

**Grades 9–12**

**Tier B/C**



# **ACCESS** for ELLs®

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## **Sample Listening Items: Ticket Prices**

### **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 2–4 for each student. (Print single sided)
- One copy of pages 5–11 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](http://wida.wisc.edu) to administer the sample items.

## Part A: Ticket Prices



Name: \_\_\_\_\_

1



Package 1



Package 2



Package 3



2



$$y = 10 + 5$$

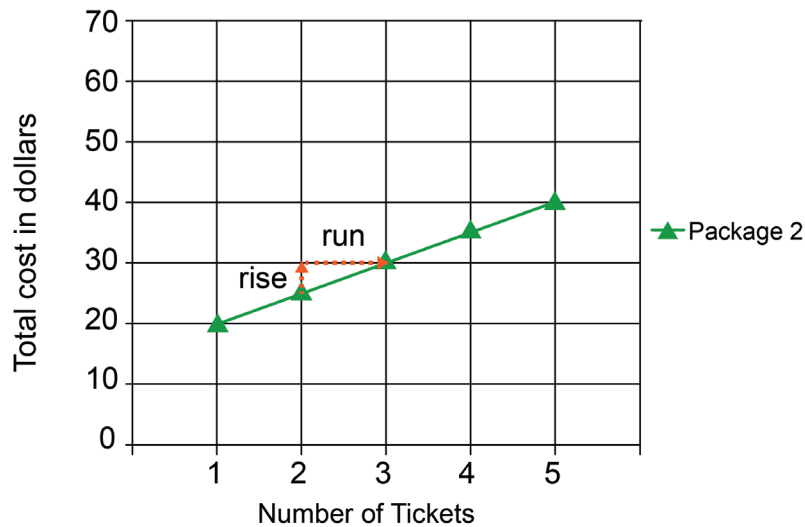


$$y = 10 + 15 + 5$$



$$y = 10 + 15(5 - 1)$$

3

**Ticket Prices in August**

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## 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 “Ticket Prices” 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 A: Ticket Prices.</p> <p>Ms. Watson is helping students with a graph about ticket prices. Listen as she talks to them about the graph.</p> <p>Go to the top of the next page.</p> <p>Number 1.</p> <p>Female teacher:</p> <p>Let’s take a look at this graph. A museum offers three different ticket packages. The number of tickets is on the x-axis, and the total cost of the tickets is on the y-axis. Look at the three lines on the graph. Each line has a slope, which is how steep the line is. The bigger the slope, the steeper the line. Package One has a slope of thirty, Package Two has a slope of five, and Package Three has a slope of fifteen.</p> <p>Narrator:</p> <p>According to what you just heard, what line has the largest slope?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
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TRACK 2	<p>Narrator:</p> <p>Number 2.</p> <p>Take a moment now to look at the answer choices.</p> <p>I am going to ask you, "Which equation shows what the student found?"</p> <p>Now listen.</p> <p>Male student:</p> <p>Ms. Watson, how did you come up with this graph? Can you explain the equation that you used to graph the line for Package Three?</p> <p>Female teacher:</p> <p>Sure, David. Package Three is represented by the purple line with the xes. The line shows that for Package Three, the first ticket costs ten dollars, and each additional ticket costs fifteen dollars. Here is the formula you can use. Ready? "y equals ten plus fifteen times the quantity, x minus one" where y is the total cost, and x is the total number of tickets purchased. And to find out how much money five tickets cost, we replace x with five.</p> <p>Male student:</p> <p>O.K., I get it. The total cost, y, equals the price of the first ticket, which is ten dollars, plus 15, the cost of additional tickets, multiplied by the number of additional tickets.</p> <p>Narrator:</p> <p>Which equation shows what the student found?</p> <p>[15 seconds of silence; tone plays; 5 seconds of silence]</p>
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<p>TRACK 3</p>	<p>Narrator:</p> <p>Turn the page.</p> <p>Number 3.</p> <p>Female teacher:</p> <p>The line in the graph shows the prices for tickets in Package Two in August. The first ticket costs twenty dollars, and every additional ticket costs five dollars. In September, the price of the first ticket will remain the same; however, additional tickets will double in cost, for a price of ten dollars each. So, what would that mean if we were to graph the new line?</p> <p>Male student:</p> <p>Well, I know the slope of the line can be calculated with the formula rise over run. The run in the formula for the new line will remain the same, since the number of tickets isn't changing. However, the rise will be ten instead of five, since each additional ticket is doubling in cost next month. So, the slope of the line for ticket sales next month would increase because tickets will be more expensive.</p> <p>Female teacher:</p> <p>Good work, David.</p> <p>Narrator:</p> <p>According to what you just heard, what would the graph of ticket prices for Package Two look like in September?</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 “Ticket Prices” 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: Ticket Prices** PAUSE 1 SECOND.

**Ms. Watson is helping students with a graph about ticket prices. Listen as she talks to them about the graph.** PAUSE 3 SECONDS.

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

**Number 1.** PAUSE 1 SECOND.

Female teacher:

**Let’s take a look at this graph. A museum offers three different ticket packages. The number of tickets is on the x-axis, and the total cost of the tickets is on the y-axis. Look at the three lines on the graph. Each line has a slope, which is how steep the line is. The bigger the slope, the steeper the line. Package One has a slope of thirty, Package Two has a slope of five, and Package Three has a slope of fifteen.**  
PAUSE 1 SECOND.

**According to what you just heard, what line has the largest slope?** PAUSE 20 SECONDS.

**Number 2.** PAUSE 1 SECOND.

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

**I am going to ask you, “Which equation shows what the student found?”** PAUSE 1 SECOND.

**Now listen.** PAUSE 1 SECOND.

Male student:

**Ms. Watson, how did you come up with this graph? Can you explain the equation that you used to graph the line for Package Three?**

Female teacher:

**Sure, David. Package Three is represented by the purple line with the xes. The line shows that for Package Three, the first ticket costs ten dollars, and each additional ticket costs fifteen dollars. Here is the formula you can use. Ready? “ $y$  equals ten plus fifteen times the quantity,  $x$  minus one” where  $y$  is the total cost, and  $x$  is the total number of tickets purchased. And to find out how much money five tickets cost, we replace  $x$  with five.**

Male student:

**O.K., I get it. The total cost,  $y$ , equals the price of the first ticket, which is ten dollars, plus 15, the cost of additional tickets, multiplied by the number of additional tickets.**  
PAUSE 1 SECOND.

**Which equation shows what the student found?** PAUSE 20 SECONDS.

**Turn the page.** PAUSE 5 SECONDS.

**Number 3.** PAUSE 1 SECOND.

Female teacher:

The line in the graph shows the prices for tickets in Package Two in August. The first ticket costs twenty dollars, and every additional ticket costs five dollars. In September, the price of the first ticket will remain the same; however, additional tickets will double in cost, for a price of ten dollars each. So, what would that mean if we were to graph the new line?

Male student:

Well, I know the slope of the line can be calculated with the formula rise over run. The run in the formula for the new line will remain the same, since the number of tickets isn't changing. However, the rise will be ten instead of five, since each additional ticket is doubling in cost next month. So, the slope of the line for ticket sales next month would increase because tickets will be more expensive.

Female teacher:

**Good work, David.** PAUSE 1 SECOND.

**According to what you just heard, what would the graph of ticket prices for Package Two look like in September?** 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.**