Grades 4–5	Tier B/C

ACCESS for ELLs®

Sample Speaking Tasks: Rock Candy Investigation

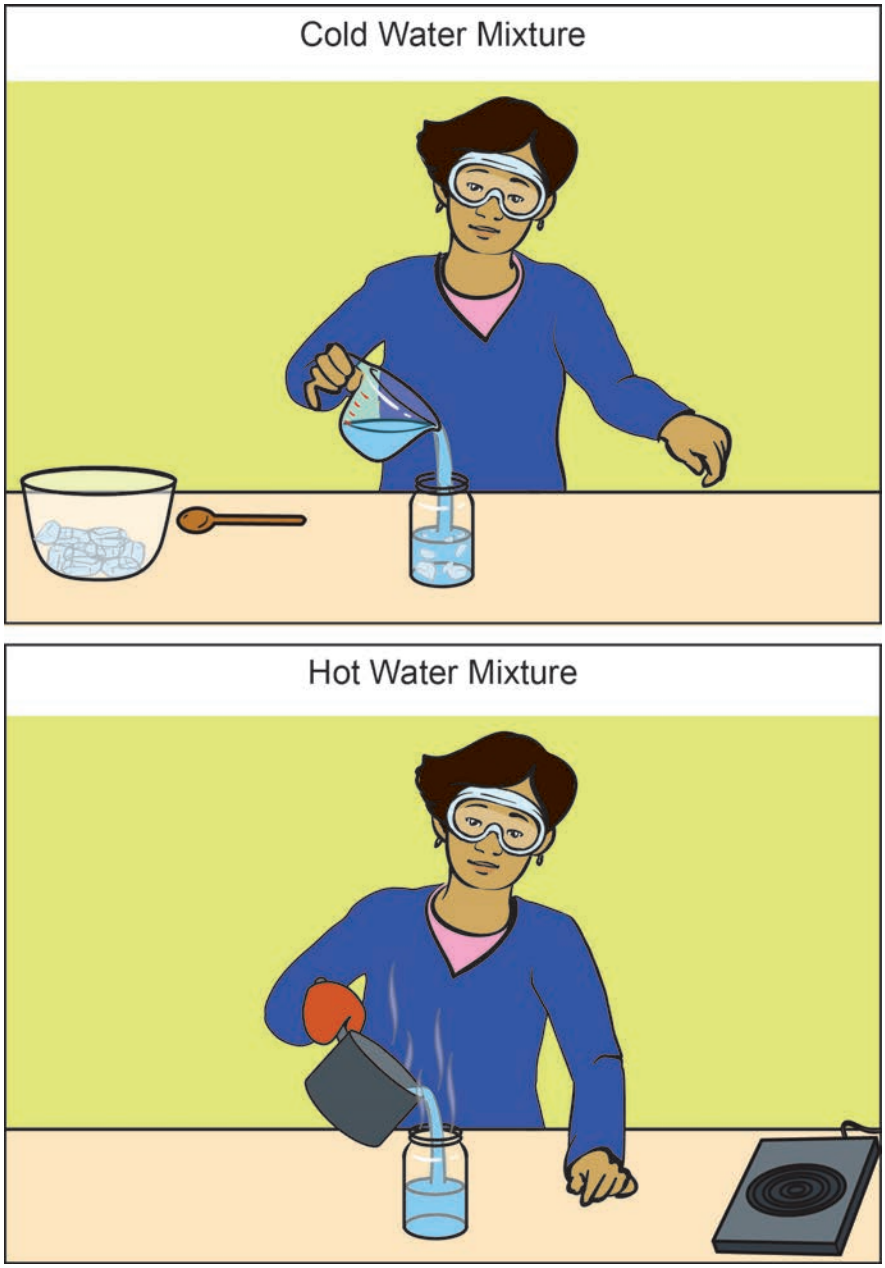
Using this document
Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs Speaking test. Use this item in any way that is helpful for you and your students. If practical for your classroom, WIDA strongly encourages you to use the sample test administrator 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 the student to answer the questions. The sample speaking tasks must be administered to an individual student (i.e., one student at a time). Create materials for the mock administration by printing: • One copy of pages 2–27 for each student. (Print single sided; even page on left; odd page on right) • One copy of pages 28–34 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.

Now we are going to talk about a science project. Mrs. Green's class is learning what happens when sugar dissolves in water.

This picture shows the materials the class will use. The class needs 2 cups of water and 4 cups of sugar. They also need ice, a pot, jars, pencils, string, and a hot plate.

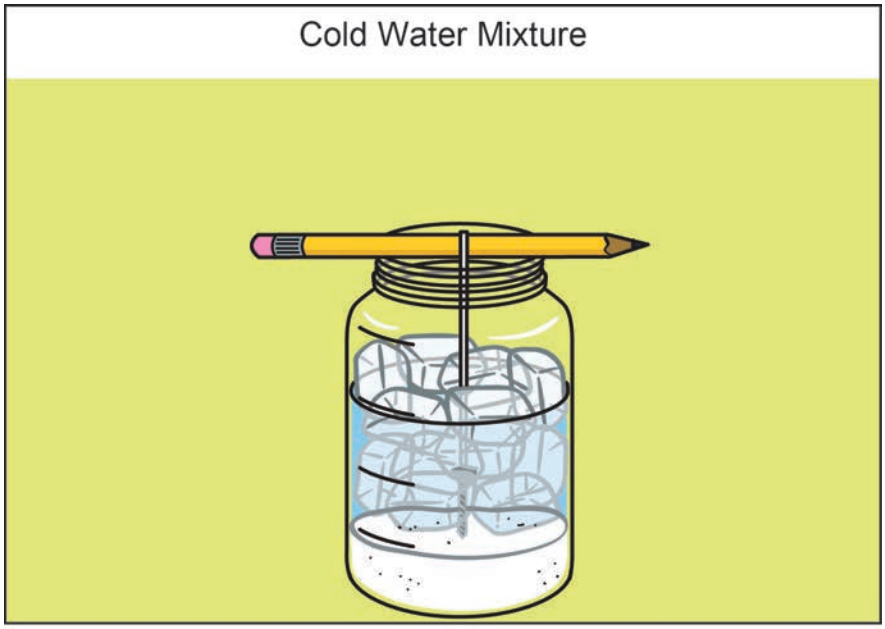
The students want to see what will happen when they combine sugar with water at different temperatures.

