



Item Writing Handbook
for ACCESS for ELLs 2.0[®]
Listening and Reading Assessments

Revised 9/12/18

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0. Purpose

The purpose of this handbook is to provide guidance to external item writers on developing Listening and Reading items for ACCESS for ELLs 2.0.

1. Introduction to ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 (henceforth ACCESS) is a secure, high-stakes, large-scale test for English Language Learners used by schools in the WIDA Consortium. It operationalizes the WIDA English Language Development (ELD) standards in Listening, Reading, Speaking, and Writing to measure academic English language proficiency. ACCESS is administered once per year as required by federal legislation under the Every Student Succeeds Act, a re-authorization of the Elementary and Secondary Education Act of 1965. In the 2017–18 school year, approximately 2 million students took ACCESS.

1.1. WIDA Standards

According to the WIDA ELD Standards (<https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf>), English language learners communicate information, ideas, and concepts necessary for academic success in five content areas, represented by these Standards:

Standard 1—Social and Instructional Language (SIL)

Standard 2—Language of Language Arts (LoLA)

Standard 3—Language of Mathematics (LoMA)

Standard 4—Language of Science (LoSC)

Standard 5—Language of Social Studies (LoSS)

1.2. Proficiency Levels

The WIDA ELD Standards also define six proficiency levels, from P1 (Entering) to P6 (Reaching), with 1 being ELLs who are just starting out, and 6 for ELLs who have achieved grade-level mastery of the academic English used in classrooms. However, items targeting only P1 through P5 are developed for ACCESS, as in Figure 1.

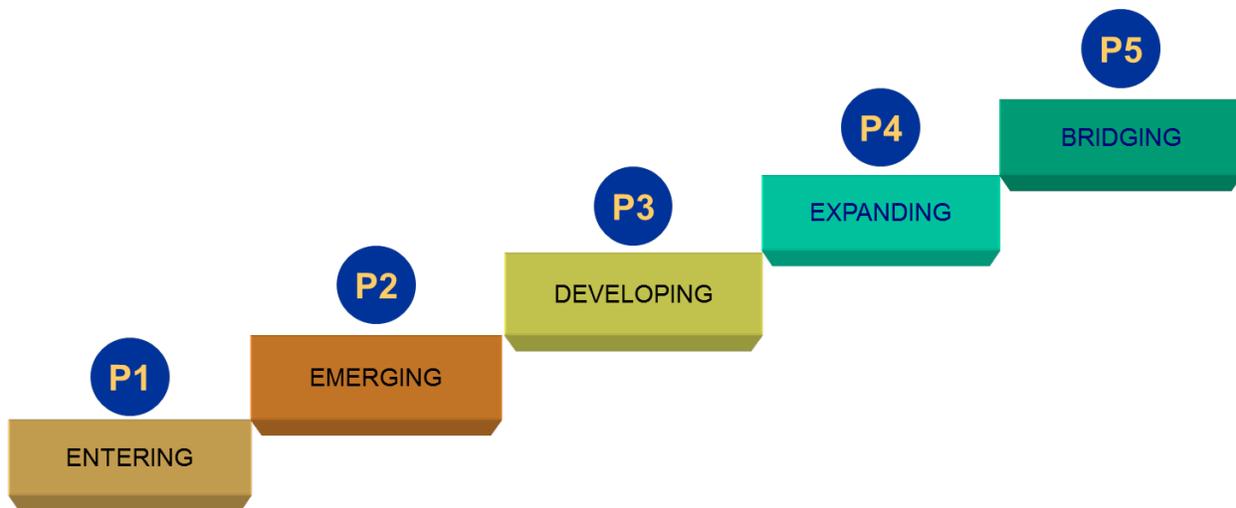


Figure 1: WIDA Proficiency Levels

1.3. Performance Definitions

The proficiency levels for P1 through P5 are defined in the WIDA Performance Definitions. The Performance Definitions have three dimensions:

- the Word/Phrase dimension, which encompasses vocabulary usage;
- the Sentence Dimension, which describes language forms and conventions;
- and the Discourse Dimension, which describes overall linguistic complexity.

The Performance Definitions are established for both the receptive domains (Listening and Reading) and the productive domains (Speaking and Writing), as shown in Figures 2 and 3 respectively.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Figure 2: WIDA Performance Definitions for Listening and Reading

Source: WIDA’s 2012 Amplification of the English Language Development Standards K–12.

<https://www.wida.us/standards/eld.aspx#2012>

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with precise meaning related to content area topics
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures and generally consistent use of conventions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation and emerging use of conventions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions (including content-specific cognates) Words or expressions related to content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures and variable use of conventions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions (including common cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and familiar expressions

...within sociocultural contexts for language use.

Figure 3: WIDA Performance Definitions for Speaking and Writing

Source: WIDA’s 2012 Amplification of the English Language Development Standards K–12.

<https://www.wida.us/standards/eld.aspx#2012>

1.4. Thematic Folders and Tiers

On ACCESS, items are written in terms of Thematic Folders; a thematic folder consists of multiple tasks connected by a common theme. Each Listening and Reading thematic folders consists of an orientation statement and graphic followed by three separate but related items.

On ACCESS, each folder is written to target a specific Tier; there are three tiers (A, B, and C), and each tier targets multiple proficiency levels. Tier A targets P1–P3, Tier B targets P2–P4, and Tier C targets P3–P5. Each Listening and Reading folder is written to one of these tiers, and each item within a folder is written to target a single proficiency level, as in Figure 4.

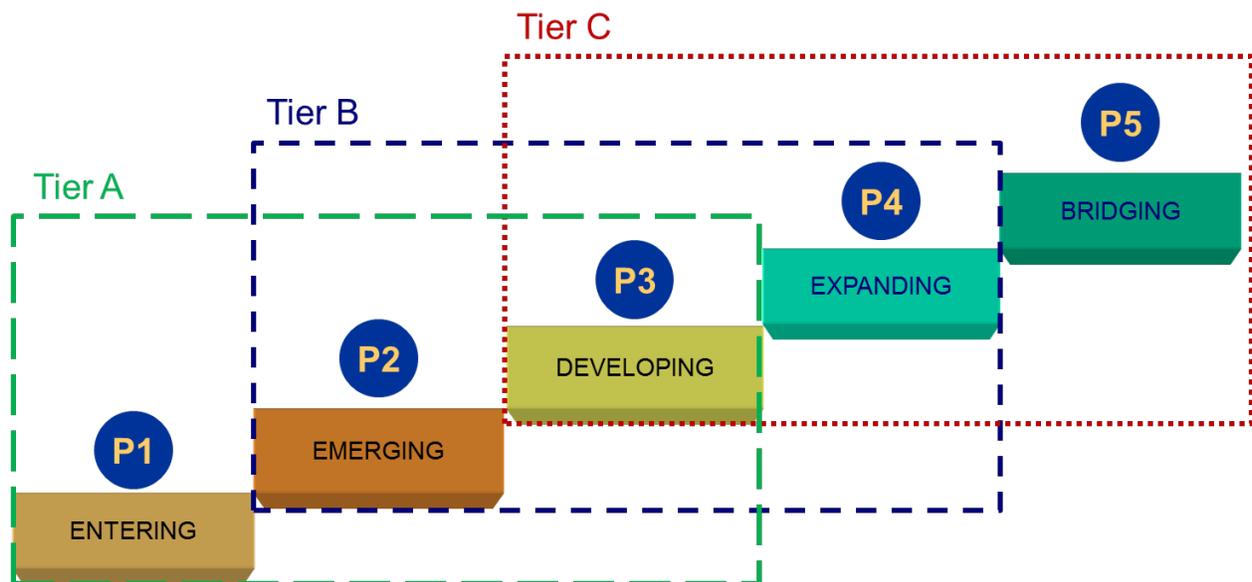


Figure 4: Proficiency Levels and Tiers in ACCESS Listening and Reading

1.5 ACCESS for ELLs 2.0 Grade Level Clusters

On ACCESS, items are written for test takers by grade level cluster (GLC). There are five GLCs on ACCESS: Grade 1, Grades 2–3, Grades 4–5, Grades 6–8, and Grades 9–12. Each GLC includes test items that cover all three tiers and all five proficiency levels. Overall, the format of the thematic folders and items are similar across domain for all GLCs.

1.6 ACCESS for ELLs 2.0 Item Development Process

Figure 5 illustrates the different stages of the item development process, from the foundational document, to the final test. Before item writing begins, the item specifications are updated and revised, as necessary. Themes are generated by classroom educators to ensure that test content is relevant and accurate for students in each grade level cluster.

