



ACCESS for ELLs 2.0 Online

Getting Students Ready for Testing

General advice to teachers who want to help prepare their students to take ACCESS for ELLs 2.0 Online

Purpose of ACCESS for ELLs 2.0

It is important for your students to understand, in age-appropriate ways, why they are taking this test. They also benefit from participating in conversations about their own language development and education.

As you begin your preparation for ACCESS for ELLs 2.0, here is a summary of the key information to share with all educators and administrators, students, and families:

- The test provides information about students' English language abilities in school. Educators use this information to make decisions about students' education.
- ACCESS for ELLs 2.0 measures what students know and can do in English in the domains of Listening, Speaking, Reading, and Writing.
- Students do not need to study for the test, but rather, focus on demonstrating their language abilities.

Educators should listen to students' ideas about how they can perform their best on the test, so take time to raise awareness and discuss these issues before, during, and after testing.

General Test Preparation Resources for Students

- **Test Demos:** WIDA offers videos of the online test that teachers and students may watch together. Please make time for students to view these test demos for their grade-level cluster.
- **Test Practice Items:** You can also help students become aware of the design of ACCESS for ELLs 2.0 by using the interactive Test Practice items. These items are very easy but will help students become familiar with the test environment. Students should work through all domains in their grade-level cluster.
- **Sample Items:** Check which domains are available within your students' grade-level cluster. Recommend that students take Speaking and Writing items even if they are outside their grade-level cluster. These items are representative of the item difficulty a student will experience on the actual test and give students the opportunity to experience producing spoken and written language as they will on the test. They are especially helpful for students who are likely to take the Speaking and Writing Tier B/C tests.

Available at www.wida-ams.us
under "Public Test Resources"

Individualized Student Support

- **Universal Tools:** Before giving the test, make students aware of the universal tools that are available on ACCESS for ELLs 2.0 Online. They can experiment with the tools using Test Practice, and you may want to point out how these relate to familiar classroom practices. These tools include:
 - Audio aids
 - Color contrast
 - Color overlay
 - Highlighter
 - Keyboard navigation
 - Line guide
 - Magnifier
 - Sticky notes
 - Scratch paper

These tools are available to all students who take ACCESS for ELLs 2.0. They may be used during any of the test domains and are described in detail in the Accessibility and Accommodations Supplement available at www.wida.us/accessibility.

- **Accommodations:** Students with an active Individualized Education Program or 504 Plan are eligible to receive accommodations and should be given opportunities to become as familiar as possible with the accommodations selected for them during classroom instruction. See www.wida.us/accessibility for more information.

Preparing for Specific Domain Tests

Speaking Test

- Point out that students have thinking time before they hit the record button. Encourage them to start recording when they are confident that they have a response ready.
- Advise students, to the extent they are able, to give lengthy responses. This gives them the opportunity to demonstrate their vocabulary and ability to connect ideas.
- Tell students they should not hit the stop button until they are sure they are done speaking – it is okay to pause during the response but once they hit stop, they cannot go back and add any more content to the response.
- Coach students to speak up loud and clear and to listen to Nina, the model student's, response. She gives students an example of the length and structure of a linguistically strong response.

Writing Test

- Encourage students to take time to think about their response and plan their writing so it is organized and addresses all parts of the prompt. They can use scratch paper for planning.
- Ask students to write as much as they can to give ample evidence of their language abilities.
- Show students that they may navigate backwards through the Writing test to review content on earlier screens.
- Remind students to check their writing and edit their response if they have time before moving on to the next Writing task.

Listening Test

- Emphasize that students have only one opportunity to listen to the test items; they cannot be repeated. This means they must listen very carefully.
- Consider letting students listen to some recorded English language before beginning the test. This will help ensure that they can perform at their best, especially if they are taking ACCESS for ELLs 2.0 at the start of the school day.

Reading Test

- Prompt students to work through the Reading test at a consistent pace. If they spend too much time on the first few questions they may need to rush through later ones.

Don't forget

Some of the most important things you can tell your students about any test are:

- Go to bed early the night before.
- Eat a good meal or healthy snack before the test.
- Do something to release energy and relax before and after the test.

For the latest information about ACCESS for ELLs 2.0, please visit www.wida.us/accessupdates.



Wisconsin Center for Education Research
University of Wisconsin–Madison | 1025 West Johnson St., MD #23 | Madison, WI 53706
Client Services Center toll free: 866.276.7735 | help@wida.us

www.wida.us