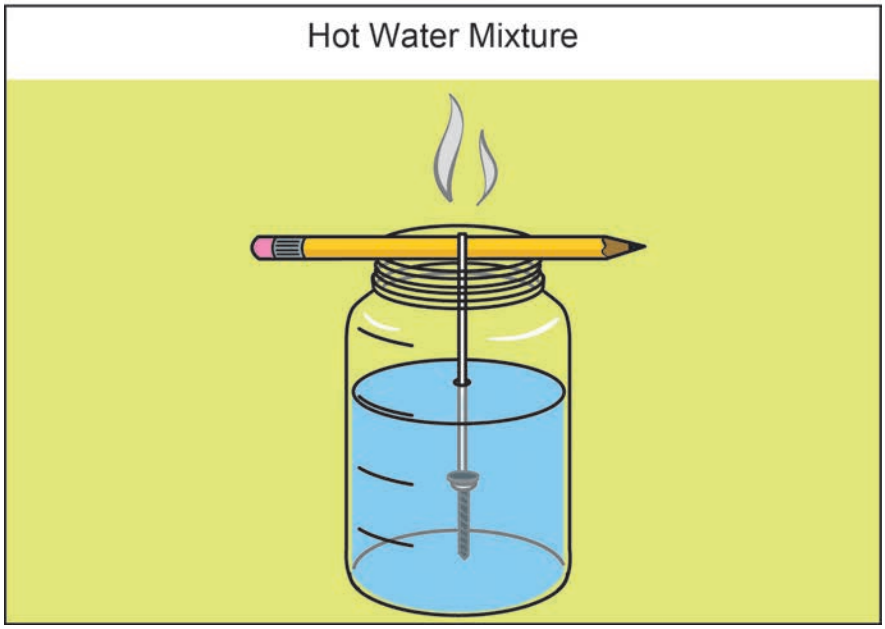
Turn the page.



First, Mrs. Green stirs half the sugar into ice cold water and half the sugar into boiling hot water. She pours each sugar mixture into a separate jar.

Turn the page.

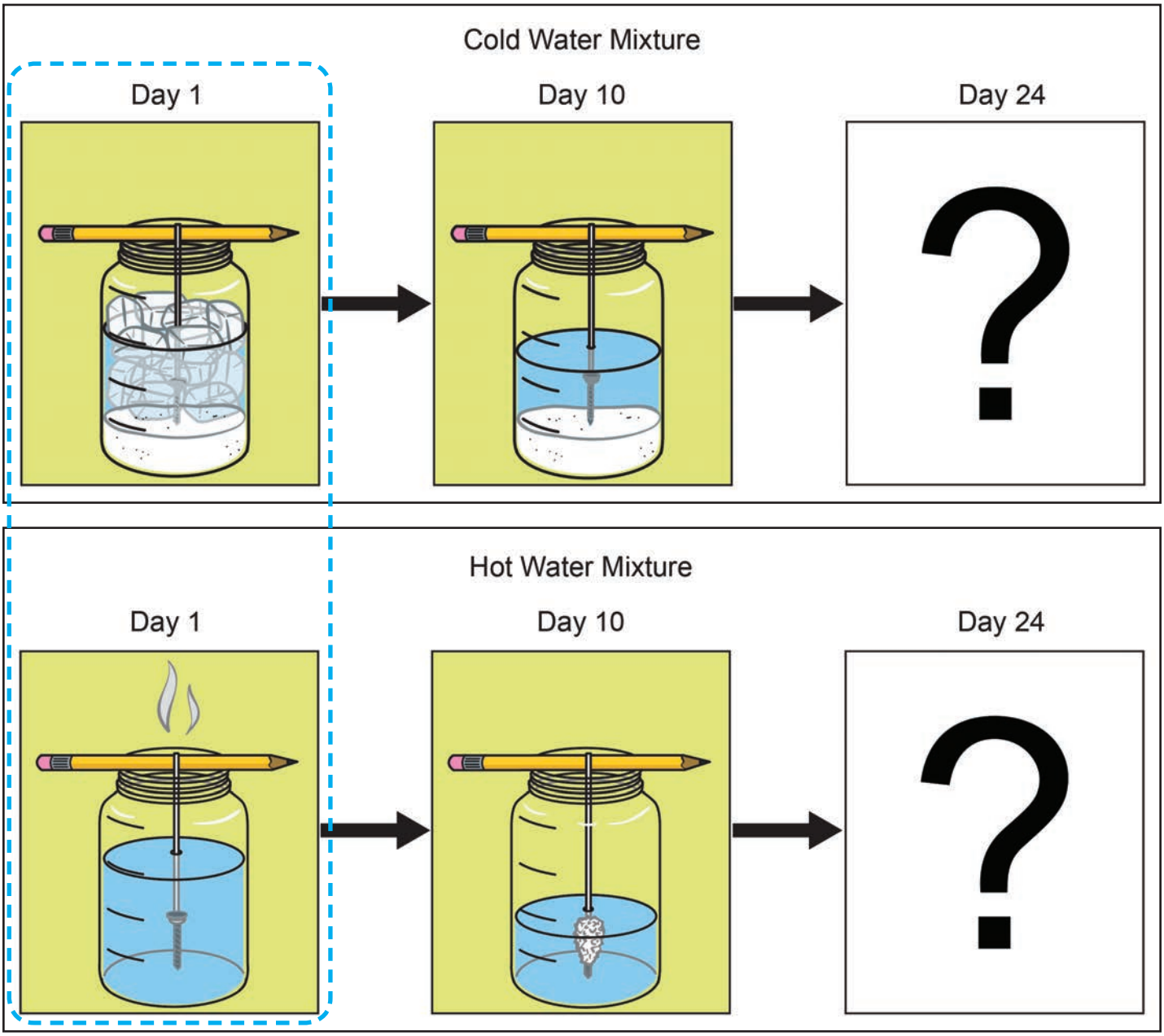




Next, the students hang a screw tied to the middle of a pencil in each sugar mixture. They leave the jars untouched and observe the changes.

Turn the page.