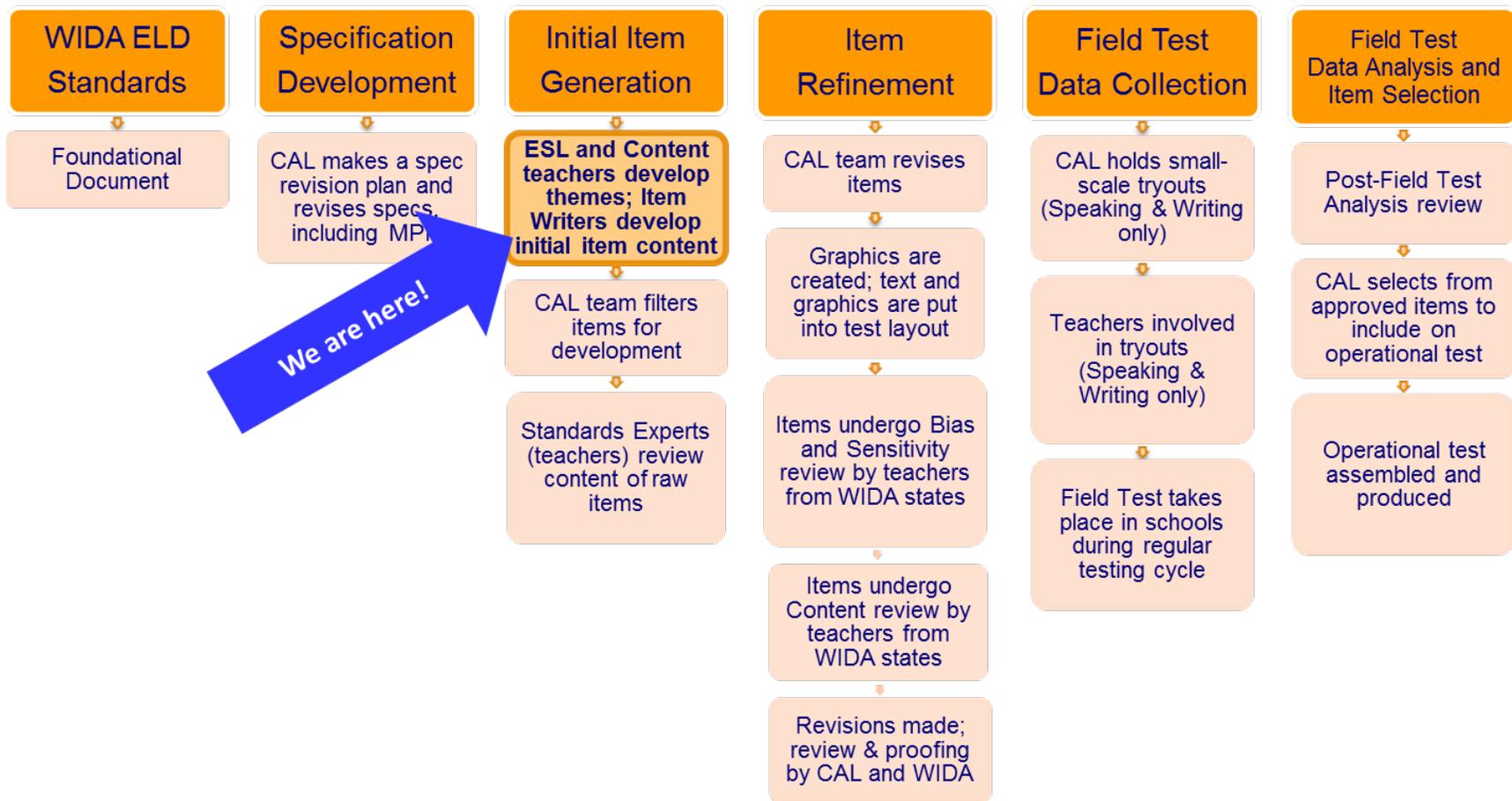


Figure 5: ACCESS Item Development Process

2. Features of Selected Response Items

2.1 Thematic Folder Structure

Each Thematic Folder has two different types of screens, one orientation screen and three item screens.

2.1.1. Orientation Screen

An orientation screen contains content to orient the test taker to the overall theme of the folder. It contains the following:

- Folder Title: contextualizes the overall folder content and appears on all screens
- Orientation Statement: provides further context for the folder (text or scripted for audio recording)
- Theme Graphic: provides further visual support regarding the context of the folder

2.1.2. Item Screens

Each thematic folder for Listening and Reading contains three item screens. Each item screen has the following components:

- Folder Title: The Folder Title for a Thematic Folder stays consistent between the Orientation Screen and all three Item Screens
- Item Passage (text or scripted for audio recording)
- Graphic Support
- Stem Question
- Response Options (graphic or text, 3 or 4 options)
 - Key (correct answer)
 - Distractors (incorrect answers)

2.1.3. Response Options

Listening

Listening items always only have three response options. The type of response option (graphic or text) depends on the grade cluster and tier of the item, *as indicated at the bottom of the third page in the item specification document for the specific folder you are working on.*

Listening Response Options, Example 1: Graphics only

Response Option Characteristics			
Number	P2 = 3 response options	P3 = 3 response options	P4 = 3 response options
Properties	Graphic only	Graphic only	Graphic only
Layout	Vertical	Vertical	Vertical

Listening Response Options, Example 2: Graphics or text

Response Option Characteristics			
Number	P2 = 3 response options	P3 = 3 response options	P4 = 3 response options
Properties	Graphic only	Graphic or simple text	Graphic or text
Layout	Vertical	Vertical	Vertical

Reading

Reading items may have three or four response options. Likewise, Reading items may have text or graphic response options. The number and type of response options for Reading items is indicated at the bottom of the third page in the item specification document.

Reading Response Options, Example 1: Graphics or text

Response Option Characteristics			
Number	P2 = 3 response options	P3 = 3 response options	P4 = 3 response options
Properties	Graphic only	Graphic or Text	Text
Layout	Vertical	Vertical	Vertical

Reading Response Options, Example 2: 3 or 4 response options

Response Option Characteristics			
Number	P2 = 3 response options	P3 = 4 response options	P4 = 4 response options
Properties	Graphic or text	Text	Text
Layout	Vertical	Vertical	Vertical

2.2. Features of ACCESS Items

2.2.1. Item Passages

In general, we want item passages to be appropriate for the context in which they are administered. This means they should be appropriate for:

- The grade cluster
- The WIDA Standard
- The intended proficiency level

The passage should provide everything the test taker needs to answer the question correctly. It should also be necessary to read/hear the passage in order to answer the question. In other words, we do not want the test taker to be able to answer the question based on background knowledge or based on the graphic support alone.

The passage should also not overlap in content with the other passages in the folder. The overall theme should be the same, but we want the items to be independent from each other. Test takers should not need to rely on information from a previous screen to answer an item.

Sample Items for the Public (SIPs) are available here: <https://wbte.drctdirect.com/WIDA/portals/wida>. The SIPs are available online and provide examples of the content and rigor of items that have previously appeared on operational assessments. The sample items are not intended to be a complete test, nor are they intended to cover all content or performance levels. There is at least one Listening and one Reading sample folder for each grade level cluster. These folders reflect the type of folders students see on the ACCESS test. Some folders are retired and others were developed for the purpose of supporting stakeholders.

Listening Passages

Listening passages can be written as either monologues or dialogues. In general, we want the Listening passages to sound like spoken language, not like text read aloud. In some cases, like if a teacher is reading a part of a text aloud to some students, the “text read aloud” perspective is acceptable.

Listening passages are intended to represent authentic, unplanned oral language, but this should be idealized; we do not want broken speech, self-corrections, unnecessary fillers, and so on.

- DO: “Well, I know what you mean, but I was thinking...”
- DON’T DO: “Well, like, I-I-I know what you’re saying—I get it—but, I mean I was thinking...”

Reading Passages

Reading passages should be written to emulate authentic texts that a student would read in a classroom or educational setting.

2.2.2. Item Passages and Model Performance Indicators

All item specification documents contain a Model Performance Indicator (MPI) for each item. The MPI is the core construct that is being tested in the item. However, the question itself should not ask the student to perform the action in the MPI. Rather, the passage is supposed to accomplish what is in the MPI, and the question should measure that the examinees properly understood the language in the passage that accomplishes the MPI.

Example

- MPI: Interpret connections between characters, settings, objects, or events in oral discourse about illustrated biographies.
- Passage:

Male student: So what do you think was the importance of the bicycle in the biography of John.

Female student: Well, I think the bicycle represents independence for John. At the beginning of the biography, John’s bike was broken, so he had to get rides from his parents. He became sad because he never saw his friends. But once he fixed his bike, John could go where he wanted, when he wanted.

- Stem: From what you heard, what does the bicycle represent in the story?
- Response Options:
 - Freedom (key)
 - Sadness
 - Transportation

2.2.3. Graphic Support

The graphic support is intended to do exactly that—support the test taker in understanding the passage without giving away the answer to the question. As you come up with ideas for graphic support, we will ask you to include a clear, concise description of the content and composition of what you want to see. You can supplement the graphic description from sample images from the web, especially from www.shutterstock.com.

See appendix B for more information about developing ideas for graphic support.

2.2.4. Question Stems

On ACCESS, the question must be answerable by considering the content presented to the test taker alone; no question may rely on background knowledge, inference, or logical deduction. Furthermore, the question must require that the test taker reads/hears the passage—in other words, the question must be passage dependent.

We want the question stem to be one that is expected upon reading/hearing the passage. So if the passage is about cause and effect, the question stem should ask something that requires understanding of the comparison/contrast in the passage.

We require closed stems on ACCESS. In other words, all stems must be a wh-question. We do not permit “fill in the blank” or “complete the sentence” stems.

We also avoid asking directly about specific language in the passage. For example, we do not use stems like “What does the word “X” mean in the passage?”

In general, we want the language in the question stem to be less sophisticated than in the passage. This goes for complexity of the structure, as well as frequency of the vocabulary. So as a guiding principle, the complexity of the question stems should be minimized, and high frequency vocabulary should be used.

Some other aspects of question stems on ACCESS:

- No absolutes (e.g., always, never, completely, etc.)
- No negatives (e.g., not, except, etc.)
- No true/false questions (e.g., Which of the following is false?)

See Appendix C for the full checklists used in developing ACCESS items.

2.2.5. Keys (Correct Answers)

All items should have one and only one key (correct answer). The test taker must be required to read/hear the passage to answer the item correctly, and the test taker must be able to answer solely on what is presented in the passage.

The key should be a natural answer to the question, and the key should be a straightforward answer to the question (to avoid trick questions).

Keys (and response options more generally) should avoid features we avoid in question stems; i.e., response options should not contain absolutes or negation.

See Appendix C for the full checklists used in developing ACCESS items.

3. Features of Item Specifications

The item specification documents contain the blueprint of a thematic folder. Each item specification document is specific to a single domain (Listening or Reading), grade cluster, WIDA Standard, and tier. This section describes the important aspects of the item specification documents that you will need to adhere to as you develop items.

Each item specification document has three pages you will refer to:

Page 1: Key components and overview

Page 2: Guidelines and Theme-level specifications

Page 3: Item-level specifications

3.1. Item Specification, Page 1

The top of first page of the item specification document (see image below) provides you with the key metadata regarding the specification: domain, grade level, WIDA Standard, Topic, and Proficiency Range. The Proficiency Range is connected to the Tier: Tier A folders target Proficiency Levels 1–3, Tier B target 2–4, and Tier C target 3–5 (see Figure 4 above).

In addition to the Topic, we will give you a more specific Theme for each folder we ask you to write. These Themes have been generated by educators to go along with the topic.

Spec Title	Language Domain	Grade Level	Standard	Item Format	Key Use of Academic Language	Topic	Proficiency Range
L01C_LA	Listening	01	LoLA	Multiple Choice	Recount	Biography	3–5

The middle section of the first page (see image below) presents the Model Performance Indicators (MPIs) for that given item specification document. See section 2.2.2. above for more information on MPIs and how they are operationalized on ACCESS.

