

**Grades 6–8**

**Tier B/C**



# **ACCESS** for ELLs®

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## **Sample Listening Items: Recycling Project**

### **Using this document**

Review this sample item to gain a better understanding of the look, feel, and process of the ACCESS for ELLs 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 2–3 for each student. (Print single sided)
- One copy of pages 4–8 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](http://wida.wisc.edu) to administer the sample items.

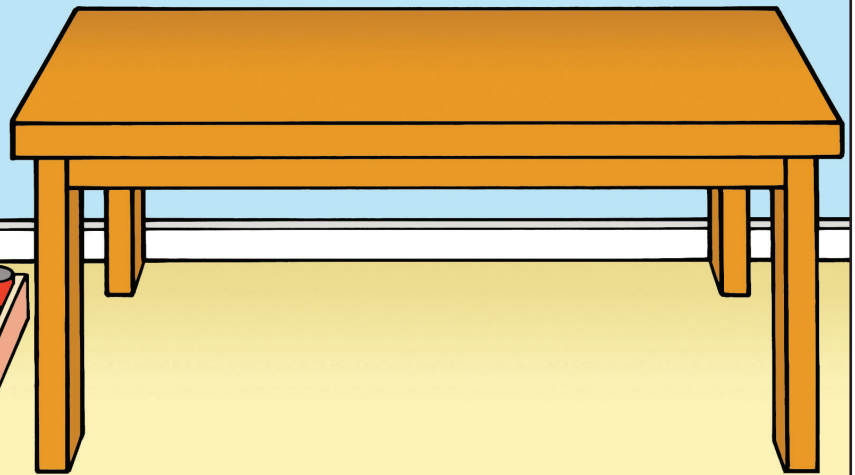
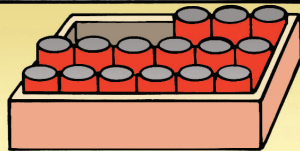
## Part C: Recycling Project

# Can Recycling Project

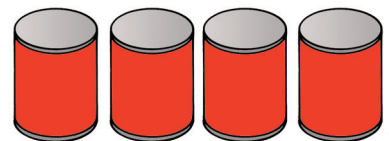
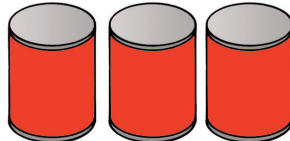
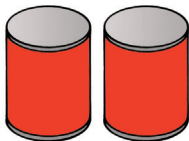
PLACE CANS



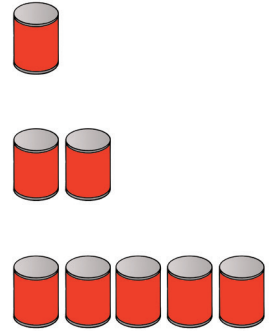
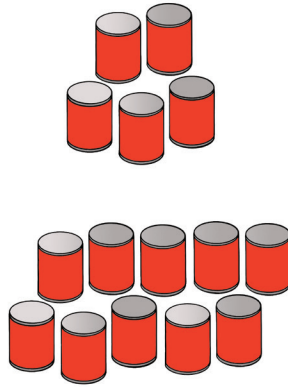
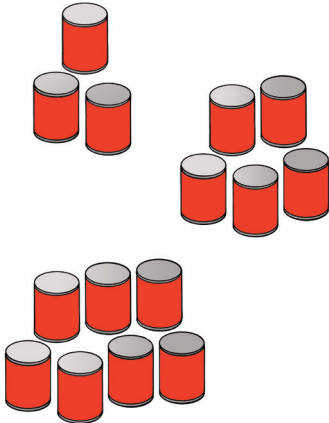
HERE



7



8



9

### Number of Cans Collected

Day	Exact number of cans	Estimated number (rounded to the nearest tens place)
Monday	9	10
Tuesday	12	10
Wednesday	17	20

- ☐ She rounded up because the number in the ones place was 5.
- ☐ She rounded up because the number in the ones place was greater than 5.
- ☐ She rounded down because the number in the ones place was less than 5.

## 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.

*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. (TRACK 1)

*All text with a gray 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 each page.