Rock Candy Investigation

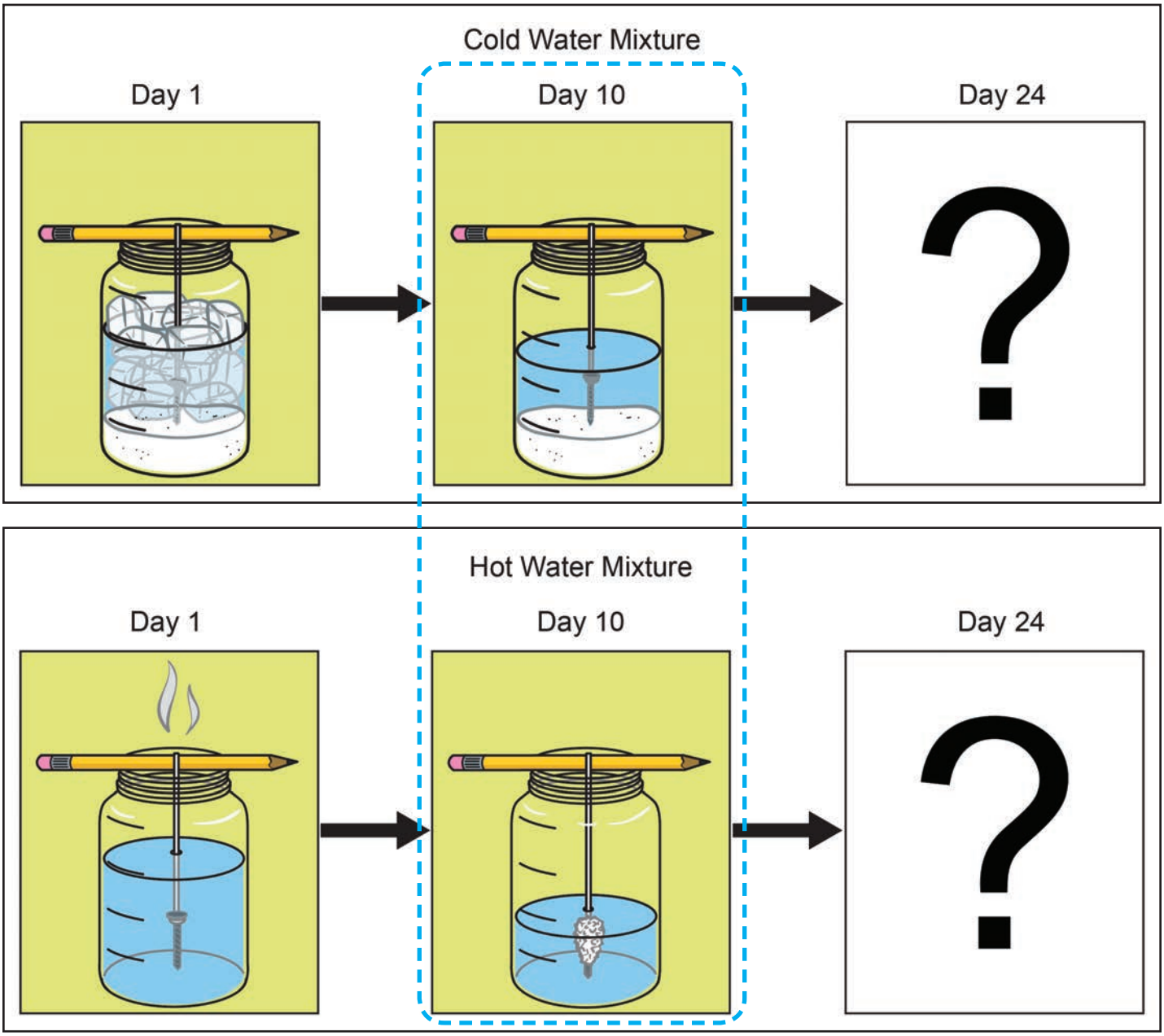


Look at Day 1. In the cold water mixture, only a small amount of the sugar dissolved, or mixed evenly with the water. Most of the sugar settled at the bottom of the jar.

However, in the hot water mixture, the sugar completely dissolved in the water, creating a sugar water solution.

Turn the page.

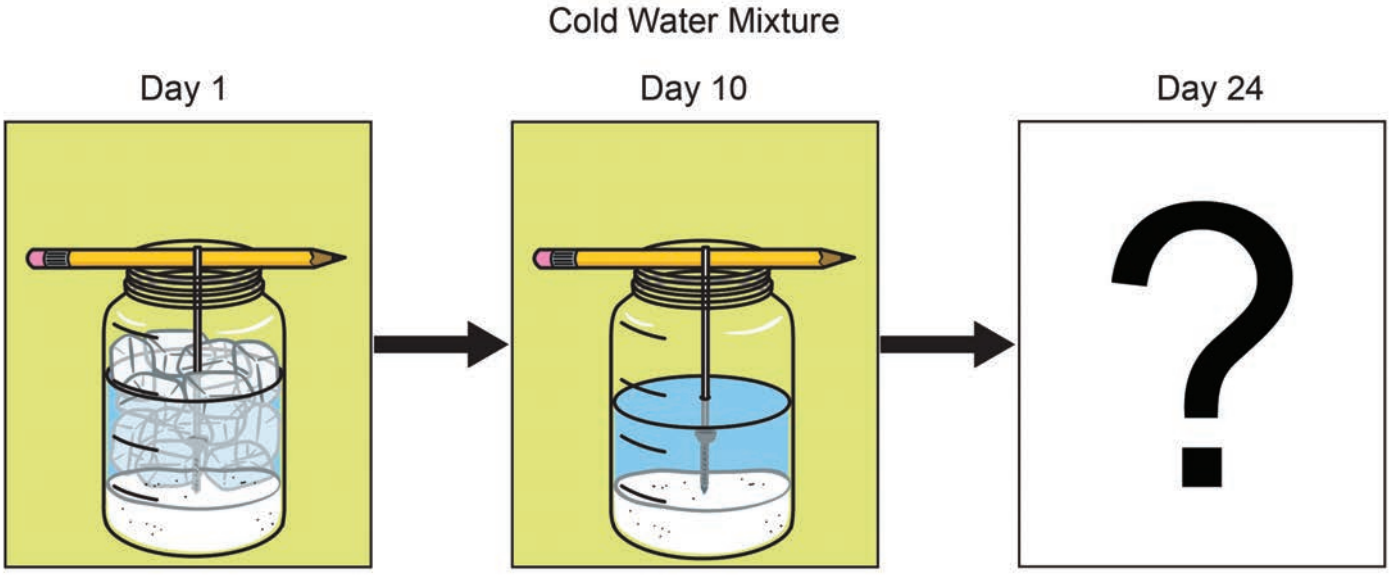
Rock Candy Investigation



Now look at Day 10. In the cold water mixture, the ice melted. Some of the water evaporated, which means the water changed from a liquid into a gas. But the sugar remained at the bottom of the jar.

In the hot water mixture, about half of the water evaporated. The sugar has started to form solid sugar crystals around the screw and the string.

Turn the page.



Nina, make a hypothesis, or a scientific prediction, about what you think will happen to the cold water mixture by Day 24.

