

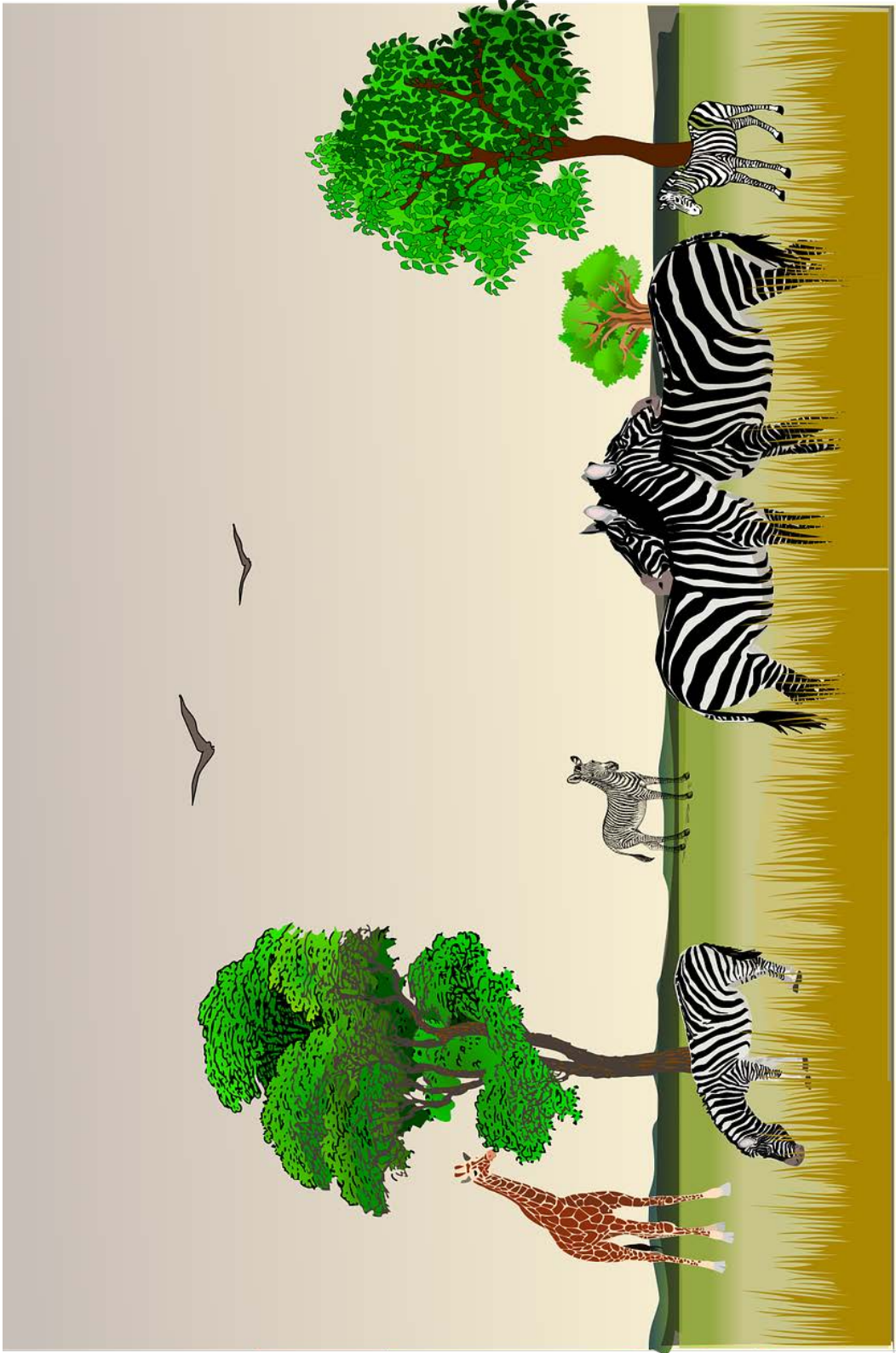


Alternate ACCESS for ELLs Administration: Writing Practice

Washington State
January 2018

WIDA Facilitators: Terri Mossgrove &
Laurene Christensen