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

**You should be looking at the page labeled “Recycling Project” 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. (TRACKS 1, 2, and 3)

Allow each track 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 C: Recycling Project.</p> <p>Look at the big picture. Kiran is keeping track of how many cans her class collected for recycling. Listen as Kiran and her teacher explain how to estimate the number of cans.</p> <p>Number 7.</p> <p>Male teacher:</p> <p>O.K. Kiran, estimate. About how many more cans would it take to fill the box?</p> <p>Female student:</p> <p>I’m thinkin’ two cans wouldn’t fill the box. I think three cans would be about right. Four cans would be too many.</p> <p>Narrator:</p> <p>Which picture shows Kiran’s estimate?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
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TRACK 2	<p>Narrator:</p> <p>Go to the top of the next page.</p> <p>Number 8.</p> <p>Take a moment now to look at the answer choices.</p> <p>Now listen to number 8.</p> <p>Male teacher:</p> <p>At the beginning of class, when your classmates brought in cans and put them on the table, how did you estimate how many cans there were?</p> <p>Female student:</p> <p>I saw three groups of cans, but I couldn't really tell the exact number. I counted less than five in one group, about five in another group, and a few more than five in the last group. So, I estimated that there were about fifteen cans in all.</p> <p>Narrator:</p> <p>Which picture shows what Kiran saw?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
TRACK 3	<p>Narrator:</p> <p>Number 9.</p> <p>Take a moment now to read the answer choices.</p> <p>Now look at the table showing the number of cans collected.</p> <p>Now listen to number 9.</p> <p>Male teacher:</p> <p>Now here's an example, everybody, of how to use estimation to calculate a list of numbers quickly in your head. Kiran counted the number of cans our class brought in every day and recorded them in a table. To find the total sum from all the days quickly, she estimated. To estimate, she rounded each number to the nearest tens place and recorded it in the last column. On Wednesday, our class collected 17 cans. Because the number in the ones column is "7," which is greater than 5, Kiran rounded "17" up to "20."</p> <p>Narrator:</p> <p>How did Kiran estimate the number of cans collected on Wednesday?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</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><b>Good job. Please put your pencil down, and I will collect your papers.</b></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 bold text in the script below instead of playing the audio files.

**You should be looking at the page labeled “Recycling Project” 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 C: Recycling Project** PAUSE 1 SECOND.

**Look at the big picture. Kiran is keeping track of how many cans her class collected for recycling. Listen as Kiran and her teacher explain how to estimate the number of cans.**  
PAUSE 3 SECONDS.

**Number 7.** PAUSE 1 SECOND.

Male teacher:

**O.K. Kiran, estimate. About how many more cans would it take to fill the box?**

Female student:

**I’m thinkin’ two cans wouldn’t fill the box. I think three cans would be about right. Four cans would be too many.** PAUSE 1 SECOND.

**Which picture shows Kiran’s estimate?** PAUSE 20 SECONDS.

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

**Number 8.** PAUSE 1 SECOND.

**Take a moment now to look at the answer choices.** PAUSE 5 SECONDS.

**Now listen to number 8.** PAUSE 1 SECOND.

Male teacher:

**At the beginning of class, when your classmates brought in cans and put them on the table, how did you estimate how many cans there were?**

Female student:

**I saw three groups of cans, but I couldn’t really tell the exact number. I counted less than five in one group, about five in another group, and a few more than five in the last group. So, I estimated that there were about fifteen cans in all.** PAUSE 1 SECOND.

**Which picture shows what Kiran saw?** PAUSE 20 SECONDS.

**Number 9.** PAUSE 1 SECOND.

**Take a moment now to read the answer choices.** PAUSE 7 SECONDS.

**Now look at the table showing the number of cans collected.** PAUSE 1 SECOND.

**Now listen to number 9.** PAUSE 1 SECOND.

Male teacher:

Now here's an example, everybody, of how to use estimation to calculate a list of numbers quickly in your head. Kiran counted the number of cans our class brought in every day and recorded them in a table. To find the total sum from all the days quickly, she estimated. To estimate, she rounded each number to the nearest tens place and recorded it in the last column. On Wednesday, our class collected 17 cans. Because the number in the ones column is "7," which is greater than 5, Kiran rounded "17" up to "20." PAUSE 1 SECOND.

**How did Kiran estimate the number of cans collected on Wednesday?** 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.**