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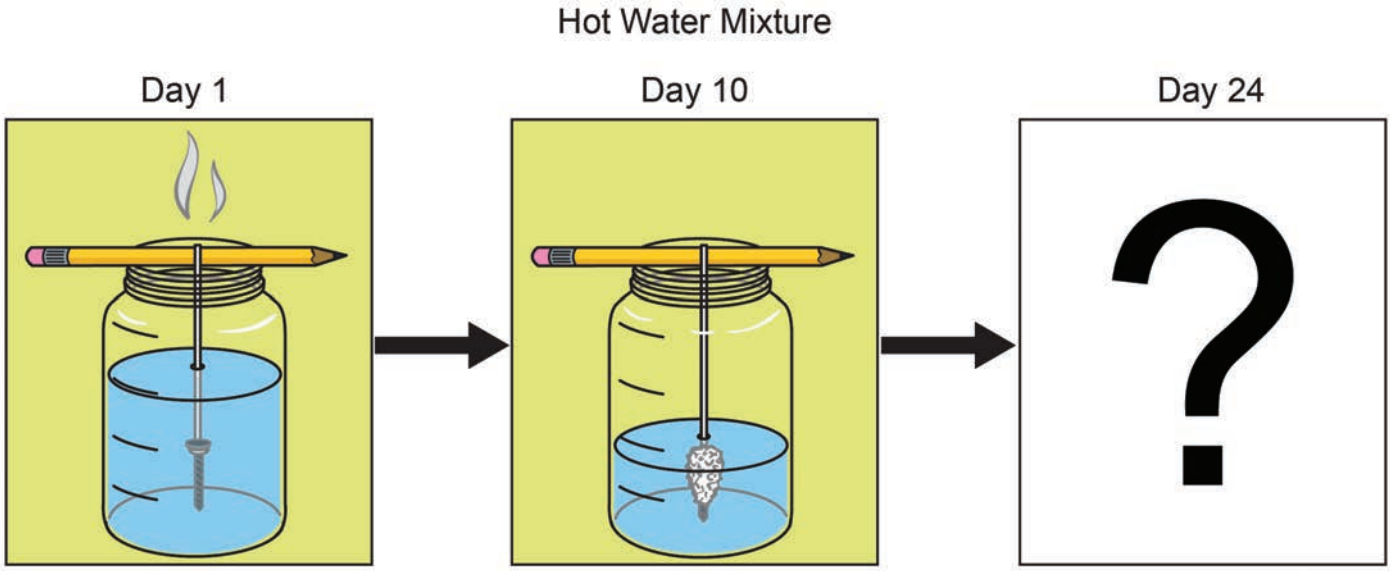
Turn the page.



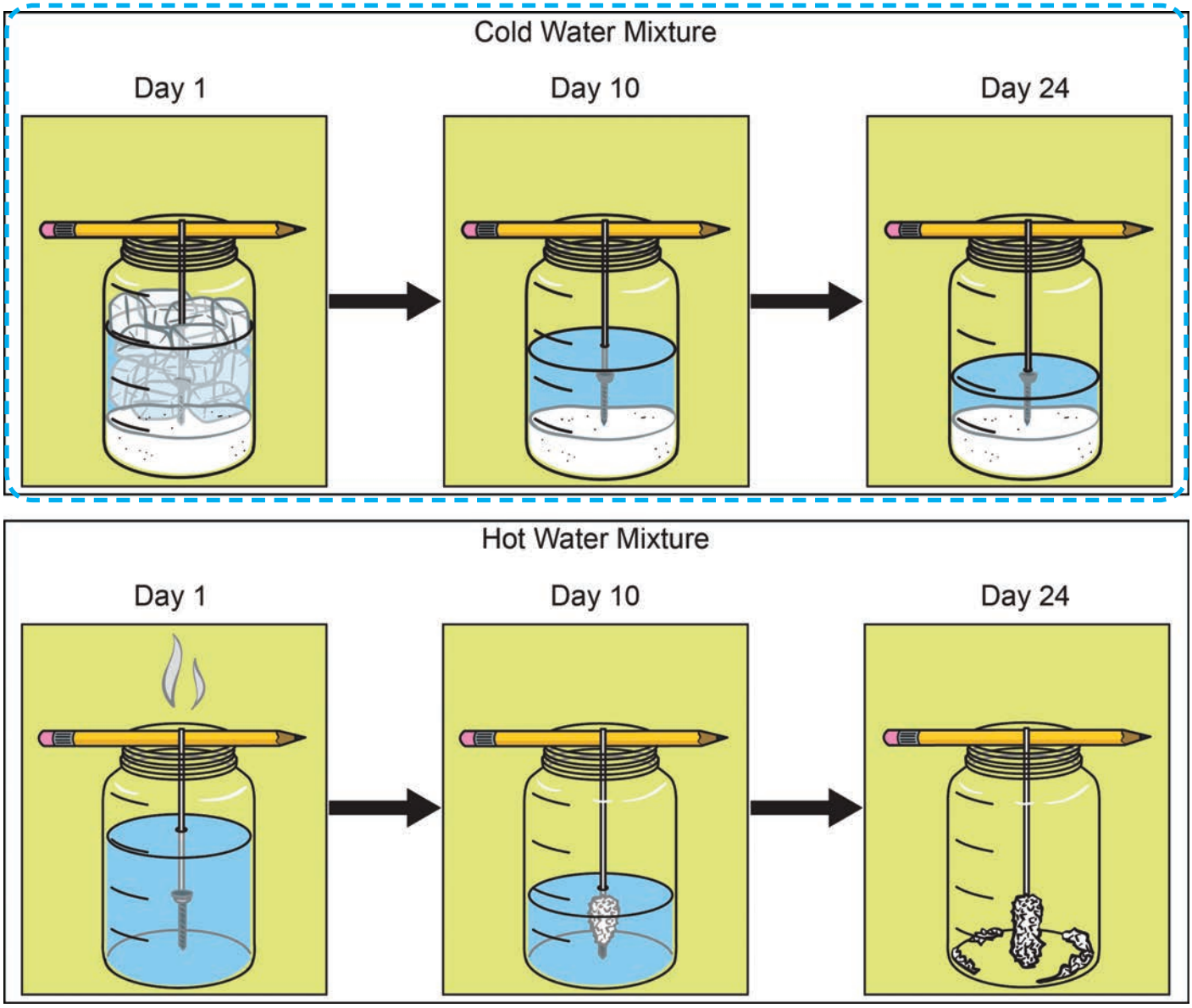
Now it's your turn.

In a moment, I will ask you to make a hypothesis, or a scientific prediction, about what you think will happen to the hot water mixture by Day 24. Think about it.

1

Make a hypothesis, or a scientific prediction, about what you think will happen to the hot water mixture by Day 24.