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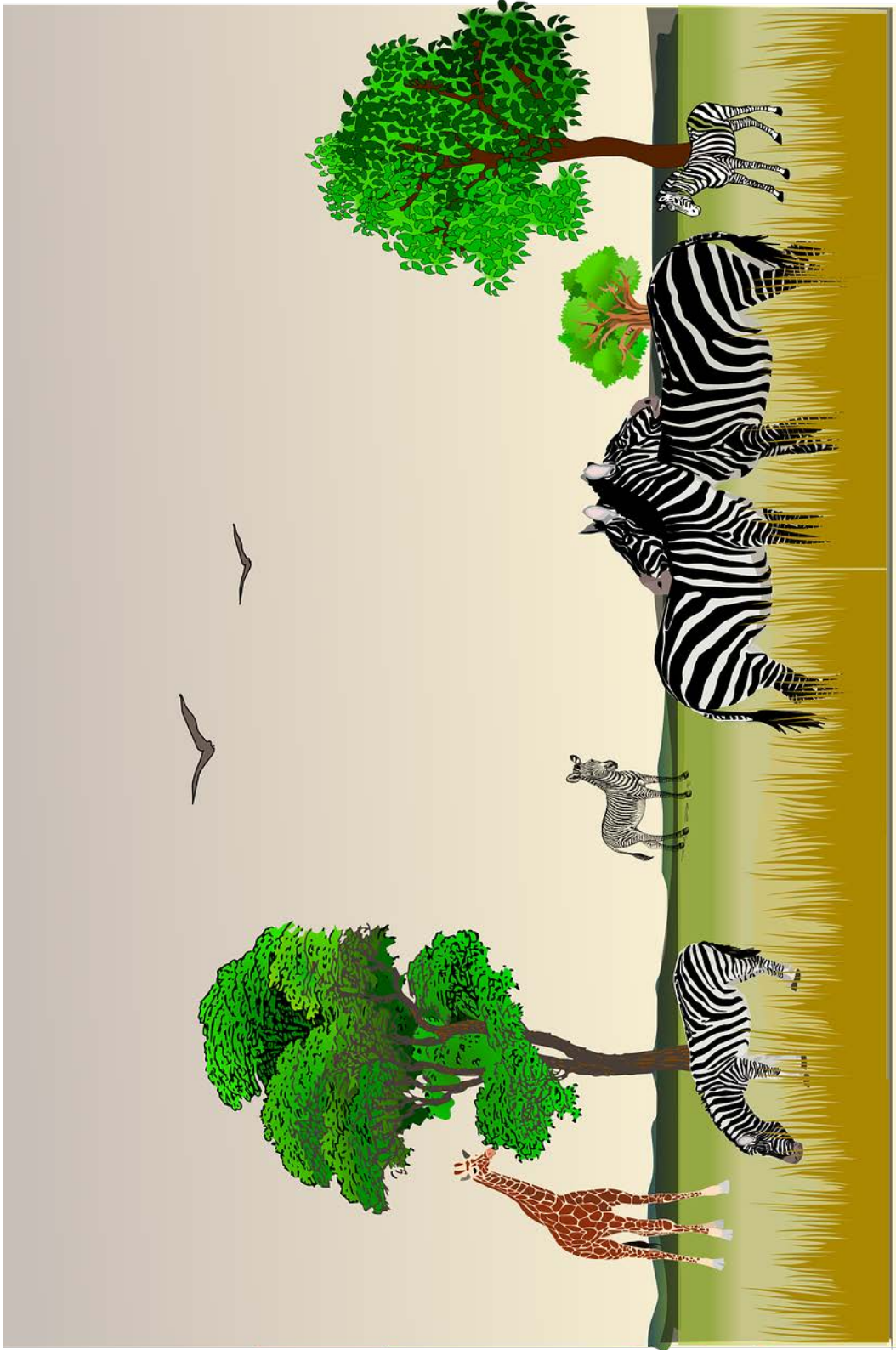
Task	Expect	Meets	Approaches	No Response	Not Administered
1	intentional mark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a

