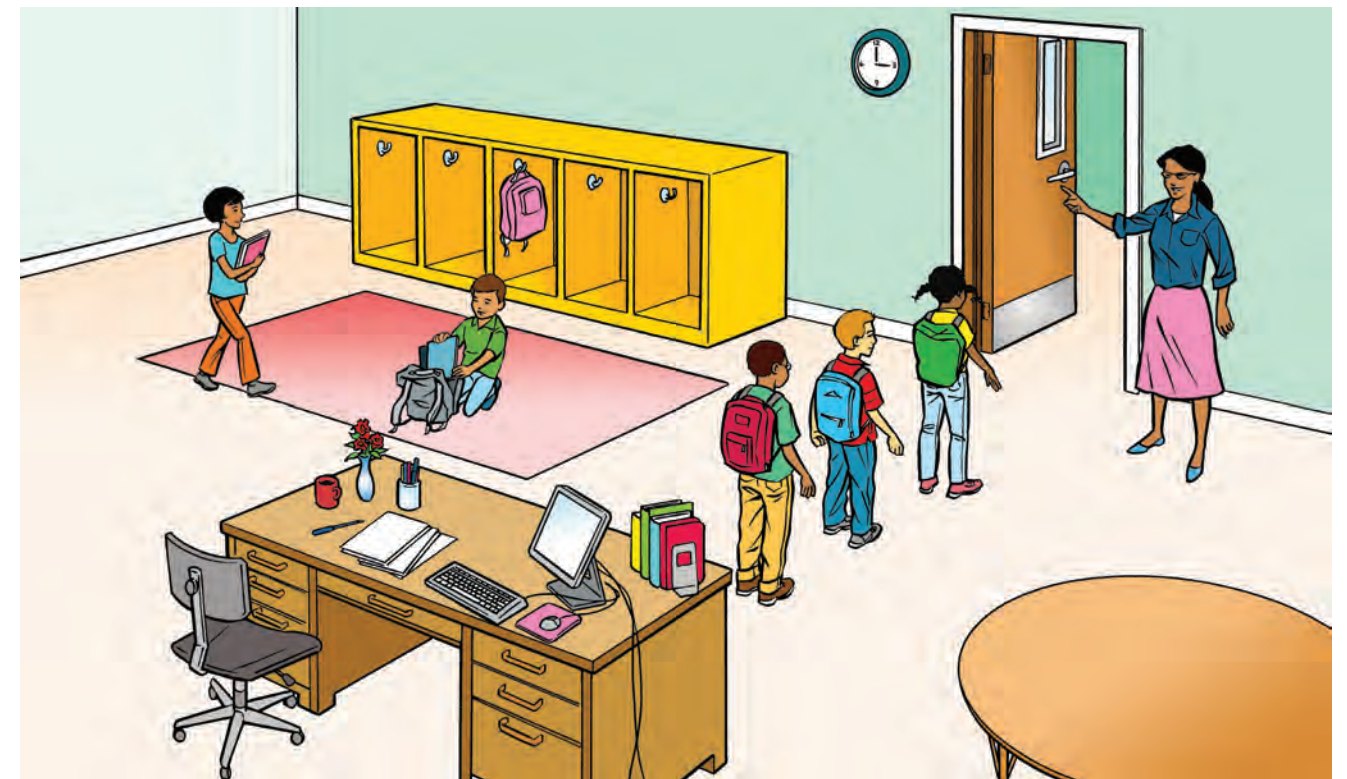
If meets, go to **MOVING ON** box.

If approaches, continue:

Point to STUDENT ON RIGHT. **Now it's your turn.**

Use your index finger to draw a circle around STUDENT ON RIGHT. **Draw a circle around the student.** PAUSE.

Go to **MOVING ON** box.



MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 2.**

Good. Let's turn the page and keep going.