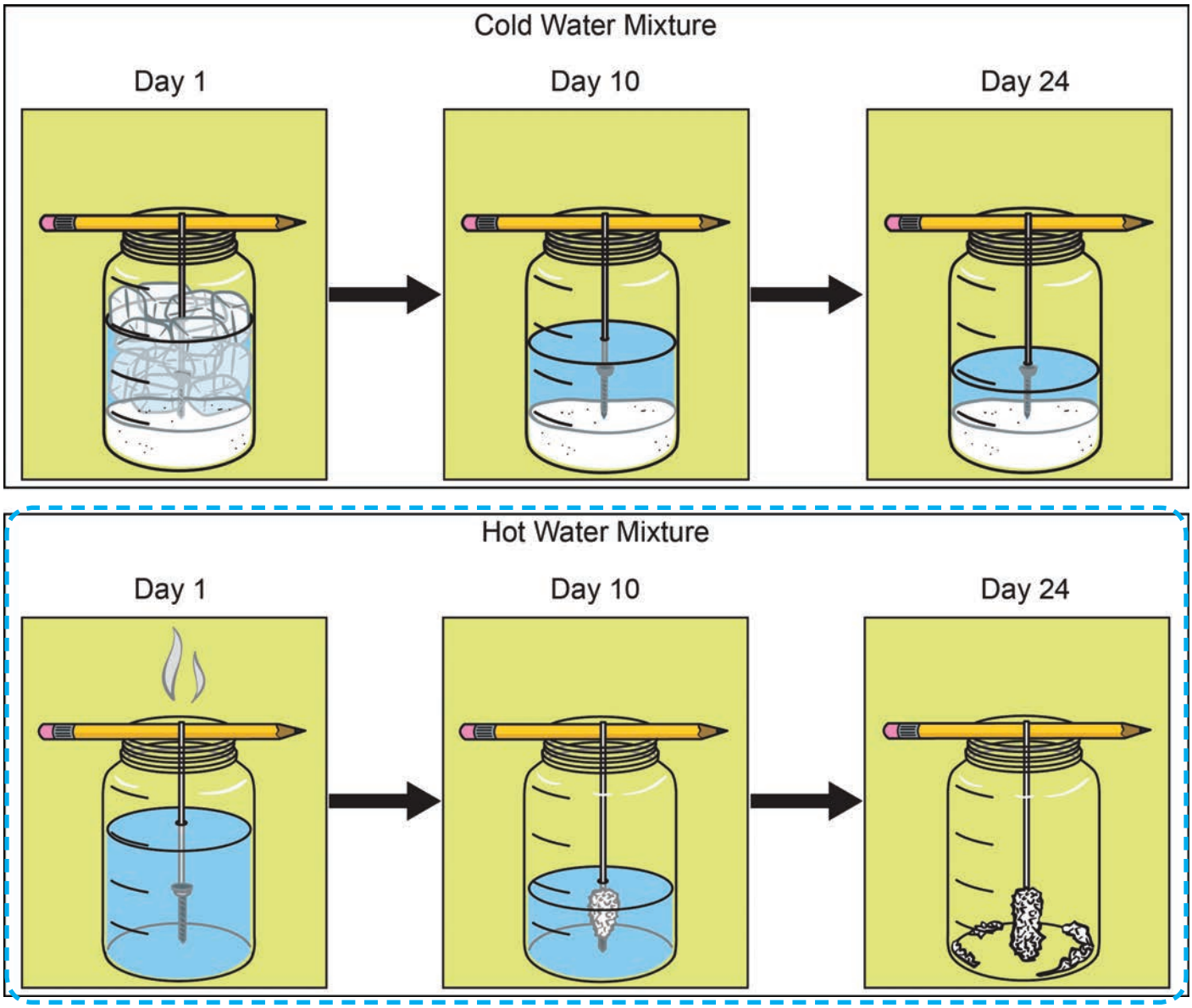
Turn the page.



Now let's talk about the results of the investigation.

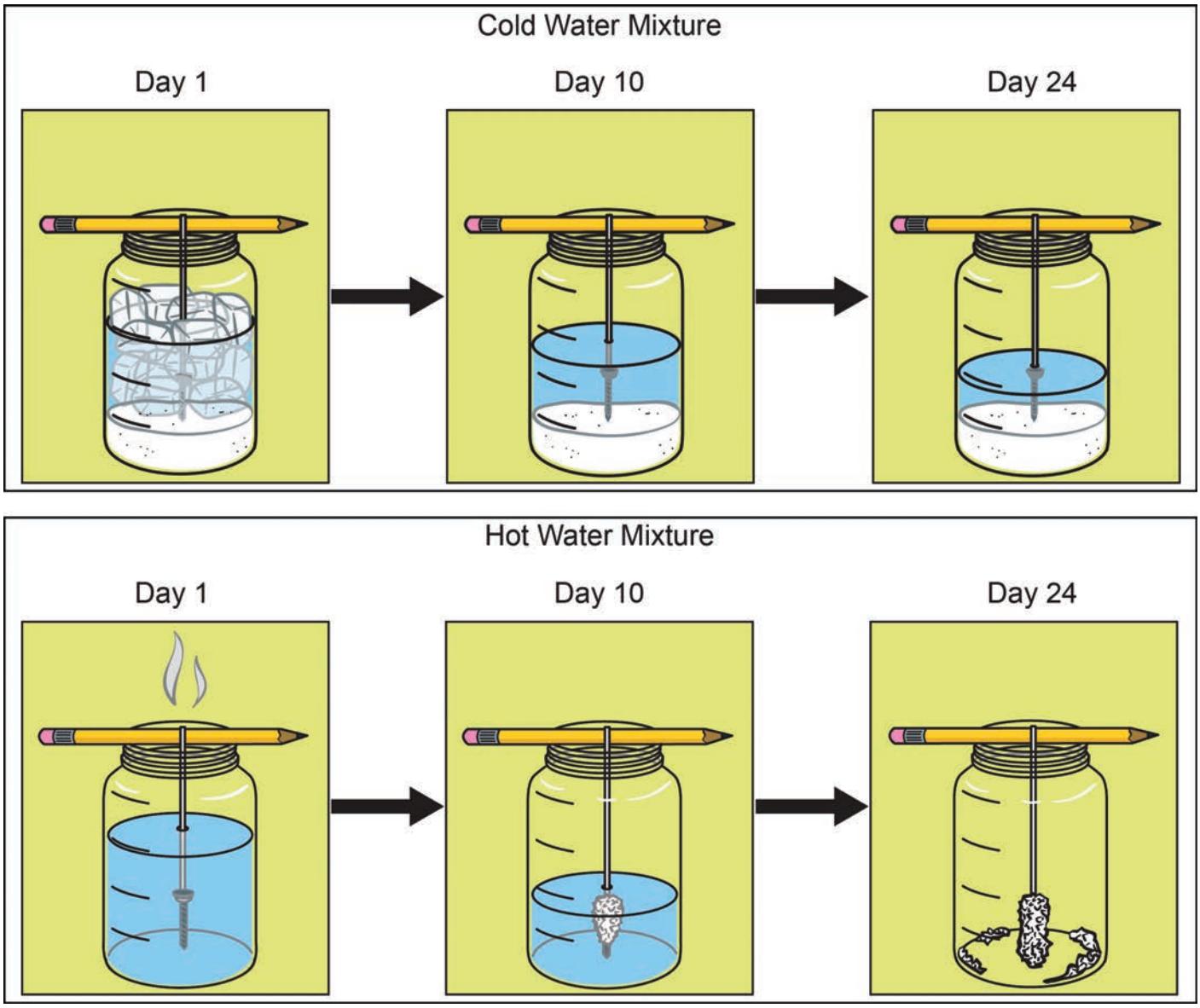
In the cold water mixture, some of the water evaporated by Day 24, but the sugar remained at the bottom of the jar.

Turn the page.