Model Performance Indicators (MPIs)		
P3	P4	P5
Organize information about characters, settings, objects, or events in oral statements about illustrated biographies	Interpret connections between characters, settings, objects, or events in oral discussions about illustrated biographies	Draw conclusions about main ideas from illustrated biographies read aloud

The bottom section of the first page (see image below) includes connections to the content standards relevant for the WIDA Standard and Topic of the specification. The content standards, as well as curricula and other educational materials like lesson plans (found through online searches) related to the content standards, are helpful as you develop items for a given Topic and Theme.

Connection to Content Standards (referenced in the topic selection or context for language use)
<p>Common Core State Standards for English Language Arts in Speaking & Listening</p> <p>CCSS.ELA-Literacy.SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>Nevada Academic Content Standards for Grade 1 English Language Arts</p> <p>RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>Alaska English/Language Arts Standards for Grade 1</p> <p>Anchor standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Identify key details about individuals, events, or ideas discussed in an informational text.</p>

3.2. Item Specification, Page 2

Since the Theme for each folder you are assigned will be given to you, you don't need to focus much on page 2 of the item specification document. However, the middle section on Context for Language Use can help you come up with an authentic context for the item passages.

Context for Language Use
<ul style="list-style-type: none"> • The Listening passages could take the form of a guided reading lesson. The passages could feature short excerpts of the biography embedded in a discussion including the student's/teacher's comments, questions, clarifications, or elaborations. • The key use of academic language is Recount, so the aim of the passages is to use language that displays knowledge or retells a series of events. For example, the language of the passage could highlight how the biographical subject's experiences in his childhood influenced her decisions as an adult.

3.3. Item Specification, Page 3

The third page of the item specification document contains the components most relevant to item writers. The top of the page repeats the proficiency levels of the three items along with the MPIs.

The next section contains information relevant to the passage, including length and other linguistic characteristics.

<p>Item Passage</p> <p>The linguistic features of the key use of academic language (RECOUNT) will be realized through the item passages in the thematic folder.</p>	<p>Maximum of 10 oral sentences.</p> <p>Briefly introduce the subject of the biography, then describe some aspect of that person's life story.</p> <p>Language features: Comparative language, sequential language, simple past tense.</p> <p>Graphic support may include a simple graphic organizer.</p>	<p>Maximum of 10 oral sentences.</p> <p>Describe a connection the speaker made within this section of the person's biography to another aspect of that person's life (not already covered in Item 1). One speaker could respond to the question of another, or one speaker could offer a reflection ("When Mr. X did Y, that made me think about...").</p> <p>Language features: Causal language, temporal or relational words and expressions.</p>	<p>Maximum of 10 oral sentences.</p> <p>Summarize a main idea or takeaway from the person's life. Then you may have the speakers give their opinions or reflections on the story, drawing conclusions from the events.</p> <p>Language features: Summary language, putting details together to support a broader idea ("so that's why...").</p>
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The next section contains the performance definitions for each item passage. This expands on the linguistic characteristics of the passage by explaining what the student must be able to do in order to understand the passage and answer the item correctly. This is based on the proficiency level and domain of the item being developed.

<p>Performance Definitions: Application to Listening</p> <p>Students at each proficiency level will demonstrate comprehension of the intended meaning of:</p>	<ul style="list-style-type: none"> • Short sequences of related utterances • Common oral language features that include turn taking, expressing emphasis, etc. • Sentences expanded by adjectives, adverbs, prepositional phrases, and/or additional clauses to provide additional detail • Commonly used content-specific words and phrases including their multiple meanings across content areas • Common general connection, transitional, and relational words across content areas 	<ul style="list-style-type: none"> • Extended sequences of related utterances • Oral language features that signal main ideas and details in discussions • Sentences of varied length and grammatical complexity • Content area specific meanings of general vocabulary words and phrases • Common academic connection, transitional, and relational words across content areas 	<ul style="list-style-type: none"> • A wide variety of extended oral text types involving one or more participants • Oral language features that signal organization and cohesion of discourse • A range of idiosyncratic and idiomatic speech • Sentences of varied length and grammatical complexity • Precise technical words and phrases of the content areas • Cognitively complex academic connection, transitional, and relational words across content areas
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The bottom section of the item specification document is important because it tells you how many and what kind of response options are necessary for the folder. All item layouts are vertical, so you may ignore this row.

Response Option Characteristics			
Number	P3 = 3 response options	P4 = 3 response options	P5 = 3 response options
Properties	Graphic only	Graphic only	Graphic only
Layout	Vertical	Vertical	Vertical

4. Bias and Sensitivity Considerations

On ACCESS, we try to eliminate bias and sensitive topics from the test as much as is possible. Overall, themes and graphics should reflect:

- Diverse cultures, ethnic and socio-economic groups, regions
- Balanced gender roles across the test
- Positive situations, language, and images

4.1. Bias

A biased item is one on which students with similar language ability perform differently for reasons unrelated to their language proficiency.

Example Subgroup Categories

- Gender
- Religion

- Age
- Socio-economic status
- Home language
- Race/ethnicity
- Region
- Culture
- Family type

Test items must be **fair and accessible** to each student regardless of their background or sub-group membership.

See Appendix D for the Bias Review Checklist used with ACCESS.

4.2 Sensitive Topics

Sensitive topics elicit a negative emotional response among test takers.

Sensitive topics may prevent students from accurately demonstrating their academic English proficiency because of a negative or distracting response to, or association with, a test item.

See Appendix E for a list of sensitive topics that must be avoided on ACCESS.

5. Testing Academic Language Proficiency (and NOT Content Knowledge)

ACCESS is a test of Academic Language Proficiency, not Content Knowledge. To that end, the examinee should not need to have content knowledge, or be able to do content-related calculations or manipulations, in order to answer an item correctly. The passage should provide all of the information that the test taker needs to answer the question correctly.

Some key considerations for ensuring that you are testing language and not content knowledge:

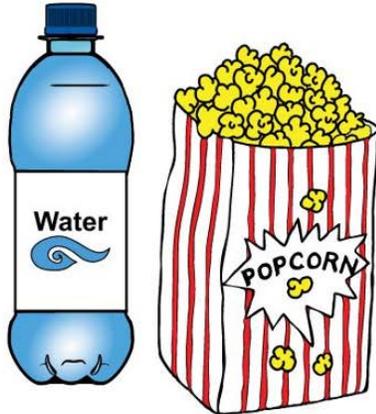
- Define any technical terms in the passage.
- Any calculations or leaps in interpretation must be explained in the passage. For example, a Listening dialogue might explain a calculation: “Then, I multiplied those two numbers, and I found that the area of the table is 12 square feet.”

Example: Language of Math item

All calculations are performed in the passage. Examinees only need to understand the *language* of the math in the passage in order to key the item.

Fun at the School Fair

Min-jee and Ji-hoon go to the Snack Shack at the fair to purchase something to eat and drink. Each child would like to buy a bottle of water and a bag of popcorn. One bottle of water costs \$2.00, and a bag of popcorn costs \$1.00. To find the total cost of their purchase, first they add the price of one bottle of water to the price of one bag of popcorn. Now that they know how much it costs for one person, they multiply that sum by two to find the total cost for both of them.



3 Why do the children multiply by two?

They want more than two bags of popcorn.

They buy water bottles that cost two dollars.

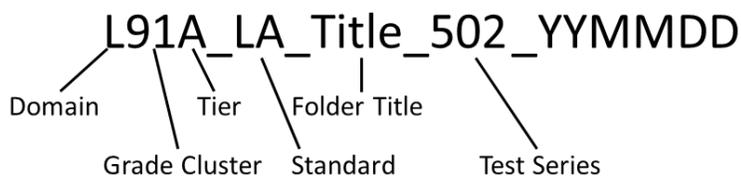
They are buying two of each item.

6. Naming Conventions

All specs have a naming convention related to the domain, grade cluster, tier, and WIDA standard, as follows:

- L45A_SC_
- Use this naming convention when naming source files.

This naming convention also applies to naming the PowerPoint templates as you write items. Rename the PowerPoint template as follows:



Domain, grade cluster, tier, and standard come from the item specification. The title comes from the Theme that CAL provided to you. The test series is 502. Please use the dating convention YYMMDD (e.g. _181107 for November 7, 2018). For example: *L23B_SC_LavaExperiment_502_180831.pptx*.

7. Citing References

7.1. Acceptable and Unacceptable Sources

Acceptable sources may include: published texts, non-.com websites (.org, .gov, .edu), some .com websites (Britannica, How Stuff Works, Physics Classroom, National Geographic, Discovery Education, Google Scholar), dictionaries, news sites (BBC, NY Times, Washington Post, etc.), public museum websites, Library of Congress website, Google Books (sometimes excerpts will be visible).

Unacceptable sources may include: Wikipedia (may be used as a starting point for research, but not as a source for verifying facts), personal websites/blogs (unless hosted by a reliable source, such as Smithsonian), About.com, politically- or religiously-based websites, any site that seems to have an agenda or that seems biased, or any site that has misspellings/grammar errors.

7.2. Text Sources

As you research content as inspiration for the items you develop, please do the following to cite your sources:

- Save PDFs of all of all documents and resources from which you derived facts used in the passages/items.
 - If the resource was found in hard copy, it must be scanned along with the relevant bibliographic information.
 - Include full bibliographic information, including full website and date accessed (for websites). There is an option when saving to include the URL at the bottom of the PDF.
 - Rename the source with the spec information and the author's last name or the title so it can be easily referenced.
 - For example, if the spec you are working on is L45A_SC and the author's last name is Smith, rename the file as L45A_SC_Smith.
 - Include all bibliographic references in a slide at the end of the PowerPoint template where you are writing your items.
- Highlight in the PDF the exact lines of the facts used so that they may be referred to easily when a fact is questioned and need to be verified.

7.2. Sample Images

As you look up content as inspiration for the items you develop, please do the following to cite any graphic sources or sample images:

- Include sources (URL or stock photo number) for sample images, especially ones that depict a real-life person, historical setting, dress, place, etc., or technical diagram; all the elements of the scene must be verified to ensure that they are realistic to that setting.
 - If using a stock photo site, CAL prefers to use Shutterstock.com. Please reference the stock photo ID number.
- You can embed the sample images directly in the PowerPoint templates, along with a text box to indicate the citation.