WRITING

Part A

Task 1



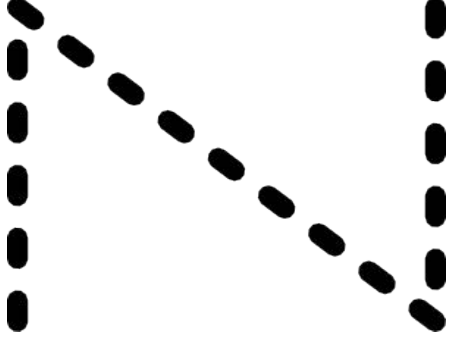
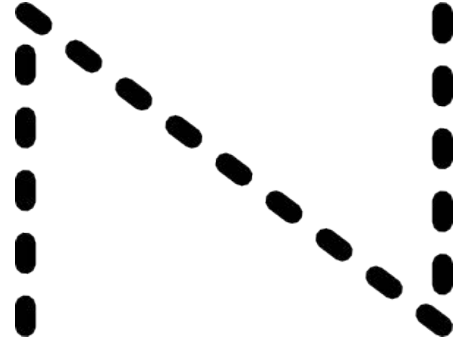


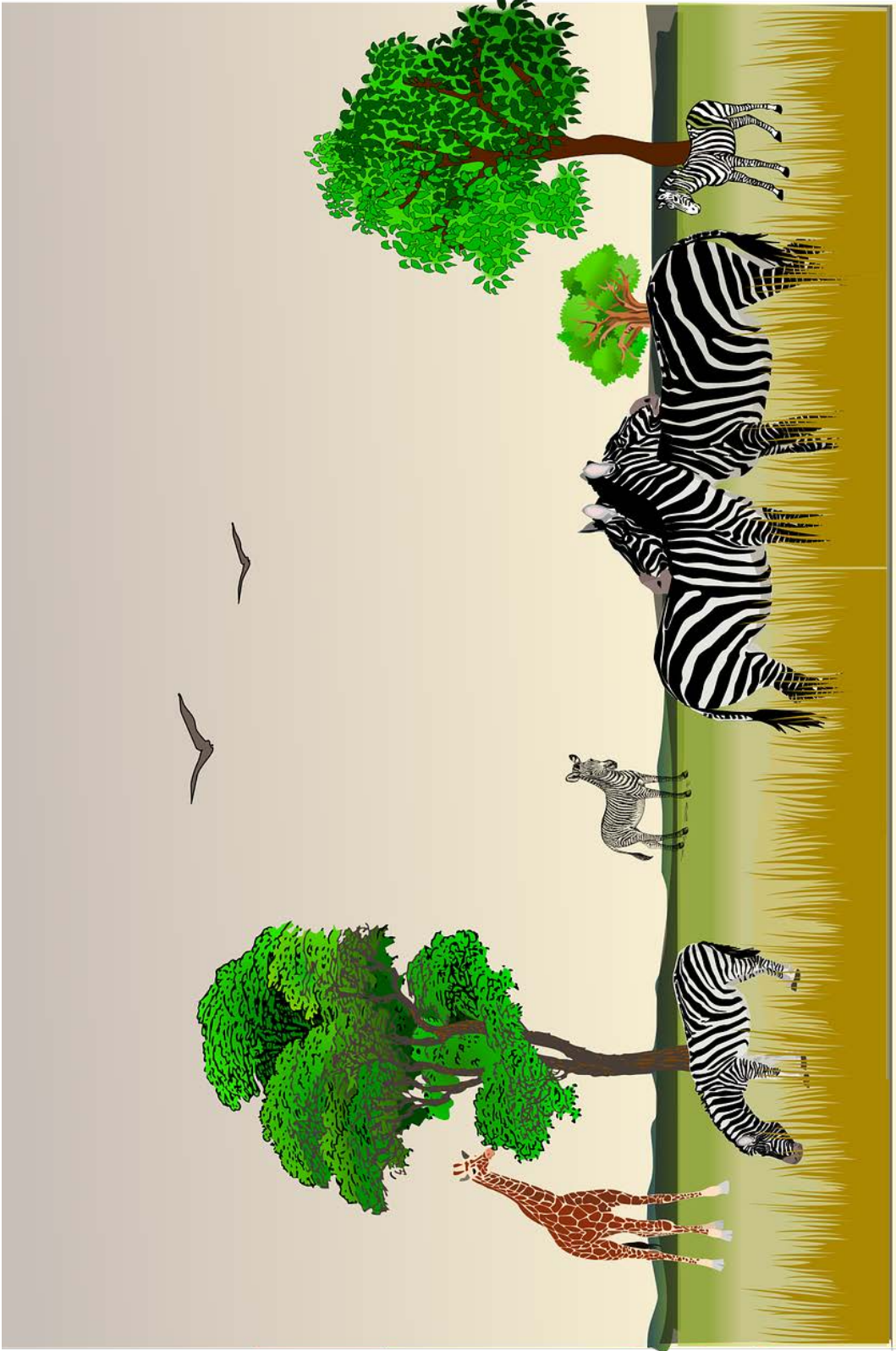
Task	Expect	Meets	Approaches	No Response	Not Administered
2	trace "Z"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a