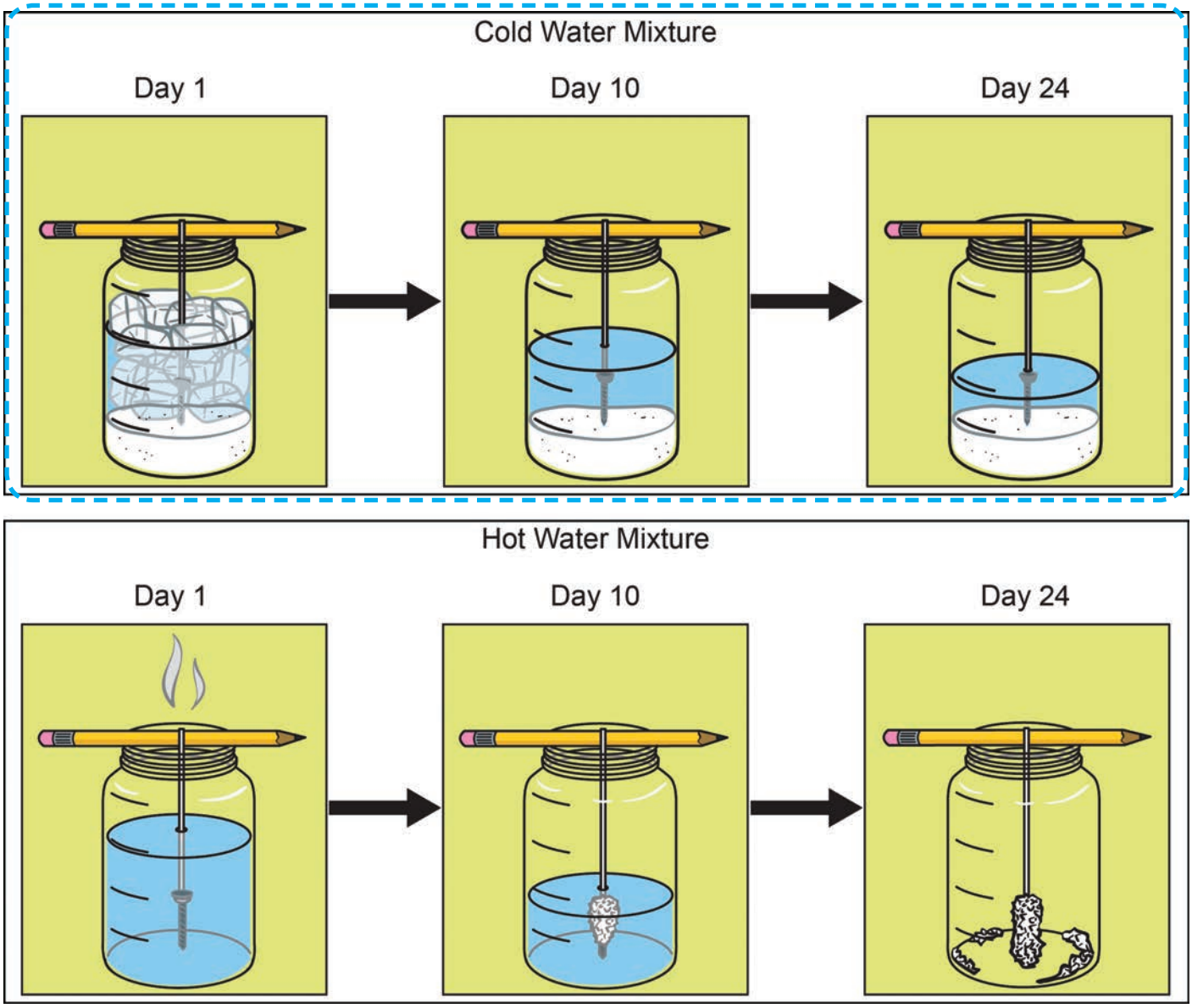
In the hot water mixture, however, all of the water evaporated from the jar by Day 24. The sugar that had dissolved in the hot water was left behind. Some of it collected on the string and the screw to make sugar crystals, called rock candy.

Turn the page.



In this investigation, more sugar dissolved in boiling hot water than in ice cold water. The heat energy in the hot water affected the interaction of the water and the sugar, allowing more sugar to dissolve.

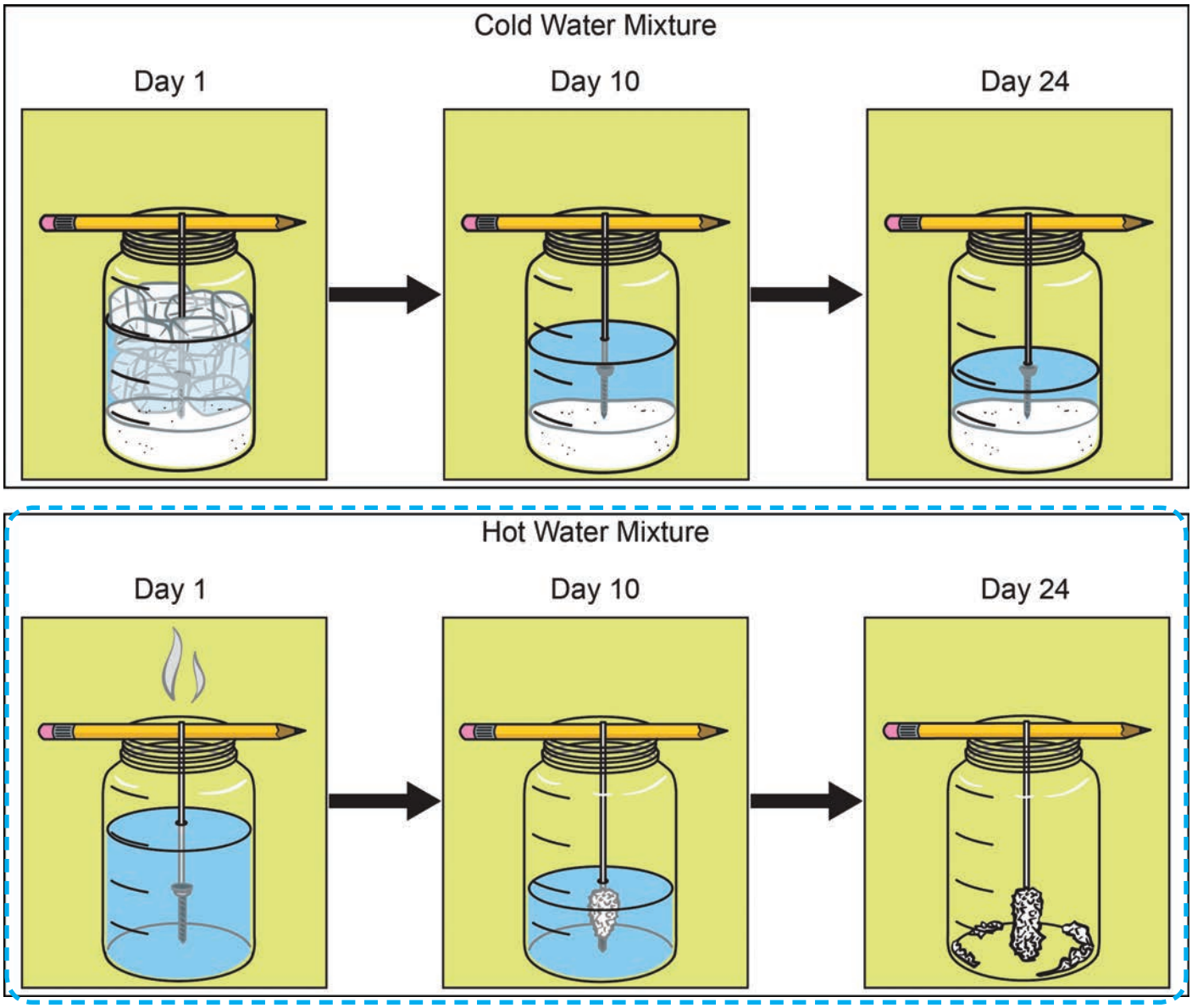
Turn the page.