8. Original Material

All items you develop must be completely original in terms of language and presentation. You may paraphrase someone else’s content, but the materials you deliver to us should be in your own words. This applies even in early draft stages. If you want to use someone else’s content but are having trouble paraphrasing it or adapting it, we are happy to help you; please indicate the text excerpt and the source and what you are trying to do with it, and we will work with you to convert it to a functioning item. If you deliver any items to us with copied text (that is not explicitly cited as copied directly from a source) and we discover this plagiarism, we are required to terminate your contract immediately. Please contact jkelly@cal.org if you have any questions.

9. Lexile Measures

If you are developing Reading folders, create an account to use the Lexile Analyzer:
<https://accounts.lexile.com/login/?next=/confirmation/Voi7eiprcnCSfEfQzeQJ4aluUvArzo/>

Refer to the table below to determine if the passage is roughly aligned to the target grade level.

Target Lexile Reader and Text Measures by Grade	
Grade Level Cluster	Lexile Analyzer Measure
1	190L to 530L
2–3	420L to 820L
4–5	740L to 1010L
6–8	925L to 1185L
9–12	1050L to 1385L

10. Test Security

General test security procedures:

- Do not discuss the items you are developing
- Do not share the item specs or other secure material
- Do not save your work on multiple computers
- Do not email completed folders for approval
- Do not include item content in the body of emails
- Use Secure File Transfer (OneDrive)
- Use the ‘Comments’ function within PowerPoint to discuss specific item content

After CAL has signed off on your work, please:

- Erase all secure files from your computer
- Shred or delete any drafts or notes

Please refer to your Non-Disclosure Agreement and your Consultant Informed Consent Statement for more information. Please contact jkelly@cal.org with any questions.

11. How to write an ACCESS folder

1. Look at the theme you have received from CAL test-development staff.
2. Find the item specification document for the theme you are writing about.
3. Find the PowerPoint template for the domain (Listening or Reading) you are working on.
4. Save the PowerPoint template according to the naming conventions provided in the item specification (see Section 6 of this document).
5. Set up the PowerPoint template with the proper types of item screens you need based on the information at the bottom of the third page of the item specification.
 - a. You will need 1 orientation screen and 3 item screens.
 - b. For the item screens, make sure you have the right number and type (graphic or text) of response options.
 - c. Each folder should have 5 screens: Orientation, Item 1, Item 2, Item 3, Sources
6. Add a title to the blue bar on the orientation and item screens (this should be the same for all screens and is typically 1–4 words).
7. Adjust item numbers on the item screens (in the template, each item is currently number 1).
8. Research your theme. It can be helpful to conduct Google searches with the grade cluster in mind. For example, if your theme is ‘marine ecosystems’ searching for information in general will be a useful first step, but refining your search can help. Sample search terms: ecosystems for middle school students; marine ecosystems for kids; marine ecosystem school projects; etc.
9. Identify three areas of focus for the passages. For example:
 - a. Theme: Geometry in Baseball
 - i. Passage 1: Perimeter of a baseball field
 - ii. Passage 2: Area of a baseball diamond
 - iii. Passage 3: Circumference of a baseball
10. For the orientation screen, write a statement that introduces the theme of the folder’s items. Add a stock image, a simple drawing, or a description of the theme graphic.
11. For each item screen, write a passage (text or monologue/dialogue) and an item with distractors (graphic or text). Add an image/description for the item graphic. Refer to the item specification document to guide your development of a passage in terms of: length, focus, complexity.
12. For Reading passages, use the Lexile tool to check the level of your passage (See Section 9 of this document).
13. Use the Listening/Reading Item Review Checklist to review your folder (See Appendix C).
14. Cite your sources on the final screen and save all PDFs with the URL and highlighted information.
15. Submit your draft and sources via OneDrive and notify your contact at CAL that you have uploaded a draft (See OneDrive FAQs.pdf for troubleshooting One Drive issues).
16. Once feedback becomes available, address all comments and uploaded your revisions. Notify your CAL contact that revisions are available.

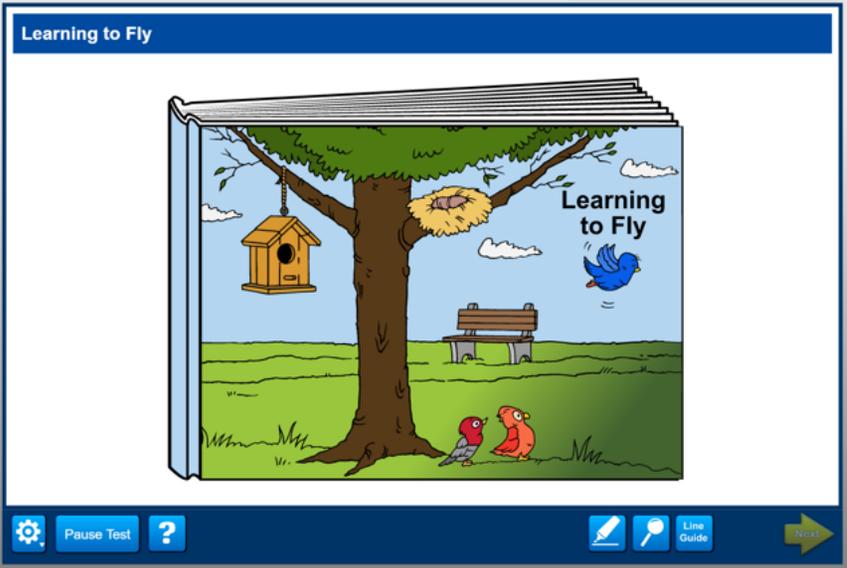
Appendix A: Screenshots of Sample Listening and Reading Items

Listening Folder (Orientation)

No additional text appears on the screen. Instead, the student hears audio of the folder title and orientation statement.

Folder Title

Theme Graphic



Narrator: Learning to Fly.
PAUSE 1 SECOND.

This story is about a baby bird named Hatcher. Listen to the teacher read the story.

The screenshot shows a digital interface for a listening folder. At the top, a blue banner contains the title 'Learning to Fly'. Below this is a large illustration of a storybook cover with the same title. The cover art depicts a tree with a birdhouse, a nest, a blue bird flying, and two small birds on the ground. A control bar at the bottom includes a settings gear, a 'Pause Test' button, a question mark, a pencil icon, a microphone icon, a 'Line Guide' button, and a right-pointing arrow.

Figure A.1: Listening Orientation Screen, Grade 1, Tier A

Taken from: ACCESS for ELLs 2.0 Sample Items for the Public

<https://www.wida.us/assessment/ACCESS20.aspx>

<https://wbte.drctdirect.com/WIDA/portals/wida>

Listening Folder (Item)

Folder Title

Graphic Response Options For Listening, 3 response options for all grade clusters and tiers.

Speaker Graphic

Item Graphic

Learning to Fly

1

Female Teacher: Hatcher sits in his nest. He looks at the sky. PAUSE 1 SECOND.

Narrator: Which picture shows this?

The screenshot shows a digital interface for a listening item. At the top, the title 'Learning to Fly' is displayed. Below the title, there is a speaker icon and a large illustration of a park scene with a tree, a birdhouse, a bench, and two birds on the ground. To the right of the illustration are three radio button options, each with a corresponding image: a blue bird on the ground, a blue bird in flight, and a blue bird sitting on a nest. A speech bubble on the right contains the audio transcript. At the bottom of the interface, there are several control buttons: a gear icon, 'Pause Test', a question mark, a pencil icon, a magnifying glass icon, 'Line Guide', and a 'Next' button.

Figure A.2: Listening Item Screen, Grade 1, Tier A

Taken from: ACCESS for ELLs 2.0 Sample Items for the Public

<https://www.wida.us/assessment/ACCESS20.aspx>

<https://wbte.drcedirect.com/WIDA/portals/wida>

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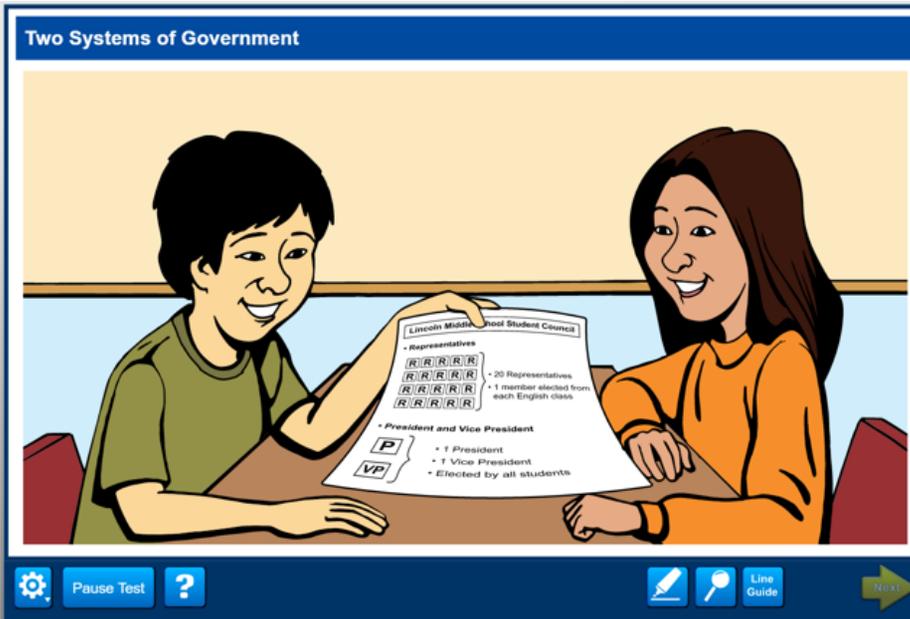
Listening Folder (Orientation)

No additional text appears on the screen. Instead, the student hears audio of the folder title and orientation statement.

Folder Title

Two Systems of Government

Theme Graphic



Narrator: Two Systems of Government. PAUSE 1 SECOND.

Justin and Nadia are both seventh graders at Lincoln Middle School. Nadia is new to the school and is interested in running for the Student Council. Justin was in the Student Council at Lincoln Middle School before, and he tells Nadia about it.