Point to LETTER "C" ON LEFT ON PAGE 5. **Look at the letter "C." Let's trace the letter "C."**

MODEL TASK FOR STUDENT:

Trace the LETTER "C" ON LEFT. **I am tracing the letter "C."**

TASK:

Point to LETTER "C" ON RIGHT. **Now it's your turn.**

Use your index finger to trace the LETTER "C" ON RIGHT. **Trace the letter "C."** PAUSE.

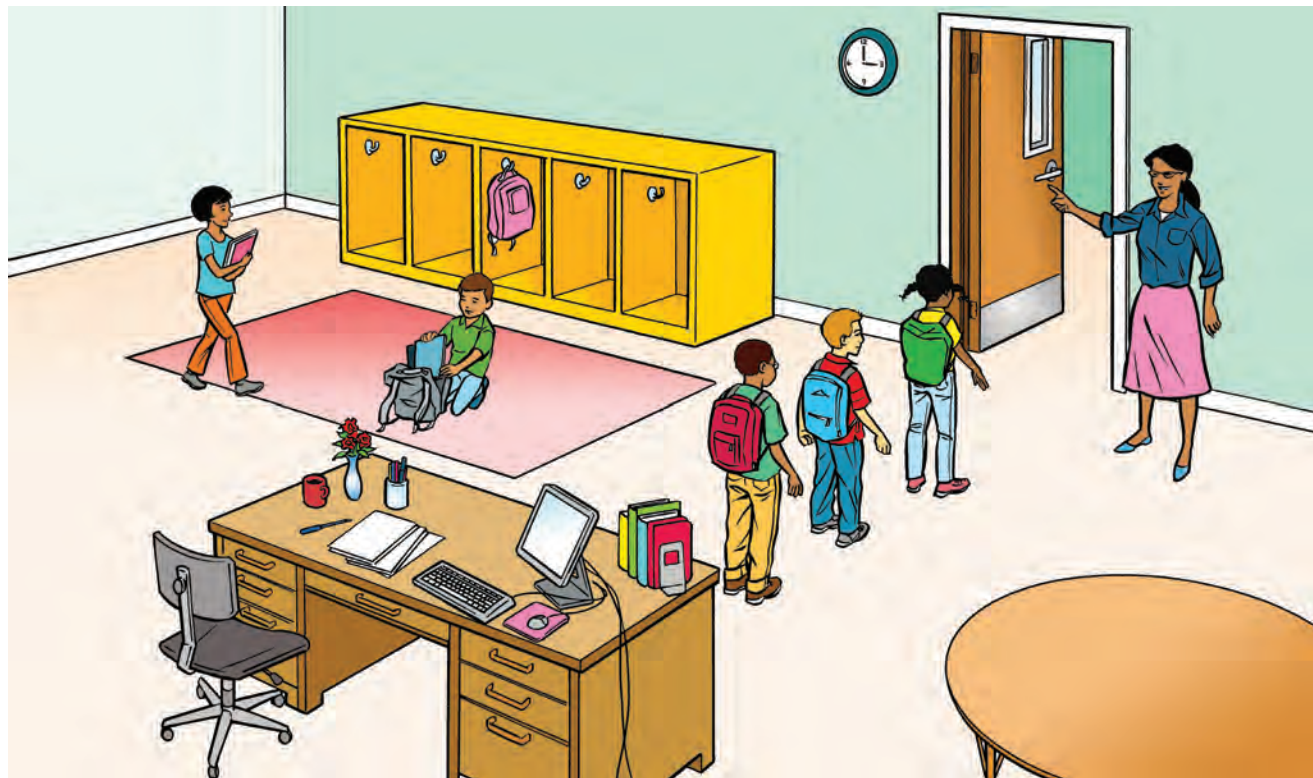
If meets, go to **MOVING ON** box.