Nina, explain to me step by step how the cold water mixture changed from Day 1 to Day 24, and how the temperature of the water affected the results.

…

Turn the page.



Now it's your turn.

In a moment, I will ask you to explain to me step by step how the hot water mixture changed from Day 1 to Day 24, and how the temperature of the water affected the results. Think about it.

2

Explain to me step by step how the hot water mixture changed from Day 1 to Day 24, and how the temperature of the water affected the results.

Turn the page.

This page is blank.

This is the end of the Speaking test. Thank you for talking with me today.

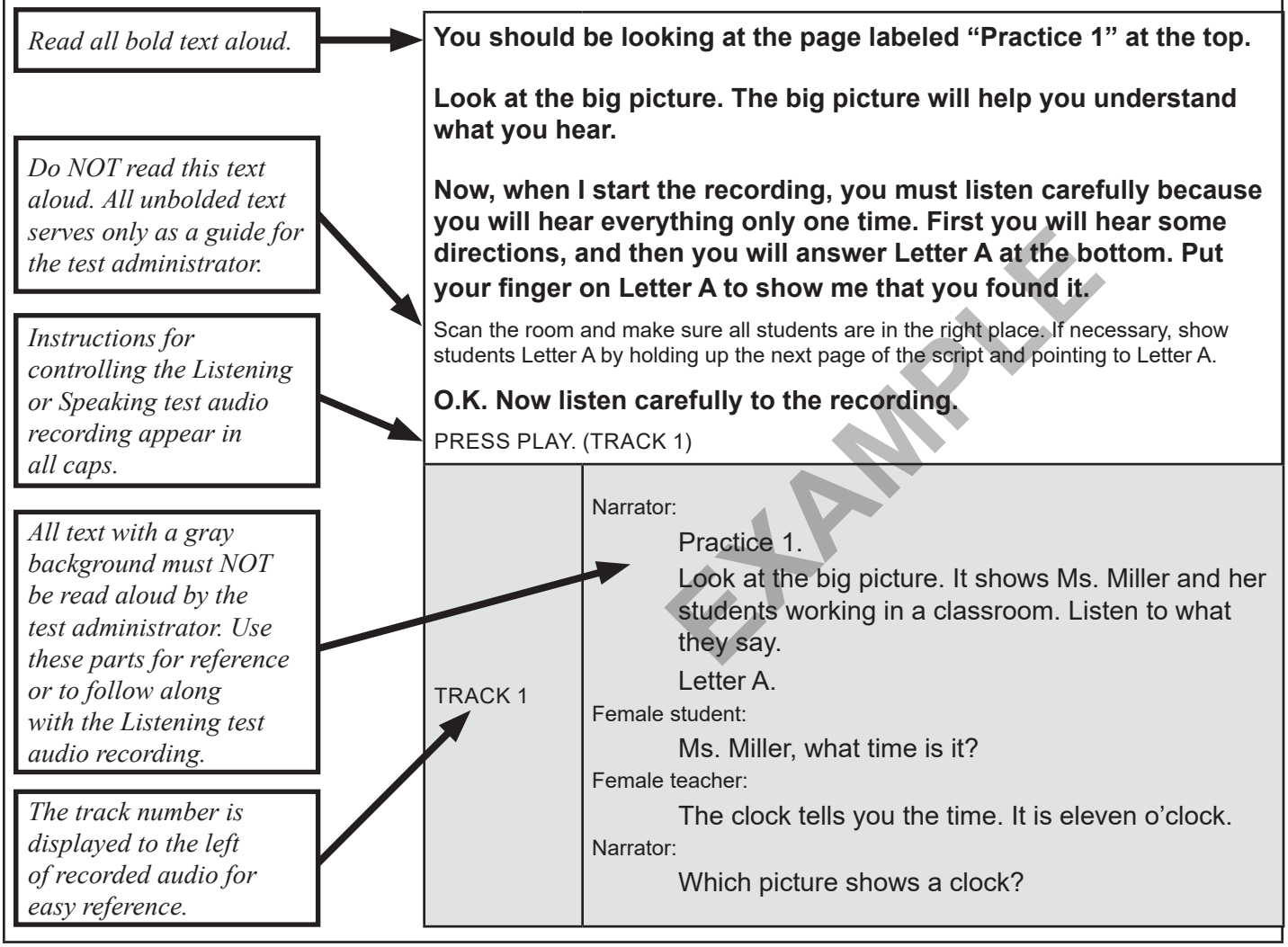
STOP

End of Speaking Test

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.** Test items are **blue and bold**.
- Do NOT read unbolded text aloud. Unbolded text gives directions to the test administrator.



Introducing the sample items

Explain to your students that they are about to complete a speaking 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 speaking, 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. The student needs a complete copy of the sample test items.

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

Good morning/afternoon. How are you today?

Take a moment to talk with the student. Make sure the student is ready to begin the test.

You are going to do a speaking exercise in English. Some questions might be easy for you and others might be hard. It is important that you do the best you can.

Let's look at page 2 and page 3. In this exercise, you will look at pictures and listen to people talking on a recording. You can follow along with the words in your test booklet while you listen.

Listen carefully. You will hear each part only one time. You cannot go to the next page until the recording says to go on. You cannot look back at other pages.

The teacher will ask a student named Nina some questions, too. Listen to Nina's answer. Her answer are examples. They will help you know how to answer the teacher's questions.

When it's your turn to talk, you should say your answer clearly so I can hear you. You will hear a sound when it's almost time to go on. When you hear the sound, finish your answer. It's O.K. if you finish an answer and still have time. Wait for the recording.

Do you have any questions before we begin?

Answer questions.

When I start the recording, listen to the teacher. She will tell you what to do.

Make sure the student is looking at pages 2 and 3 of the sample items.

Let's begin.

PRESS PLAY. (TRACK 1)

Play Tracks 1–13. Follow along with the student as he or she goes through the sample items.
Use the guidelines on the next page of this script.

The audio recording will stop automatically at the end of the sample item.

End the testing session by saying:

Great job! Now you have finished the speaking exercise. I'll take your papers.

Monitoring the test

During the Directions and Practice, you may provide as much assistance as the student needs to ensure that the student is able to successfully navigate the test and respond aloud. Once the scored section of the test begins, consult the table below for guidance on responding to situations that arise.

After you begin the audio recording, the tracks will advance automatically. The student will work independently.