Figure A.3: Listening Orientation Screen, Grades 6–8, Tier C

Taken from: ACCESS for ELLs 2.0 Sample Items for the Public

<https://www.wida.us/assessment/ACCESS20.aspx>

<https://wbte.drctdirect.com/WIDA/portals/wida>

Confidential – Not for public distribution

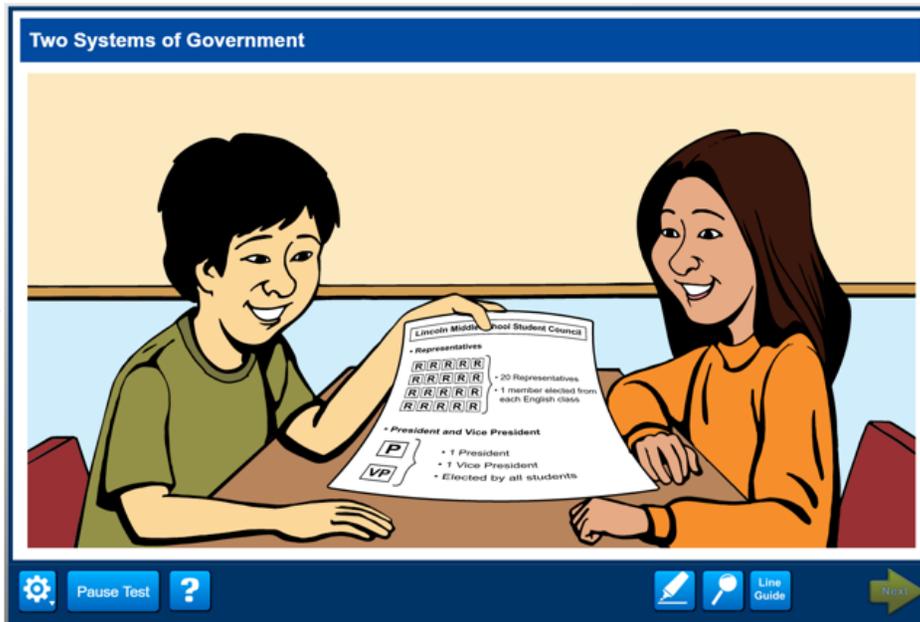
Listening Folder (Orientation)

No additional text appears on the screen. Instead, the student hears audio of the folder title and orientation statement.

Folder Title

Two Systems of Government

Theme Graphic



Narrator: Two Systems of Government. PAUSE 1 SECOND.

Justin and Nadia are both seventh graders at Lincoln Middle School. Nadia is new to the school and is interested in running for the Student Council. Justin was in the Student Council at Lincoln Middle School before, and he tells Nadia about it.

Figure A.4: Listening Item Screen, Grades 6–8, Tier C

Taken from: ACCESS for ELLs 2.0 Sample Items for the Public

<https://www.wida.us/assessment/ACCESS20.aspx>

<https://wbte.drctdirect.com/WIDA/portals/wida>

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Reading Folder (Orientation)

Folder Title

Fun at the School Fair

Orientation statement

Read the math word problems about Min-jee and her brother Ji-hoon at the school fair.

Theme Graphic



Pause Test



Line Guide



Figure A.5: Reading Orientation Screen, Grades 2–3, Tier C

Taken from: ACCESS for ELLs 2.0 Sample Items for the Public

<https://www.wida.us/assessment/ACCESS20.aspx>

<https://wbte.drctdirect.com/WIDA/portals/wida>

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Reading Folder (Item)

Folder Title

Task Statement/Question

Item Passage

Item Graphic

Response options:
Item specification will indicate whether

- graphic or text
- 3 or 4 options

The screenshot shows a digital interface for a reading item. At the top, 'Folder Title' and 'Task Statement/Question' are labeled with arrows pointing to the top of the item frame. On the left, 'Item Passage' and 'Item Graphic' are labeled with arrows pointing to the text and images within the frame. The item frame has a blue header with the title 'Fun at the School Fair'. Below the header is a paragraph of text describing a math problem about buying water and popcorn. Below the text are two illustrations: a blue water bottle and a red and white striped bag of popcorn. To the right of the text and graphics is a question box with the number '3' and the text 'Why do the children multiply by two?'. Below the question are three radio button options. At the bottom of the frame is a navigation bar with icons for settings, 'Pause Test', a question mark, a pencil, a magnifying glass, 'Line Guide', and a 'Next' button.

Fun at the School Fair

Min-jee and Ji-hoon go to the Snack Shack at the fair to purchase something to eat and drink. Each child would like to buy a bottle of water and a bag of popcorn. One bottle of water costs \$2.00, and a bag of popcorn costs \$1.00. To find the total cost of their purchase, first they add the price of one bottle of water to the price of one bag of popcorn. Now that they know how much it costs for one person, they multiply that sum by two to find the total cost for both of them.

3 Why do the children multiply by two?

They want more than two bags of popcorn.

They buy water bottles that cost two dollars.

They are buying two of each item.

Pause Test ? Line Guide Next

Figure A.6: Reading Item Screen, Grades 2–3, Tier C

Taken from: ACCESS for ELLs 2.0 Sample Items for the Public

<https://www.wida.us/assessment/ACCESS20.aspx>

<https://wbte.drctdirect.com/WIDA/portals/wida>

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Reading Folder (Orientation)

Folder Title

Orientation statement

Theme Graphic

The screenshot displays a digital reading interface. At the top, a blue header contains the text "Clarence Birdseye". Below this, an orientation statement reads: "Read a short biography about Clarence Birdseye, a scientist and inventor." The central part of the screen features a "Web Browser" window. The browser's address bar shows "http://www.biography4online.com". The browser content includes a profile picture of Clarence Birdseye and the text "Clarence Birdseye (1886–1956) Biography of a Scientist and Inventor". At the bottom of the interface is a dark blue navigation bar with several icons: a gear, a "Pause Test" button, a question mark, a pencil, a magnifying glass, a "Line Guide" button, and a yellow "Next" arrow.

Figure A.7: Reading Orientation Screen, Grades 9–12, Tier A

Taken from: ACCESS for ELLs 2.0 Sample Items for the Public

<https://www.wida.us/assessment/ACCESS20.aspx>

<https://wbte.drctdirect.com/WIDA/portals/wida>

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Reading Folder (Item)

Folder Title

Task Statement/Question

Item Passage

Item Graphic

Clarence Birdseye

Frozen Food
Clarence Birdseye returned to the United States from Canada and designed a quick-freezing machine. Before the 1930s, some people did not want to buy frozen foods because they thought that freezing food reduced the quality. Birdseye's machine improved the flavor and texture of frozen foods. Soon, people wanted these improved frozen foods, and stores all over the United States began to offer foods that had not always been available before.



3 Which statement tells how Clarence Birdseye changed frozen food?

He reduced the availability.

He increased the quality.

He slowed the freezing process.

He designed a machine in Canada.

Response options:
Item specification will indicate whether

- graphic or text
- 3 or 4 options

Pause Test ? Line Guide Next

Figure A.8: Reading Item Screen, Grades 9–12, Tier A

Taken from: ACCESS for ELLs 2.0 Sample Items for the Public

<https://www.wida.us/assessment/ACCESS20.aspx>

<https://wbte.drctdirect.com/WIDA/portals/wida>

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Appendix B: Developing Graphic Support for ACCESS items

Visual, sensory or interactive support can increase students’ accessibility to meaning, particularly for students at English language proficiency levels 1–4 (the Entering, Beginning, Developing, and Expanding levels.) Visual support is included on all item screens of Reading and Listening folder in order to facilitate students’ access to the meaning of what they read or hear.

In a classroom setting, teachers can use a variety of supports to engage students and help them make meaning of the English language they read and hear. Figure B.1, an excerpt from the WIDA ELP Standards and Resource Guide (2008, p. RG-21), provides examples of a variety of sensory, graphic, and interactive supports. The highlighted bullets indicate visual supports that are appropriate to include on large-scale assessments.

Figure B.1: Examples of Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

The setting of a large-scale test is much more constrained than the classroom, so sensory and interactive supports cannot be used in the same way as during a classroom lesson or activity. For example, video and partner work are not feasible in ACCESS for ELLs 2.0.

As an item writer, your task is to ensure that the test items you create include meaningful visual support for each item. A picture or graphic organizer is more than a pretty picture; it serves a specific function in cuing students’ thinking. For example, a task developed for the Grades 1–2, Speaking, Language of Science, Proficiency Level 3 MPI (Compare/contrast weather conditions based on information from photographs, charts, or graphs) would need a picture to cue the student to talk about comparing and contrasting. Here are some questions to consider for developing an effective graphic (and task) for this particular MPI:

- Is a picture of a sunny day sufficient?
- What should the setting be — a beach, mountains, a city?
- Which setting will be most accessible to all students taking the test?
- What weather vocabulary is associated with proficiency level 3 in grade 1–2?
- What type of picture is typical for this grade level in this content area?
- What type of graphic organizer helps show or cue comparison?

To cue comparison, a picture could show two contrasting weather scenes that contain details to allow the student to use appropriate vocabulary to describe differing weather conditions.

Graphic Organizers

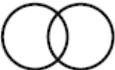
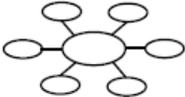
Graphic organizers play a very important role in scaffolding students' access to information that is presented in a passage or prompt. They distill longer texts into more manageable stimulus for students to read. A graphic organizer must be carefully chosen and developed in order to serve a clear function in relation to the passage or prompt and the task statement (question). Remember to be sure the graphic you develop matches the spec for the theme folder.

Consider the following elements when developing a graphic organizer:

- Appropriateness for the grade level
- Appropriateness for the proficiency level of the item
- Factual accuracy (i.e., correct size pieces in pie charts, correct labels for countries on maps or body parts on a diagram)
- Historical accuracy for the time period shown (e.g., Do not suggest using a current map of Europe/Asia if you want to show the region as it looked in 1984.)

Figure B.2 shows examples of graphics organizers (in the first column) and their uses across the WIDA Standards.

