

Grades 6–8

Tier A



WIDA ACCESS™

Sample Listening Items: The Sensitive Plant

Using this document

Review this sample item for a better understanding of the WIDA ACCESS Paper Listening 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 30 minutes to explain the activity and allow students to answer the questions.

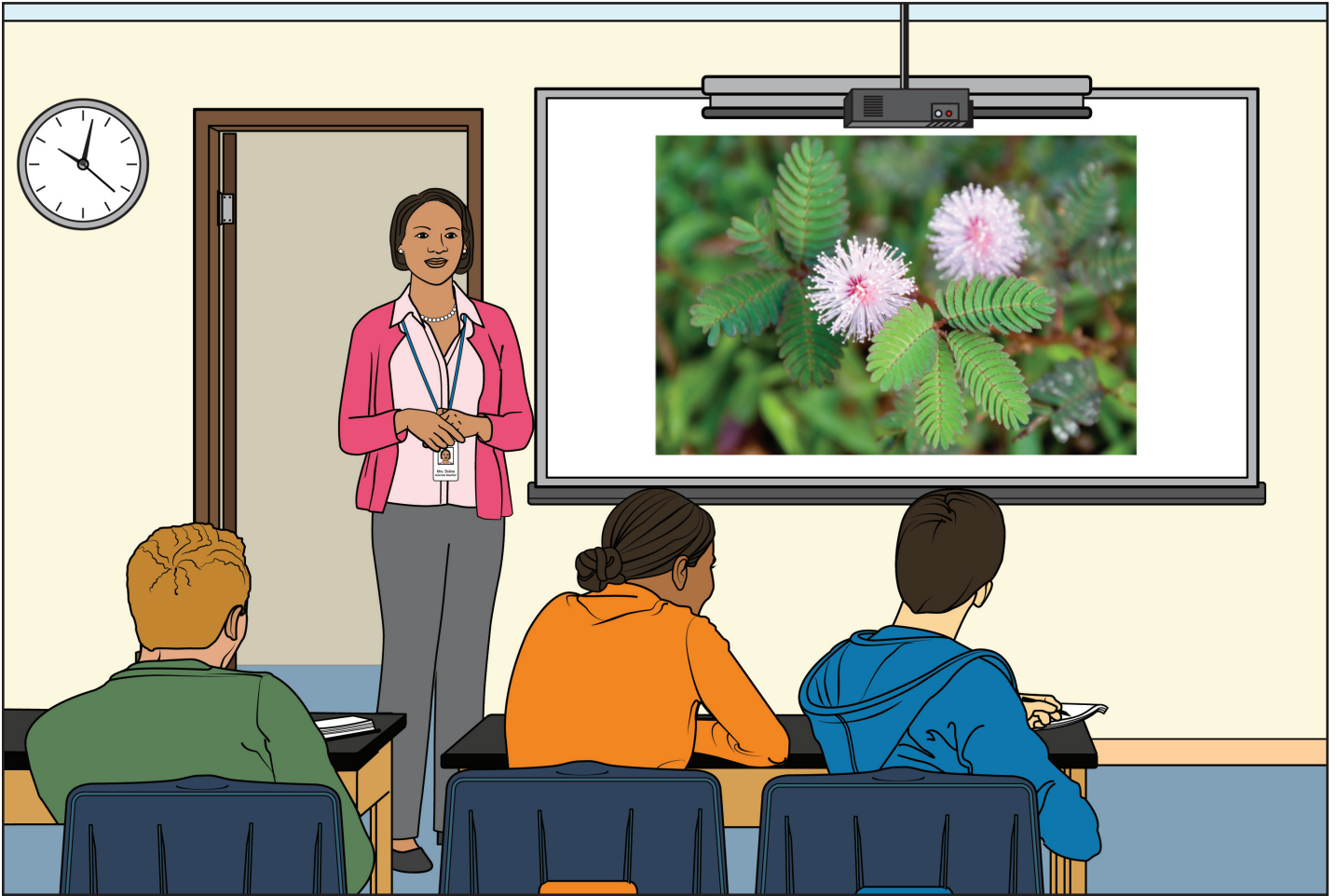
Create materials for the mock administration by printing:

- One copy of pages 2–5 for each student. (Print single sided)
- One copy of pages 6–11 for yourself. (Can be printed double-sided)

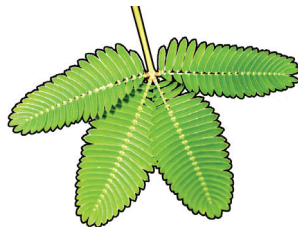
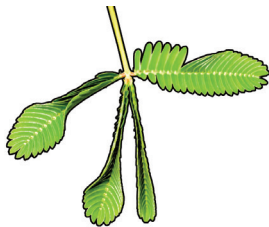
Explain to your students what they will do, and then play the pre-recorded audio files available on wida.wisc.edu to administer the sample items.