Monitor the student as he or she speaks. Remind the student to speak clearly and not to whisper.

The recording already includes a standardized period of silence to allow the student time to answer each question; therefore, do not pause the recording once you have begun the test.

Sometimes the student may finish speaking before the recording begins again. Do not fast forward the recording or skip any parts. Do not stop the recording unless there is an emergency or unavoidable interruption.

Here are guidelines for how to respond to situations that may occur during the administration of the Speaking test:

	SITUATION	RESPONSE
Understanding How to Respond	If the student does not know how to respond to a *practice* question,	Press pause and assist the student in understanding what to do. For example, you can point to the speech bubble, and say: ***Remember, when the speech bubble is blue that means it's your turn to answer. After you hear Ms. Lee, say your answer clearly.***
	If the student does not know how to respond to a *scored test* question,	Say: ***Try your best. If you can't answer a question, it's O.K. to say, "I don't know."***
	If the student asks for help answering a *scored test* question,	Say: ***Do your best to answer the question.***
	If the student completes a response, and is unsure of what to do during the remaining silence,	Say: ***It's O.K. if you finish your answer before the recording starts again. Wait for the next part.***
Page Turning	If the student is not turning the page when instructed,	Say: ***Remember to turn the page when Ms. Lee tells you.*** You may turn the page for the student, if needed.
	If the student attempts to turn back to previous pages or to look ahead,	Say: ***Please stay on this page.***
Volume and Clarity	If the student is talking too quietly,	Say: ***Remember to speak clearly when you answer.*** Say: ***Please speak loudly so I can hear you.***
Response Length	If the student needs encouragement to provide a more extended response,	Say: ***Can you say more about that?*** However, DO NOT repeat or rephrase the test questions.

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 bold text in the script below instead of playing the audio files.

Good morning/afternoon. How are you today?

Take a moment to talk with the student. Make sure the student is ready to begin the test.

You are going to do a speaking exercise in English. Some questions might be easy for you and others might be hard. It is important that you do the best you can.

Let's look at page 2 and page 3. In this exercise, you will look at pictures and listen to people talking. You can follow along with the words in your test booklet while you listen.

Listen carefully. You will hear each part only one time. You cannot go to the next page until I tell you to go on. You cannot look back at other pages.

In this exercise, there is a student named Nina. I will ask Nina some questions, too. Listen to Nina's answer. Her answer are examples. They will help you know how to answer my questions.

When it's your turn to talk, you should say your answer clearly so I can hear you.

Do you have any questions before we begin?

Answer questions.

O.K. Let's begin on page 3.

Make sure pages 2 and 3 are visible to the student.

Rock Candy Investigation PAUSE 2 SECONDS.

Page 3. PAUSE 2 SECONDS.

Female teacher:

> **Now we are going to talk about a science project. Mrs. Green's class is learning what happens when sugar dissolves in water. This picture shows the materials the class will use. The class needs 2 cups of water and 4 cups of sugar. They also need ice, a pot, jars, pencils, string, and a hot plate. The students want to see what will happen when they combine sugar with water at different temperatures.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 5. PAUSE 2 SECONDS.

Female teacher:

> **First, Mrs. Green stirs half the sugar into ice cold water and half the sugar into boiling hot water. She pours each sugar mixture into a separate jar.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 7. PAUSE 2 SECONDS.

Female teacher:

> **Next, the students hang a screw tied to the middle of a pencil in each sugar mixture. They leave the jars untouched and observe the changes.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 9. PAUSE 2 SECONDS.

Female teacher:

> **Look at Day 1.** PAUSE 3 SECONDS.
>
> **In the cold water mixture, only a small amount of the sugar dissolved, or mixed evenly with the water. Most of the sugar settled at the bottom of the jar.**
>
> **However, in the hot water mixture, the sugar completely dissolved in the water, creating a sugar water solution.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 11. PAUSE 2 SECONDS.

Female teacher:

> **Now look at Day 10.** PAUSE 3 SECONDS.
>
> **In the cold water mixture, the ice melted. Some of the water evaporated, which means the water changed from a liquid into a gas. But the sugar remained at the bottom of the jar.**
>
> **In the hot water mixture, about half of the water evaporated. The sugar has started to form solid sugar crystals around the screw and the string.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 13. PAUSE 2 SECONDS.

Female teacher:

> **Nina, make a hypothesis, or a scientific prediction, about what you think will happen to the cold water mixture by Day 24.** PAUSE 2 SECONDS.

Nina:

> **My hypothesis is that more of the water will evaporate from the jar by Day 24, but the sugar will still be at the bottom.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 15. PAUSE 2 SECONDS.

Female teacher:

> **Now it's your turn. In a moment, I will ask you to make a hypothesis, or a scientific prediction, about what you think will happen to the hot water mixture by Day 24. Think about it.** PAUSE 5 SECONDS.
>
> **Number 1. Make a hypothesis, or a scientific prediction, about what you think will happen to the hot water mixture by Day 24.** PAUSE 20 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 17. PAUSE 2 SECONDS.

Female teacher:

> **Now let's talk about the results of the investigation.**
>
> **In the cold water mixture, some of the water evaporated by Day 24, but the sugar remained at the bottom of the jar.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 19. PAUSE 2 SECONDS.

Female teacher:

> **In the hot water mixture, however, all of the water evaporated from the jar by Day 24. The sugar that had dissolved in the hot water was left behind. Some of it collected on the string and the screw to make sugar crystals, called rock candy.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 21. PAUSE 2 SECONDS.

Female teacher:

> **In this investigation, more sugar dissolved in boiling hot water than in ice cold water. The heat energy in the hot water affected the interaction of the water and the sugar, allowing more sugar to dissolve.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 23. PAUSE 2 SECONDS.

Female teacher:

> **Nina, explain to me step by step how the cold water mixture changed from Day 1 to Day 24, and how the temperature of the water affected the results.** PAUSE 2 SECONDS.

Nina:

> **On Day 1, most of the sugar settled at the bottom of the jar. By Day 10, all of the ice had melted, but the sugar was still at the bottom of the jar. Finally, on Day 24, some of the water had evaporated from the jar, but the sugar stayed at the bottom. The temperature of the water affected how much sugar could dissolve. Since the temperature was so cold when the sugar and water were combined, only a small amount of sugar dissolved.** PAUSE 2 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 25. PAUSE 2 SECONDS.

Female teacher:

> **Now it's your turn. In a moment, I will ask you to explain to me step by step how the hot water mixture changed from Day 1 to Day 24, and how the temperature of the water affected the results. Think about it.** PAUSE 5 SECONDS.
>
> **Number 2. Explain to me step by step how the hot water mixture changed from Day 1 to Day 24, and how the temperature of the water affected the results.** PAUSE 40 SECONDS.

Now turn the page. PAUSE 3 SECONDS.

Page 27. PAUSE 2 SECONDS.

This is the end of the Speaking test. Thank you for talking with me today. I will collect your papers.