Figure B.2: Examples of Use of Graphic Organizers across the ELP Standards

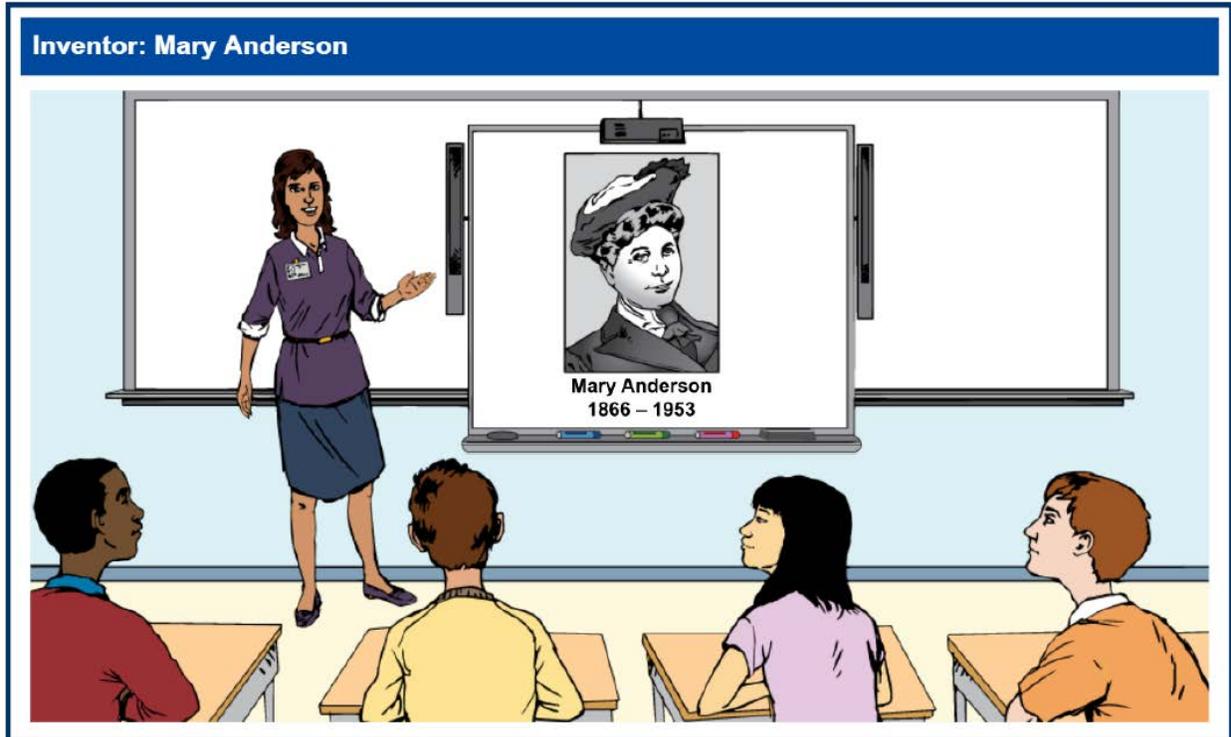
ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 <p>Venn Diagrams - Comparing and Contrasting Two Entities</p>	<ul style="list-style-type: none"> • Two friends or family members • Two traditions 	<ul style="list-style-type: none"> • Two characters • Two settings • Two genres 	<ul style="list-style-type: none"> • Two operations • Two geometric figures • Two forms of proportion 	<ul style="list-style-type: none"> • Two body systems or organs • Two animals or plants 	<ul style="list-style-type: none"> • Two conflicts • Two forms of government • Two forms of transportation
 <p>T-Charts - Sorting or Categorizing Objects or Concepts</p>	<ul style="list-style-type: none"> • Colors • Classroom objects 	<ul style="list-style-type: none"> • Facts/Opinions • Points of view • Pros/Cons 	<ul style="list-style-type: none"> • Area/Perimeter • Fractions/Decimals • Addition/Subtraction 	<ul style="list-style-type: none"> • Forms of matter • Forms of energy • Senses • Vertebrates/Invertebrates 	<ul style="list-style-type: none"> • Types of transportation • Types of habitats
 <p>Cycles - Producing a Series of Connected Events or a Process</p>	<ul style="list-style-type: none"> • Conflict/Resolution • School or classroom routines 	<ul style="list-style-type: none"> • Plot lines 	<ul style="list-style-type: none"> • Steps in problem-solving 	<ul style="list-style-type: none"> • Scientific inquiry • Life cycles • Water cycle 	<ul style="list-style-type: none"> • Elections in a democracy • Passage of a law
 <p>Cause and Effect - Illustrating a Relationship</p>	<ul style="list-style-type: none"> • Classroom or school rules • Health and safety at home or in school 	<ul style="list-style-type: none"> • Responses of characters to events 	<ul style="list-style-type: none"> • Variables in algebraic equations • Geometric theorems 	<ul style="list-style-type: none"> • Chemical reactions • Adaptation • Weather events 	<ul style="list-style-type: none"> • Political movements • Economic trends
 <p>Semantic Webs - Connecting Categories to Themes or Topics</p>	<ul style="list-style-type: none"> • Personal interests • Idiomatic expressions • Multiple meanings of words and phrases 	<ul style="list-style-type: none"> • Root words and affixes • Main idea/Details 	<ul style="list-style-type: none"> • Types and features of polygons • Types and characteristics of angles 	<ul style="list-style-type: none"> • Foods and their nutritional ingredients • Types and characteristics of rocks 	<ul style="list-style-type: none"> • Types of human and civil rights • Impact of economic policies

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Graphics in ACCESS for ELLs 2.0

In ACCESS for ELLs® 2.0, each Reading and Listening theme folder is introduced with an **orientation graphic**, a large graphic which sets the scene for the topic of the three passages and items to follow. In Figure B3, the teacher is introducing Mary Anderson, inventor, as a topic to a classroom of students.

Figure B.3: Example of an Orientation Screen



In Figure B.3, **theme graphics** on the individual item screens appear on the left side of the screen and may depict scenes of multiple people in action (e.g., a class doing a science experiment or two students walking on a nature path with different plants and animals around them). Graphic organizers such as T-charts, Venn diagrams, and tables may also be presented in the theme graphic. In the example in Figure B.4, even without the script, it is clear how the graphic supports the theme of the passage. The item in Figure B.4 also uses **response option graphics** to communicate meaning. Listening folders include images of the speakers whose voices are heard in the audio dialogue/monologue (see arrow in Figure B.4). These images are most often headshot-type images of characters from the orientation image. Figure B.5 shows a typical Reading item screen with a passage, a theme graphic and text response options.

Figure B.4: Example of a Listening Item Screen with a Theme Graphic and Graphic Response Options

Inventor: Mary Anderson
1

Figure B.5: Example of a Reading Item Screen with a Theme Graphic and Text Response Options

Geometry in Baseball
1

The small arrows in the picture show the path a player runs in a baseball game. To find how far a player runs, the students first measure the distance from point A to point B and find that it is 90 feet. They also find that the distance between points A, B, C, and D is always the same. To find the total distance a player runs, the students can either add all four sides of the infield together or multiply one side by 4.

Which equation shows the distance a player runs?

Perimeter = 90 feet x 4

Perimeter = 127 feet x 4

Perimeter = 90 feet + 4 feet

Perimeter = 90 feet + 90 feet + 127 feet

Elements to Consider When Describing Graphics

Although we rely on our artists to provide their creative expertise in the composition and artistic elements of graphic, we rely on you to communicate materials and scenes that are appropriate and commonly found in materials that students in US K–12 classrooms would be exposed to. In addition to the function or purpose of the graphic, consider the following elements when crafting the description of a graphic to accompany a theme folder or item.

1. Composition

Composition refers to the layout and placement of the characters and items in the foreground and background. To help us “see” your picture the way you do, please describe the layout and perspective of the picture. Include only the most important elements in the picture, and tell us what is located in the foreground and background if applicable.

2. Characters

You do not need to describe characters’ features in extensive detail because the artists commissioned for ACCESS for ELLs® 2.0 know to attend to diversity in their sketches. CAL ensures that artists render graphics that generally:

- Portray both male and female students equally and show characters in non-stereotypical roles, such as a male nurse, or a female playing sports or leading a scientific experiment.
- Show racial and ethnic diversity, which extends to facial features, hairstyles, clothing, and body type.
- Include images of differently-abled students and teachers, such as a child in a wheelchair, a left-handed student, or a person with glasses.

Additional guidelines to keep in mind with regard to graphics in test items:

- Teachers/school staff should never be shown touching students.
- Images must not be recognizable as known pop-culture characters, such as Harry Potter or Nemo.
- Names used for labels on any products must be generic and fictional (i.e., “tissues,” and “cookies” rather than “Kleenex” or “Oreos”).
- Historical figures will be portrayed as accurately as possible.
- Never show children engaged in any activity or with any material that could be dangerous or that is not age-appropriate.
- Always show characters with the appropriate safety equipment or clothing for a specific task. For example: A student in grades 1–2 shown with scissors will always be using blunt-tip scissors; no students should be shown standing up on a swing; students in a science lab environment should always be shown with lab coats and goggles.

3. Essential Objects and Excluded Objects

Include only characters or things that absolutely must be in the graphic. The picture must be clear and uncluttered so the picture can function successfully in helping students understand the context. Too

many unnecessary details make it more difficult for the students to understand, and a cluttered picture may inadvertently mislead the student when approaching the test item.

Finally, images—and test items—must not contain any content that may be considered unsettling, violent, aversive, ambiguous, or scary.

4. Reference Images

A wealth of images—photographs and illustrations—can be found on the Internet to help you develop graphic descriptions. These reference images also help CAL test developers understand the picture you envision for your theme folder or item. An image and a link to the Internet image are required when the theme folder includes:

- Historical figures
- Uncommon objects or objects that require a high level of details
- Maps
- Labeled diagrams (food chain, circulatory system, timelines, etc.)
- Stock images (use images from www.shutterstock.com)

Be sure to include in the relevant graphic description information about how the image should be used as a reference (i.e., “Use the sample image of Abraham Lincoln as a model, only he should be standing next to his wife, Mary, who is holding their baby son.”) Include edits or notes in a textbox near the appropriate image.

Writing Graphic Descriptions for Theme Folders

Keep the description simple. Here’s an example of a graphic description. It is complete enough that it was not necessary for the item writer to submit a hand-drawn sketch.

Theme Graphic on Screen 2:

Elementary classroom scene

- **Foreground:** Young, professionally dressed, male teacher is sitting in a chair next to the desks of an 8-year-old male and female student. The girl is holding a pencil in her left hand, and both students have a sheet of lined paper in front of them. The teacher is pointing to the boy’s paper. To the left of the teacher and students is the teacher’s desk. There’s a pen and a closed spiral-bound notebook on it.
- **Background:**
 - Rectangular bulletin board with decorative scalloped paper border. Pieces of paper representing artwork done by the students are hanging on the bulletin board.
 - To the right of the bulletin board: a computer on a table (monitor, mouse, keyboard, and CPU visible), no chair at the computer table.
 - To the right of the computer: a two-shelf-tall bookcase. On top of the bookcase is a globe and a wire basket to collect student journals (show a few journals in the basket). There are books and stuffed animals on the shelves, like a typical elementary school bookshelf.