If approaches, continue:

Use your index finger to trace the LETTER "C" ON RIGHT. **Now you trace the letter "C."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue on next page:



MODEL TASK FOR STUDENT:

Trace the LETTER "C" ON LEFT ON PAGE 5. **I am tracing the letter "C."**

TASK:

Point to LETTER "C" ON RIGHT. **Now it's your turn.**

Use your index finger to trace the LETTER "C" ON RIGHT. **Trace the letter "C."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue:

Use your index finger to trace the LETTER "C" ON RIGHT. **Now you trace the letter "C."** PAUSE.

Go to **MOVING ON** box.

MOVING ON



Remember to record student's score in Student Response Booklet. Turn page and go to **TASK 3.**

Good. Let's turn the page and keep going.

Point to WORD "BAG" AT TOP. **Look at the word "bag."**

MODEL TASK FOR STUDENT:

Point to WORD "BAG" AT TOP. **I am going to copy the word "bag."**

Copy WORD "BAG" ON LINE AT TOP. **b-a-g. Bag.**

TASK:

Point to WORD "BAG" AT BOTTOM. **Now it's your turn.**

Point to LINE AT BOTTOM. **Copy the word "bag."** PAUSE.

If meets, go to **MOVING ON** box.

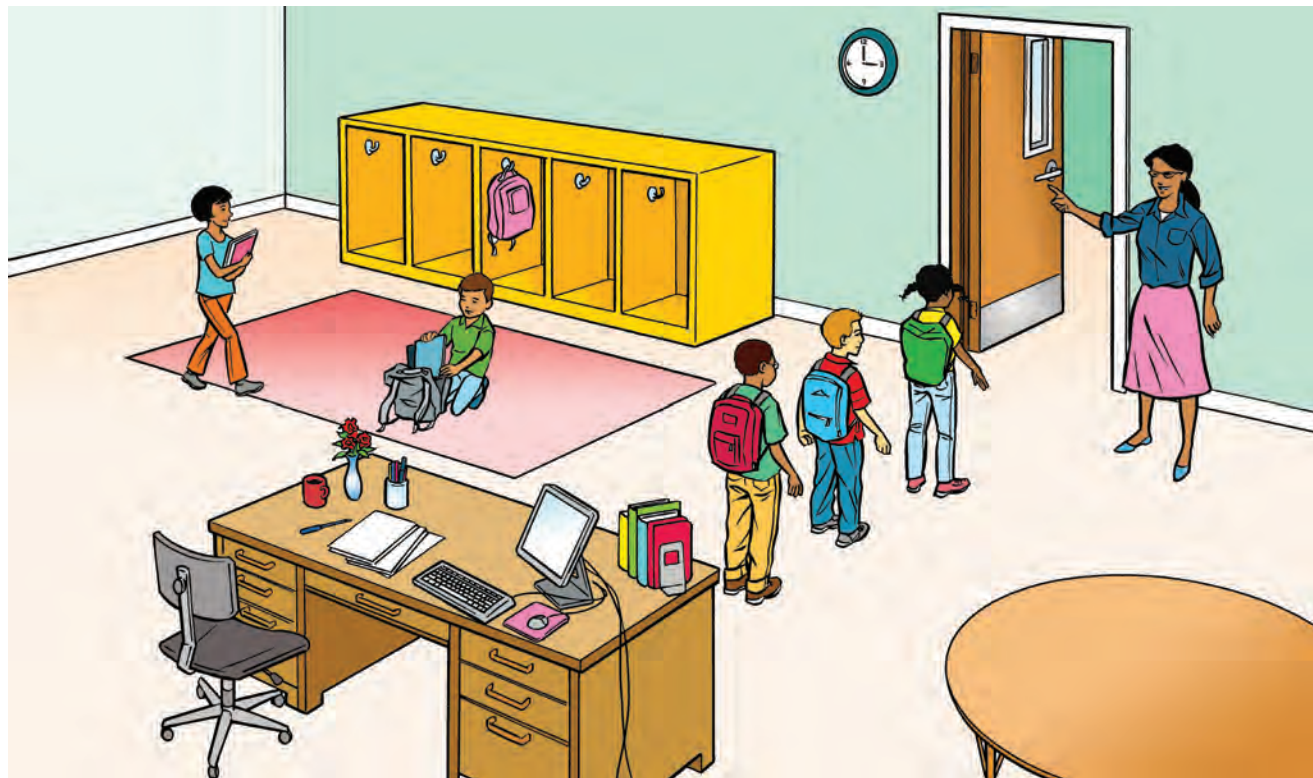
If approaches, continue:

Point to WORD "BAG" AT BOTTOM. **Now it's your turn.**

Point to LINE AT BOTTOM. **Copy the word "bag."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue on next page:



MODEL TASK FOR STUDENT:

Point to WORD "BAG" AT TOP. **I am going to copy the word "bag."**

Copy WORD "BAG" ON LINE AT TOP. **b-a-g. Bag.**

TASK:

Point to WORD "BAG" AT BOTTOM. **Now it's your turn.**

Point to LINE AT BOTTOM. **Copy the word "bag."** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue:

Point to WORD "BAG" AT BOTTOM. **Now it's your turn.**

Point to LINE AT BOTTOM. **Copy the word "bag."** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go **TASK 4**.

Good. Let's look at the next page.



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.

Good job. We are finished.

Point to PICTURE. **Look at the picture. We're going to write about what we see in the picture.**

Point to FLOWERS ON DESK. **I see flowers on the teacher's desk.**

MODEL TASK FOR STUDENT:

Point to BLANK LINE IN STUDENT RESPONSE BOOKLET. **I'm going to write the word "flower" here.**

Write WORD "FLOWER" IN STUDENT RESPONSE BOOKLET. **f-l-o-w-e-r. Flower.**

Turn page in STUDENT RESPONSE BOOKLET.

TASK:

Point to PICTURE. **Now it's your turn. You're going to write a different word. What else do you see in the picture?** PAUSE.

If the student responds:

Point to BLANK LINES IN STUDENT RESPONSE BOOKLET. **Now write (student response) here.** PAUSE.

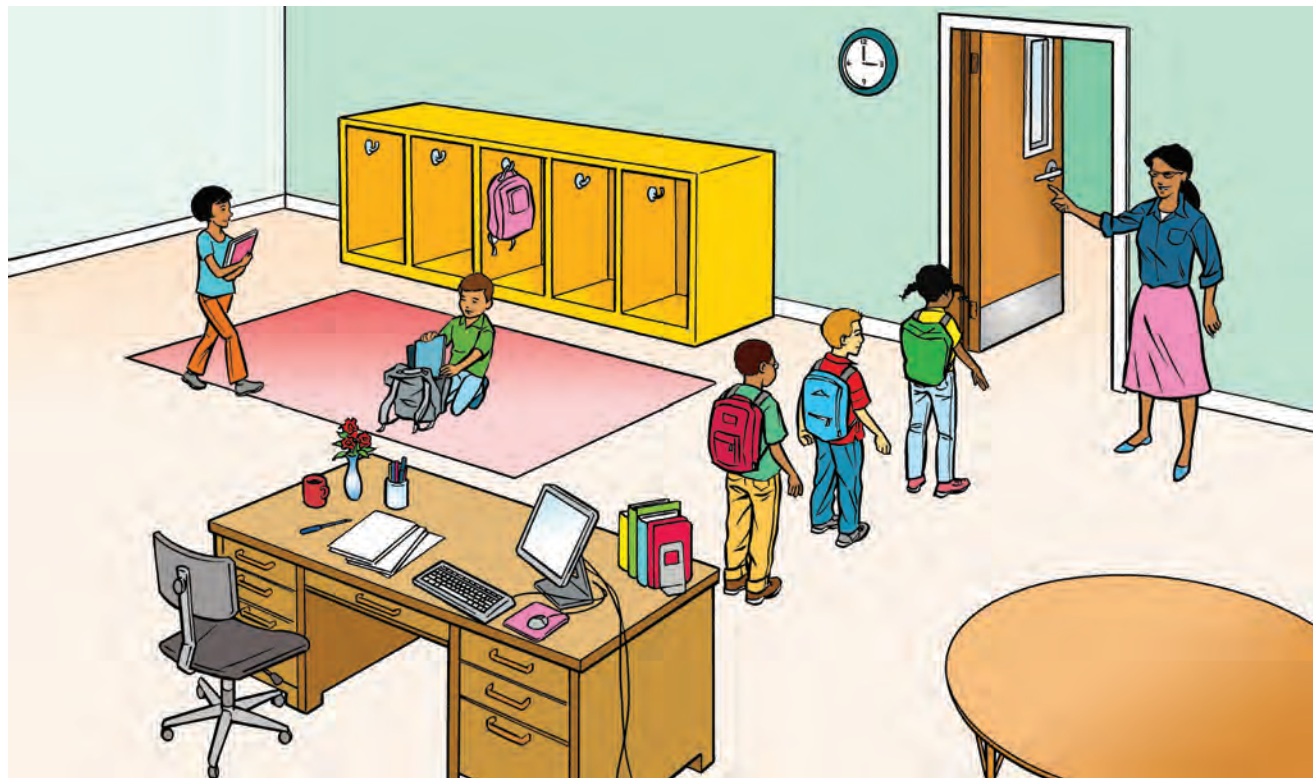
If meets, go to **MOVING ON** box.