Name: _____

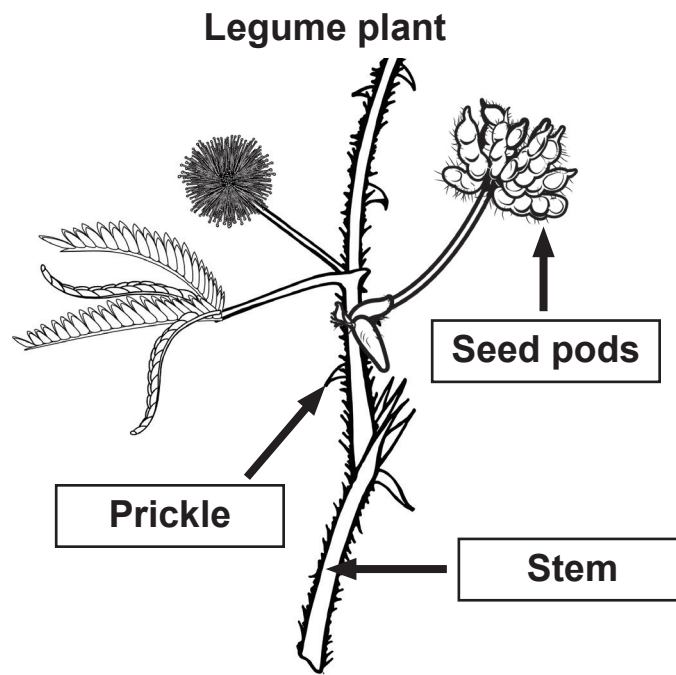
Part A: The Sensitive Plant



1



2



Seed pods



Prickle



Stem



3



It dries soil.



It moves soil.



It protects soil.



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**.
- Do NOT read unbolded text aloud. Unbolded text gives directions to the test administrator.
- Do NOT read any text with a grey background. This text is provided only for the administrator's reference. Most parts with a grey background will be played on the Listening test audio recording.

Read all bold text aloud.

You should be looking at the page labeled “Practice 1” at the top.

Look at the big picture. The big picture will help you understand what you hear.

Do NOT read this text aloud. All unbolded text serves only as a guide for the test administrator.

Now, when I start the recording, you must listen carefully because you will hear everything only one time. First you will hear some directions, and then you will answer Letter A at the bottom. Put your finger on Letter A to show me that you found it.

Instructions for controlling the Listening or Speaking test audio recording appear in all caps.

Scan the room and make sure all students are in the right place. If necessary, show students Letter A by holding up the next page of the script and pointing to Letter A.

O.K. Now listen carefully to the recording.

PRESS PLAY.

All text with a grey background must NOT be read aloud by the test administrator. Use these parts for reference or to follow along with the Listening test audio recording.

TRACK 1

Narrator:

Practice 1.

Look at the big picture. It shows Ms. Miller and her students working in a classroom. Listen to what they say.

Letter A.

Female student:

Ms. Miller, what time is it?

Female teacher:

The clock tells you the time. It is eleven o'clock.

Narrator:

Which picture shows a clock?

The track number is displayed to the left of recorded audio for easy reference.

Introducing the sample items

Explain to your students that they are about to complete a listening 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 listening, 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 the first page.

Read the following script to guide students through the sample items.

You should be looking at the page labeled “Part A: The Sensitive Plant” at the top.

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

In this listening exercise, you will listen to people talking on a recording, and then you will fill in the circle that goes with what they say on the recording. Listen carefully because you will hear the recording only one time. Do you have any questions?

Answer questions.

O.K., let’s begin now.

PRESS PLAY.

Allow the recording to play in its entirety. The recording is programmed to allow students 20 seconds to answer the question. Do not advance the track manually.

Scan the room to make sure all students are on the correct page and item number.