Additional Guidelines

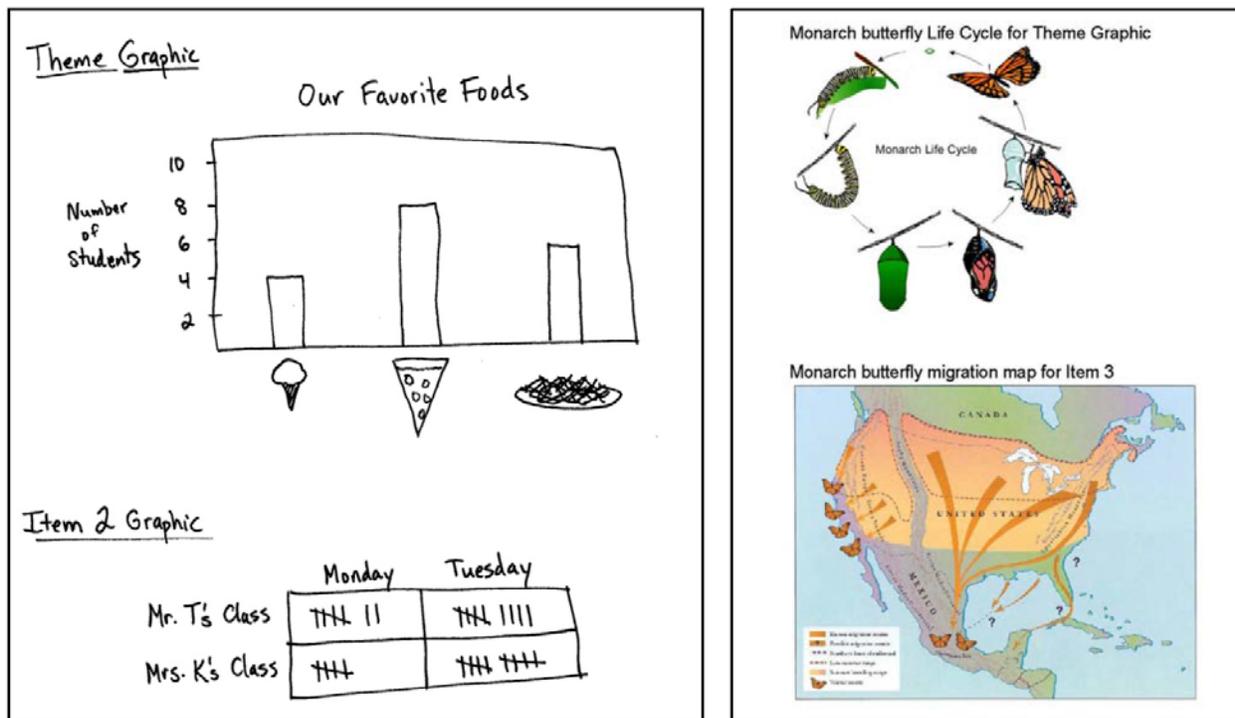
- In some cases, the items themselves will dictate what should or should not appear in the theme graphic. It may help to draft the entire folder first and go back to write the theme graphic description at the end.
- Sketch or use Word or Excel to create graphic organizers such as graphs, tables, charts, or Venn diagrams. Do not write a description. A visual rendering is infinitely more useful to a reviewer than a lengthy, complex written description of how the organizer should look.

Submitting Sketches or Models for Graphics

If you are submitting hand-drawn images, please scan or photograph images and place them into the PowerPoint document. If you have any graphics to submit as samples with a draft of your theme folders, you should include them on the appropriate screen and include the URL or Shutterstock ID number as well as a description of any necessary edits.

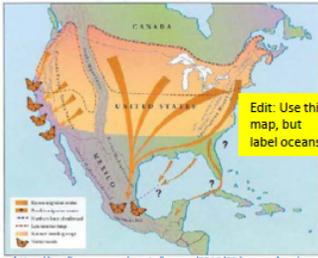
It is not necessary to submit polished artwork. A rough sketch of how you imagine your picture helps CAL test developers understand your vision for your picture and your theme folder. Figure B6 shows sample submissions for different types of visual support.

Figure B.6: Example of Format for Submitting Sketches or Models from the Internet



Maps

Monarch butterfly migration map for Item 3



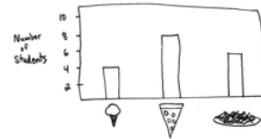
Edit: Use this map, but label oceans

https://media.mnn.com/assets/images/2016/03/monarch_migration_map.jpg [83xv0 q80.jpg](https://media.mnn.com/assets/images/2016/03/monarch_migration_map.jpg)

Graphs and Tables

Theme Graphic

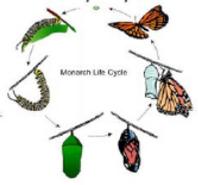
Our Favorite Foods



Item 2 Graphic

	Monday	Tuesday
Mr. T's Class		
Mrs. K's Class		

Diagrams and Cycles



https://askabiologist.asu.edu/sites/default/files/monarch_lifecycle3.gif

http://1.bp.blogspot.com/_A6G5Ma5ex_1/Uppu9K58Bf/AAAAAAAAAIs/b75yBv0Lc/s1600/reflecting-telescope.jpg

Historical Images



http://cdn.phillymag.com/wp-content/uploads/2016/05/Scene_at_the_Signing_of_the_Constitution_of_the_United_States-940x540.jpg

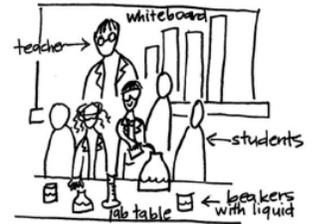
Stock Images



www.shutterstock.com 688299271

Description and Sketch

A male teacher stands behind five middle school students at a science lab table (the teacher and students are wearing lab coats and goggles). One student, in the middle, is pouring liquid from a small beaker into a much larger beaker while the others look on. Five or six other beakers of various sizes, also containing liquid, are on the table. Behind the teacher and students is a white board with a bar graph on it.



Appendix C: Item Review Checklists

C.1: Listening Item Review Checklist

Theme

Once a theme has been selected for the folder, ask yourself:

- Is this theme interesting to the test taker?
- Is the theme appropriate for the grade level cluster?
- Is the theme appropriate for the MPIs used in the folder?
- Can clear and interesting graphics be developed based on the theme?
- Can the theme be understood without additional background knowledge from the student?
- Does the theme meet all test specifications?

Theme graphic

Ask yourself:

- Does the graphic description provide clear, concise, yet detailed descriptions of the content and composition of what you want to see?
- Does the graphic description indicate what must be included in the graphic and where?
- Does the graphic description indicate what must NOT be included?
- If depicting a classroom, does the theme graphic description describe a typical classroom for the grade level?
- Will anything in the graphic unintentionally give any answers away? (answer must be NO)
- Is the graphic void of bias issues?
- Is the text, if any, in the graphic minimized and does the text serve a deliberate function effectively?
- Do the graphic descriptions meet all of the test specifications?

Items

For each test item, check the passage, task statement/question and graphics:

Passage

Ask yourself:

- Does the passage relate to the folder theme?
- Is the passage clear and well written?
- Is all the necessary content present?
- Does the passage represent a typical listening task for the standard?
- Does the passage sound natural when read aloud?
- Have you checked the facts using reliable sources? (see Fact Checking Protocol)
- Are the passage and amount of listening required appropriate:
 - For the grade cluster?
 - For the proficiency levels of the spec?
- Does the passage sufficiently set up the task?

- Does the passage provide the appropriate background information for the topic?
- Is the passage supported by the graphic?
- Does the passage meet all of the test specifications?

Task Statement/Question

Ask yourself:

- Does the task statement/question relate to the folder theme?
- Is the task statement/question appropriate:
 - For the grade cluster?
 - For the proficiency level?
- Is the intent of the task statement/question clear? Does it clearly tell the student what needs to be done?
- Does the task statement/question sound natural when read aloud?
- Is the task statement/question concise and well written?
- After listening to the passage, is the task statement/question an obvious and logical “next step” or meaningful question to ask?
- What does the student really need to do to answer the question?
 - How much of the listening passage needs to be comprehended?
 - What’s the minimum that needs to be understood?
 - Is that what you want to happen?
 - Does that match with the intended MPI level (e.g., in terms of vocabulary and linguistic complexity)?
- Can the question be answered in a straightforward way without viewing the response options? (i.e., when you cover the response options and listen to it, can you answer the question? The answer should be YES)
- If you only look at the question (and its response options), can you answer without listening to the passage? (must be NO – student must need to listen to the passage to answer)
- Does the natural response to the task statement/question give evidence that the student can do what is indicated in the MPI?
- Can a student adequately respond to the task statement/question without relying on additional background knowledge?
- Does the item avoid logical deduction or “testwiseness”?
- As needed, is there a reminder to seek the answer from the passage (e.g., according to this passage...)?
 - This is important when other background knowledge might lead the student somewhere else. “Based on what you’ve heard...” serves to focus the student on the immediate passage.
- Are the following absent from the task statement/question:
 - Unnecessary verbiage (Can the vocabulary be simplified to match the proficiency level?)
 - Absolutes: (e.g., always, never, completely, etc.)
 - Negative wording (e.g., not, except, etc.)
 - Questions such as, “Which of these is true?”
- Does the statement/question meet all of the test specifications?

Graphics (Item graphics, graphics for keys and distractors)

Ask yourself:

- Do the graphic descriptions provide clear, concise, yet detailed descriptions of the content and composition of what you want to see?
- Do the graphic descriptions indicate what must be included in each image and where?
- Do the graphic descriptions indicate what must NOT be included?
- Do the graphic descriptions relate to the folder theme?
- Do the graphics relate to the passage?
- Are the graphic descriptions appropriate for the proficiency level?
- Will anything in the graphic unintentionally give the answer away? (answer must be NO)
- Is the graphic void of bias issues?
- Is the text in the graphic minimized? Does the text serve a deliberate function effectively?
- Do the graphic descriptions indicate how the image or certain parts of the image are necessary in order to respond to the task statement/question?
- Do the graphic descriptions meet all of the test specifications?

Key

Ask yourself:

- Is it a natural answer to the task statement/question?
- Does it give evidence that the student can do what is indicated in the MPI?
- Is it clearly the correct answer?
- If you were to cover up all response options and answer the question, would your answer be the key? (must be YES to avoid trick questions)
- Is it derived SOLELY from information in the passage that must be comprehended?
- When matched with the task statement/question, is it clearly derivative of the MPI?