If approaches, continue:

Point to BLANK LINES IN STUDENT RESPONSE BOOKLET. **Now write what you see in the picture here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue on next page:



Point to BOOK. **This is a book.**

Point to BOOK. **What is this?** PAUSE.

If the student responds:

Point to BLANK LINES IN STUDENT RESPONSE BOOKLET. **Now write the word book here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue:

Point to TEACHER'S DESK. **This is a desk.**

Point to TEACHER'S DESK. **What is this?** PAUSE.

If the student responds:

Point to BLANK LINES IN STUDENT RESPONSE BOOKLET. **Now write that word here.** PAUSE.

If meets, go to **MOVING ON** box.

If approaches, continue:

Point to TABLE. **This a table.**

Point to TABLE. **What is this?** PAUSE.

If the student responds:

Point to BLANK LINES IN STUDENT RESPONSE BOOKLET. **Now write that word here.** PAUSE.

Go to **MOVING ON** box.

MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.



Record student's score in Student Response Booklet.
Turn the page and go **TASK 5**.
Good. Let's look at the next page.

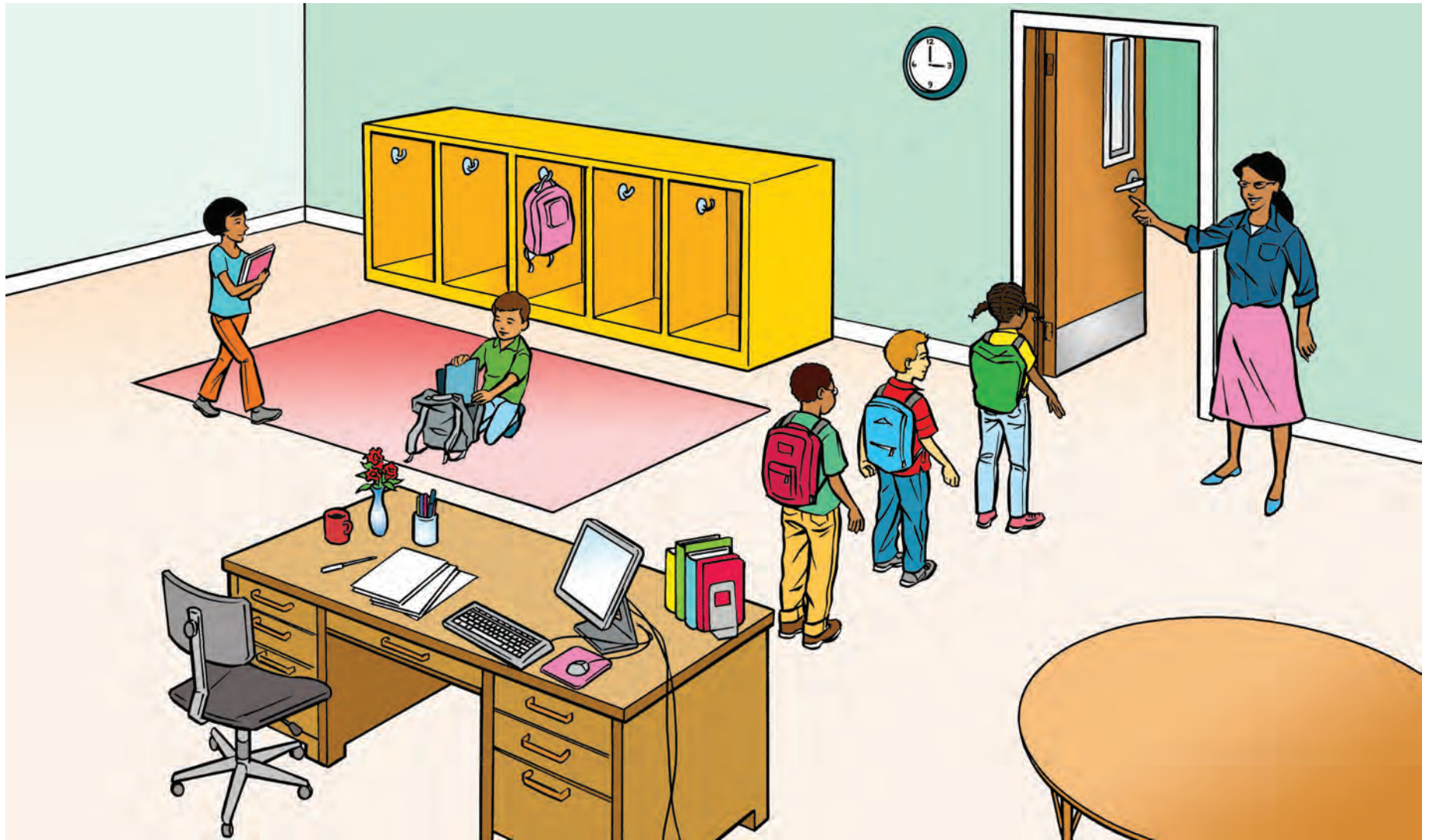


Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.
Good job. We are finished.

WRITING

Task 1

Part A



WRITING

Task 1

Part A



WRITING

Task 2

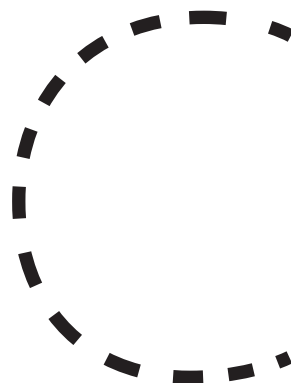
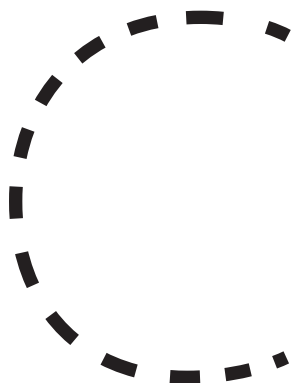
Part A