If students are not filling in the circles or seem confused at any point during the exercise, say: ***Remember, take your pencil and fill in the circle.***

| | |
|---------|--|
| TRACK 1 | <p>Narrator:</p> <p>Part A: The Sensitive Plant.</p> <p>Listen as this teacher talks to her class about a special plant.</p> <p>Go to the top of the next page.</p> <p>Number 1.</p> <p>Female teacher:</p> <p>Look at this picture of the sensitive plant. The leaves move when something touches them. For example, when a person touches the leaves, the leaves slowly fold together. The small leaves are not flat or spread out anymore.</p> <p>Narrator:</p> <p>What happens to the leaves after a person touches them?</p> <p>[tone plays]</p> |
| TRACK 2 | <p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 2.</p> <p>Take a moment now to read the words in the picture.</p> <p>Now read the answer choices.</p> <p>Now listen to number 2.</p> <p>Male student:</p> <p>Is the sensitive plant the same as all other plants with flowers?</p> <p>Female teacher:</p> <p>Well, the sensitive plant is like many flowering plants because its thin stem has small, sharp prickles for protection. But the sensitive plant is different in an important way. Most flowering plants grow seeds in their flowers. However, the sensitive plant is a legume plant. Legume plants grow round seeds in seed pods, not in their flowers.</p> <p>Narrator:</p> <p>What makes legume plants different from other plants?</p> <p>[tone plays]</p> |

| | |
|---|---|
| TRACK 3 | <p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 3.</p> <p>Take a moment now to read the answer choices.</p> <p>Now listen to number 3.</p> <p>Male student:</p> <p>I read that the sensitive plant is considered an invasive species. What does that mean?</p> <p>Female teacher:</p> <p>Invasive species are plants that are brought to an area where the plants do not grow naturally. Invasive species can either be harmful or helpful. Sometimes the sensitive plant is planted to help stop soil erosion. This means the sensitive plant protects the soil from being moved by water or wind. It can also keep the soil from becoming too dry.</p> <p>Narrator:</p> <p>What is one way the sensitive plant affects its environment?</p> <p>[tone plays]</p> |
| <p>The recording will stop automatically.</p> <p>Confirm students followed the instructions and marked one answer for each question.</p> <p>End the testing session by saying:</p> <p>Good job. Please put your pencil down, and I will collect your papers.</p> | |

NOTE: The following transcript of the audio files is provided if the student requires a human reader accommodation during testing situations. Only in that case should you read aloud the black or blue bold text in the script below instead of playing the audio files.

You should be looking at the page labeled “Part A: The Sensitive Plant” at the top.

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

In this listening exercise, you will listen to me speak, and then you will fill in the circle that goes with what I say. Listen carefully because I will say everything only one time. Do you have any questions?

Answer questions.

O.K., let’s begin now.

If students are not filling in the circles or seem confused at any point during the exercise, say: ***Remember, take your pencil and fill in the circle.***

Part A: The Sensitive Plant PAUSE 1 SECOND.

Listen as this teacher talks to her class about a special plant. PAUSE 3 SECONDS.

Go to the top of the next page. PAUSE 1 SECOND.

Number 1. PAUSE 1 SECOND.

Female teacher:

Look at this picture of the sensitive plant. The leaves move when something touches them. For example, when a person touches the leaves, the leaves slowly fold together. The small leaves are not flat or spread out anymore. PAUSE 1 SECOND.

What happens to the leaves after a person touches them? PAUSE 20 SECONDS.

Go to the top of the next page. PAUSE 5 SECONDS.

Number 2. PAUSE 1 SECOND.

Take a moment now to read the words in the picture. PAUSE 5 SECONDS.

Now read the answer choices. PAUSE 5 SECONDS.

Now listen to number 2. PAUSE 1 SECOND.

Male student:

Is the sensitive plant the same as all other plants with flowers?

Female teacher:

Well, the sensitive plant is like many flowering plants because its thin stem has small, sharp prickles for protection. But the sensitive plant is different in an important way. Most flowering plants grow seeds in their flowers. However, the sensitive plant is a legume (READ AS /leɪ'gju:m/) plant. Legume plants grow round seeds in seed pods, not in their flowers. PAUSE 1 SECOND.

What makes legume (READ AS /leɪ'gju:m/) plants different from other plants?
PAUSE 20 SECONDS.

Go to the top of the next page. PAUSE 1 SECOND.

Number 3. PAUSE 1 SECOND.

Take a moment now to read the answer choices. PAUSE 5 SECONDS.

Now listen to number 3. PAUSE 1 SECOND.

Male student:

I read that the sensitive plant is considered an invasive species. What does that mean?

Female teacher:

Invasive species are plants that are brought to an area where the plants do not grow naturally. Invasive species can either be harmful or helpful. Sometimes the sensitive plant is planted to help stop soil erosion. This means the sensitive plant protects the soil from being moved by water or wind. It can also keep the soil from becoming too dry. PAUSE 1 SECOND.

What is one way the sensitive plant affects its environment? PAUSE 20 SECONDS.

Confirm students followed the instructions and marked one answer for each question.

End the testing session by saying:

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