Distractors

Ask yourself, “If a student understood the question but did not understand the listening passage:”

- Is each distractor clearly a plausible, yet incorrect, answer to the task statement/question?
- Is each distractor clearly incorrect based on information presented in the passage?
- Is each distractor motivated by some possible misunderstanding of the passage by a student at a lower English proficiency level than the level being tested?
- Is each distractor as short as possible (to minimize the student’s reading burden)?
- Are the length, word frequency, and other surface/deep characteristics of each distractor about equal to each other (and equal to that of the key)?
- Are the following absent from all distractors:
 - Opposites (e.g., one cancels out the other)
 - Overlapping choices (e.g., options that essentially say the same thing)
 - Unintentionally tricky or “garden path” distractors
 - Impossible or nonsensical distractors
 - Negatives (e.g., all are true EXCEPT..., which of the following is NOT ...)

Folder

Finally, check the entire folder. Read the passages aloud. Ask yourself:

- Does the topic make sense across all items in the folder?
- Is the folder interesting?
- Is the folder appropriate for the grade level cluster?
- Does the folder avoid bias?
- Are the items INDEPENDENT of one another?
 - Will getting one item right or wrong increase the chances of getting other items right or wrong because of interdependency between the items? (answer must be NO)
 - Does determining the correct answer in one item provide clues to answering any other item correctly? (answer must be NO)
- Are there any typos or grammatical errors?

C.2: Reading Item Review Checklist

Theme

Once a theme has been selected for the folder, ask yourself:

- Is this theme interesting to the test taker?
- Is the theme appropriate for the grade level cluster?
- Is the theme appropriate for the MPIs used in the folder?
- Can clear and interesting graphics be developed based on the theme?
- Can the theme be understood without additional background knowledge from the student?
- Does the theme meet all test specifications?

Theme graphic

Ask yourself:

- Does the graphic description provide clear, concise, yet detailed descriptions of the content and composition of what you want to see?
- Does the graphic description indicate what must be included in the graphic and where?
- Does the graphic description indicate what must NOT be included?
- If depicting a classroom, does the theme graphic description describe a typical classroom for the grade level?
- Will anything in the graphic unintentionally give any answers away? (answer must be NO)
- Is the graphic void of bias issues?
- Is the text, if any, in the graphic minimized and does the text serve a deliberate function effectively?
- Do the graphic descriptions meet all of the test specifications?

Items

For each test item, check the passage, task statement/question and graphics:

Passage

Ask yourself:

- Does the passage relate to the folder theme?
- Is the passage clear and well written?
- Is all the necessary content present?
- Does the passage represent a typical reading task for the standard?
- Does the passage “sound” natural when read silently?
- Have you checked the facts using reliable sources?
- Have you verified that the passage is original, or have you cited all sources for a passage which has been adapted from an existing text?
- Are the passage and amount of reading required appropriate:
 - For the grade cluster?
 - For the proficiency levels of the spec?
- Does the passage provide the appropriate background information for the topic?

- Is the passage supported by the graphic?
- Does the passage meet all of the test specifications?

Task Statement/Question

Ask yourself:

- Does the task statement/question relate to the folder theme?
- Is the task statement/question appropriate:
 - For the grade cluster?
 - For the proficiency level?
- Is the intent of the task statement/question clear? Does it clearly tell the student what needs to be done?
- Does the task statement/question read naturally?
- Is the task statement/question concise and well written?
- After reading the passage, is the task statement/question an obvious and logical “next step” or meaningful question to ask?
- What does the student really need to do to answer the question?
 - How much of the reading passage needs to be comprehended?
 - What’s the minimum that needs to be understood?
 - Is that what you want to happen?
 - Does that match with the intended MPI level (e.g., in terms of vocabulary and linguistic complexity)?
- Can the question be answered in a straightforward way without viewing the response options? (i.e., when you cover the response options and read it, can you answer the question? The answer should be YES)
- If you only look at the question (and its response options), can you answer without reading the passage? (must be NO – student must need to read the passage to answer)
- Does the natural response to the task statement/question give evidence that the student can do what is indicated in the MPI?
- Can a student adequately respond to the task statement/question without relying on additional background knowledge?
- Does the item avoid logical deduction or “testwiseness”?
- As needed, is there a reminder to seek the answer from the passage (e.g., according to this passage...)?
 - This is important when other background knowledge might lead the student somewhere else. “Based on what you’ve read...” serves to focus the student on the immediate passage.
- Are the following absent from the task statement/question:
 - Unnecessary verbiage (Can the vocabulary be simplified to match the proficiency level?)
 - Absolutes: (e.g., always, never, completely, etc.)
 - Negative wording (e.g., not, except, etc.)
 - Questions such as, “Which of these is true?”
- Does the statement/question meet all of the test specifications?

Graphics (Item graphics, graphics for keys and distractors)

Ask yourself:

- Do the graphic descriptions provide clear, concise, yet detailed descriptions of the content and composition of what you want to see?
- Do the graphic descriptions indicate what must be included in each image and where?
- Do the graphic descriptions indicate what must NOT be included?
- Do the graphic descriptions relate to the folder theme?
- Do the graphics relate to the passage?
- Are the graphic descriptions appropriate for the proficiency level?
- Will anything in the graphic unintentionally give the answer away? (answer must be NO)
- Is the graphic void of bias issues?
- Is the text, if any, in the graphic minimized and does the text serve a deliberate function effectively?
- Do the graphic descriptions indicate how the image or certain parts of the image are necessary in order to respond to the task statement/question?
- Do the graphic descriptions meet all of the test specifications?

Key

Ask yourself:

- Is it a natural answer to the task statement/question?
- Does it give evidence that the student can do what is indicated in the MPI?
- Is it clearly the correct answer?
- If you were to cover up all response options and answer the question, would your answer be the key? (must be YES to avoid trick questions)
- Is it derived SOLELY from information in the passage that must be comprehended?
- When matched with the task statement/question, is it clearly derivative of the MPI?

Distractors

Ask yourself, “If a student understood the question but did not understand the reading passage:”

- Is each distractor clearly a plausible, yet incorrect, answer to the task statement/question?
- Is each distractor clearly incorrect based on information presented in the passage?
- Is each distractor motivated by some possible misunderstanding of the passage by a student at a lower English proficiency level than the level being tested?
- Is each distractor as short as possible?
- Are the length, word frequency, and other surface/deep characteristics of each distractor about equal to each other (and equal to that of the key)?
- Are the following absent from all distractors:
 - Opposites (e.g., one cancels out the other)
 - Overlapping choices (e.g., options that essentially say the same thing)
 - Unintentionally tricky or “garden path” distractors
 - Impossible or nonsensical distractors
 - Negatives

Folder

Finally, check the entire folder. Read the passages aloud. Ask yourself:

- Does the topic make sense across all items in the folder?
- Is the folder interesting?
- Is the folder appropriate for the grade level cluster?
- Does the folder avoid bias?
- Are the items INDEPENDENT of one another?
 - Will getting one item right or wrong increase the chances of getting other items right or wrong because of interdependency between the items? (answer must be NO)
 - Does determining the correct answer in one item provide clues to answering any other item correctly? (answer must be NO)
- Are there any typos or grammatical errors?

Appendix D: Bias Review Checklist

Bias Review Checklist

Item Bias

- Are test items equally accessible to all students, regardless of subgroup membership?
- Do the test items (including graphics) represent subgroups evenly and equitably?
- Are subgroups favorably depicted in the test items?
- Do the test items avoid portraying subgroups in stereotypical roles or occupations?
- Do the test items portray subgroups in a variety of roles and occupations?
- Are the language and content of the test items equally accessible to all subgroups of test takers (apart from English language proficiency)?

Graphic Bias

- Are people, buildings, settings, etc. drawn to represent a diversity of subgroups (ethnicity, SES, persons with disabilities, etc.)?
- Are graphics presented in a way that is sensitive to learner backgrounds?
- Are graphics portrayed in a way that is generally accepted as standard or is accessible to students (e.g., classroom appearance, etc.)?

Appendix E: Sensitive Topics List

Generally, test materials must avoid any topic that is likely to upset or distract students and thus affect their performance on the test. As part of item review, you should consider carefully the topics on the following list. Often, these topics are not appropriate for large-scale assessments, even though they may be part of instructional practice.

- War
- Poverty
- Disease
- Guns/Gun control
- Criminal activities
- Violence, murder, or death, including:
 - a) Dying (including from natural disasters)
 - b) Near death experiences
 - c) Burial
 - d) Suicide
- Drugs, including:
 - a) Illegal or prescription
 - b) Alcohol or tobacco
 - c) Individuals associated with drugs or controlled substances
- Family conflict, divorce
- Running away
- Loss of employment
- Child abuse/neglect
- Homelessness
- Socio-economic advantages (laptops, private swimming pools, expensive vacations, etc.)
- Dangerous weather or natural disasters
- Snow (due to regional sensitivity/bias)
- Anything disrespectful, demeaning, moralistic, or chauvinistic
- Religion, including:
 - a) Religious doctrine
 - b) Religious holidays
 - c) Birthdays, parties, school dances, the use of the term “celebrate” (some religions prohibit participation in these activities)
 - d) Creationism, evolution, age of the solar system, dinosaurs, prehistoric times
 - e) Witchcraft, including extra-sensory perception, occult, the supernatural
- Sexism
- Sex/Sexuality, including:
 - a) Birth control
 - b) Sexually transmitted disease
 - c) Sexual orientation
 - d) Pornography
 - e) Incest and Rape
 - f) Abortion
- Sports knowledge
- Rap music, rock concerts
- Concerns about self-image, including:
 - a) Height
 - b) Weight
 - c) Weight gain or loss
 - d) Dieting
- Unhealthy food and habits
- Unsafe activities, situations, or risk-taking
- Children questioning authority or functioning as adults
- Racism
- Slavery
- Detainment/Concentration camps
- Immigration
- Portrayal of certain animals:
 - a) No owls, pigs, or snakes because they are taboo in certain cultures
 - b) Snakes do not exist in some WIDA states
 - c) Avoid use of turtles or frogs as central features to test items because they are taboo in certain cultures
 - d) Animal characters should not have human-sounding names
 - e) Avoid potentially scary animals such as rats, roaches, lice, snakes, and spiders
 - f) Animal bones
 - g) Animal rights