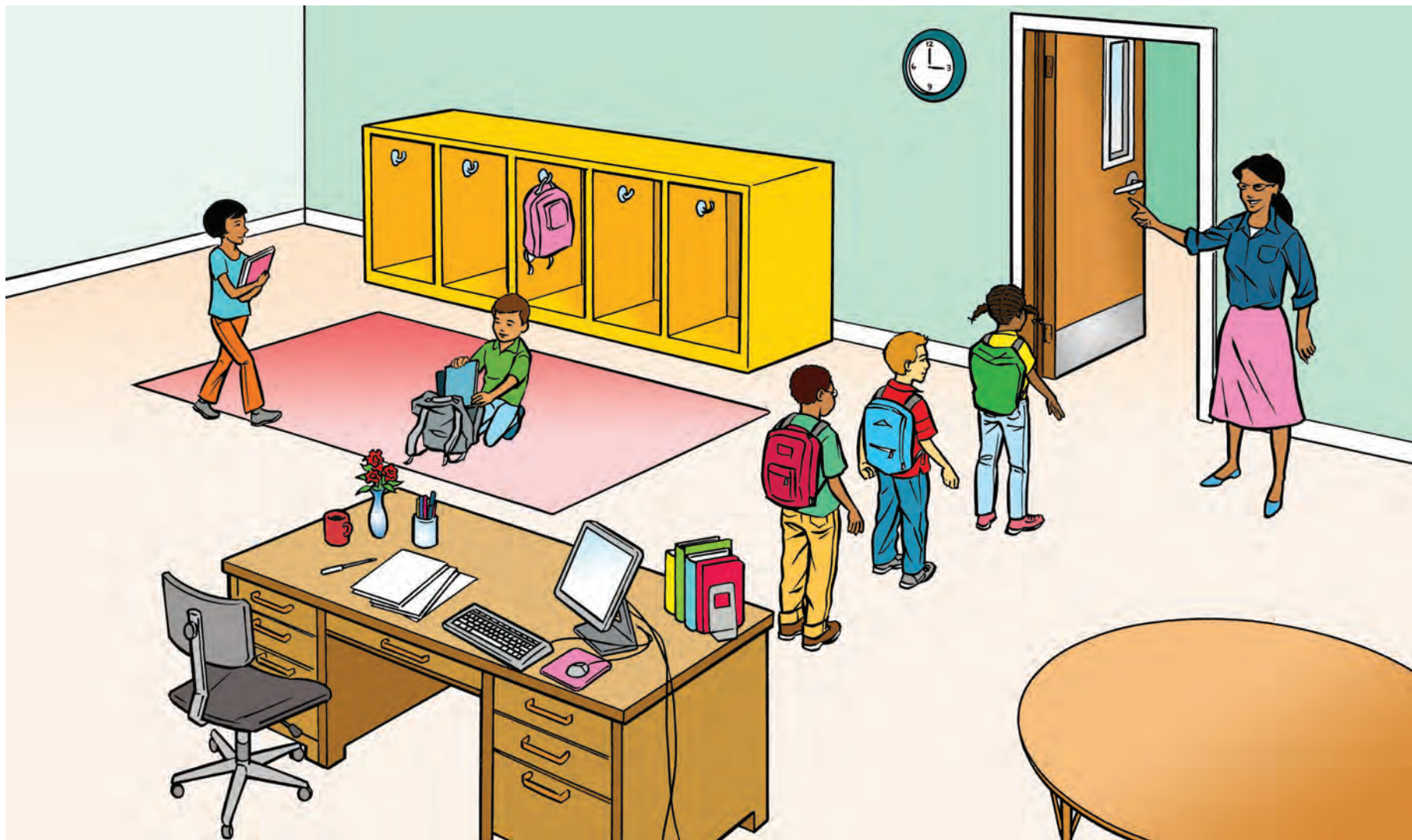


WRITING

Task 2

Part A





WRITING

Task 3

Part A

bag

bag



WRITING

Task 4

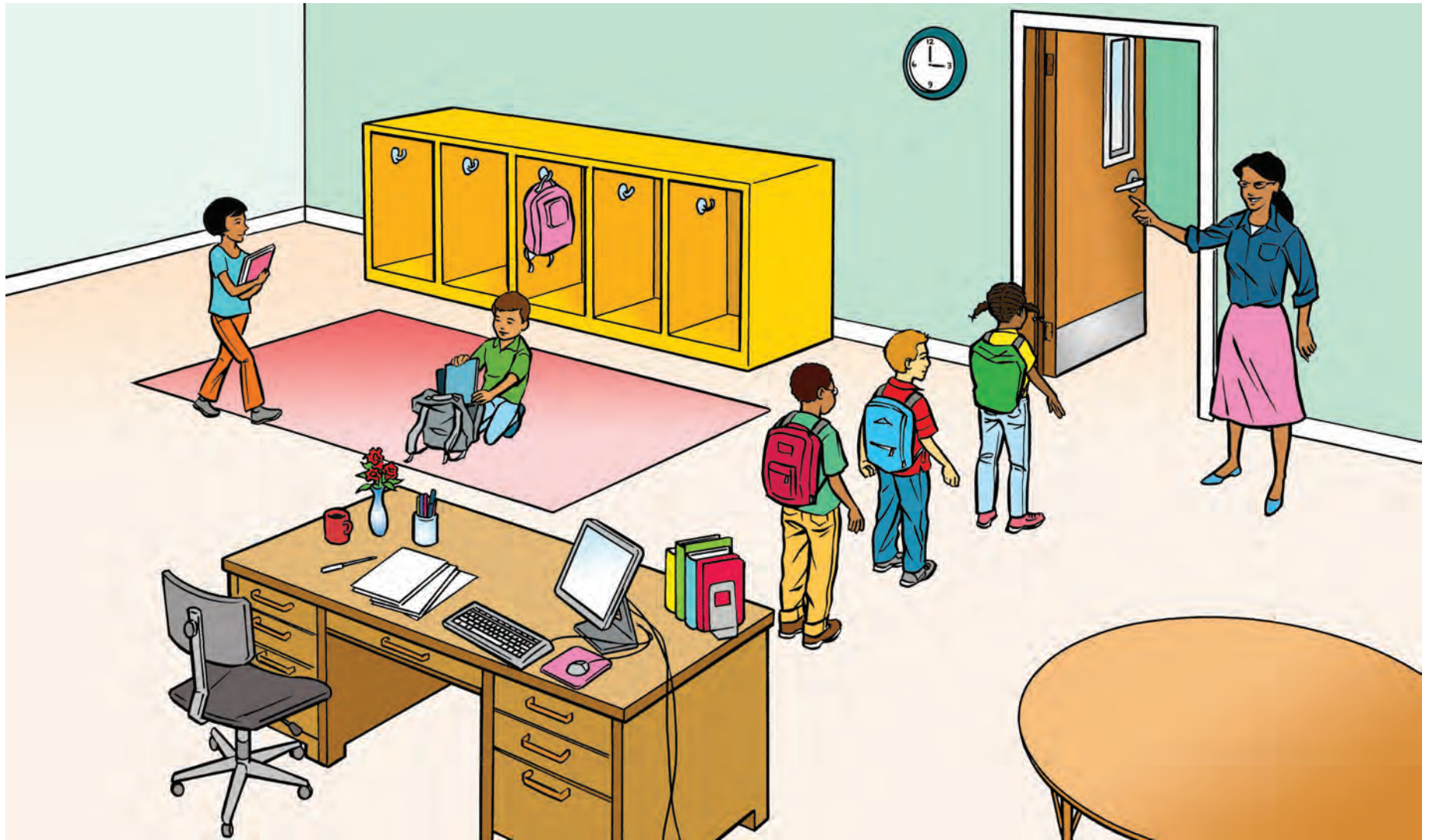
Part A



WRITING

Task 4

Part A



WRITING

Task 4 Continued

Part A