WRITING

Part A

Task 2





Task	Expect	Meets	Approaches	No Response	Not Administered
3	copy “savanna”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n/a

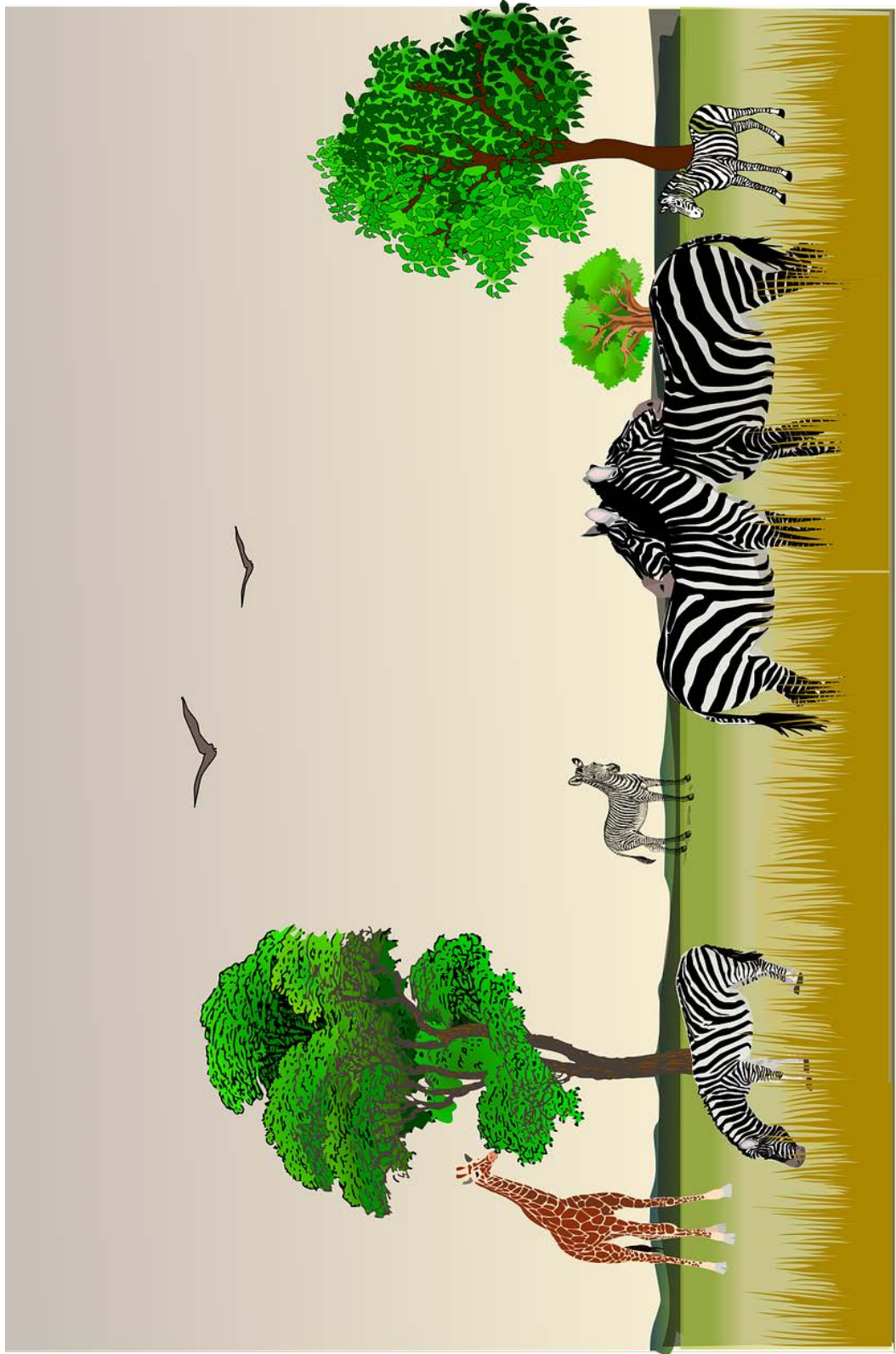
WRITING

Part A

Task 3

savanna

savanna



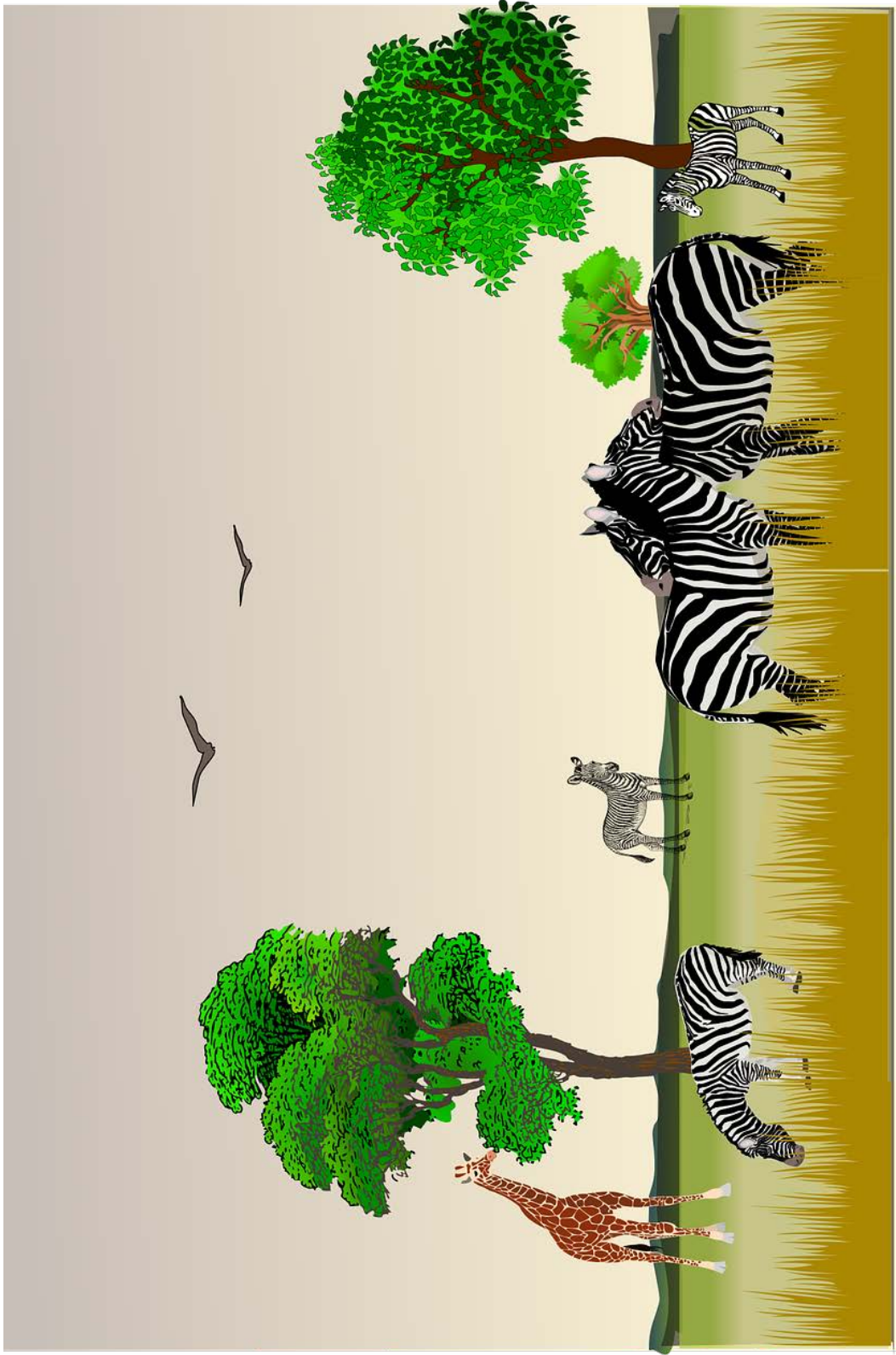
Mark student's score on page 16.

WRITING

Part A

Task 4

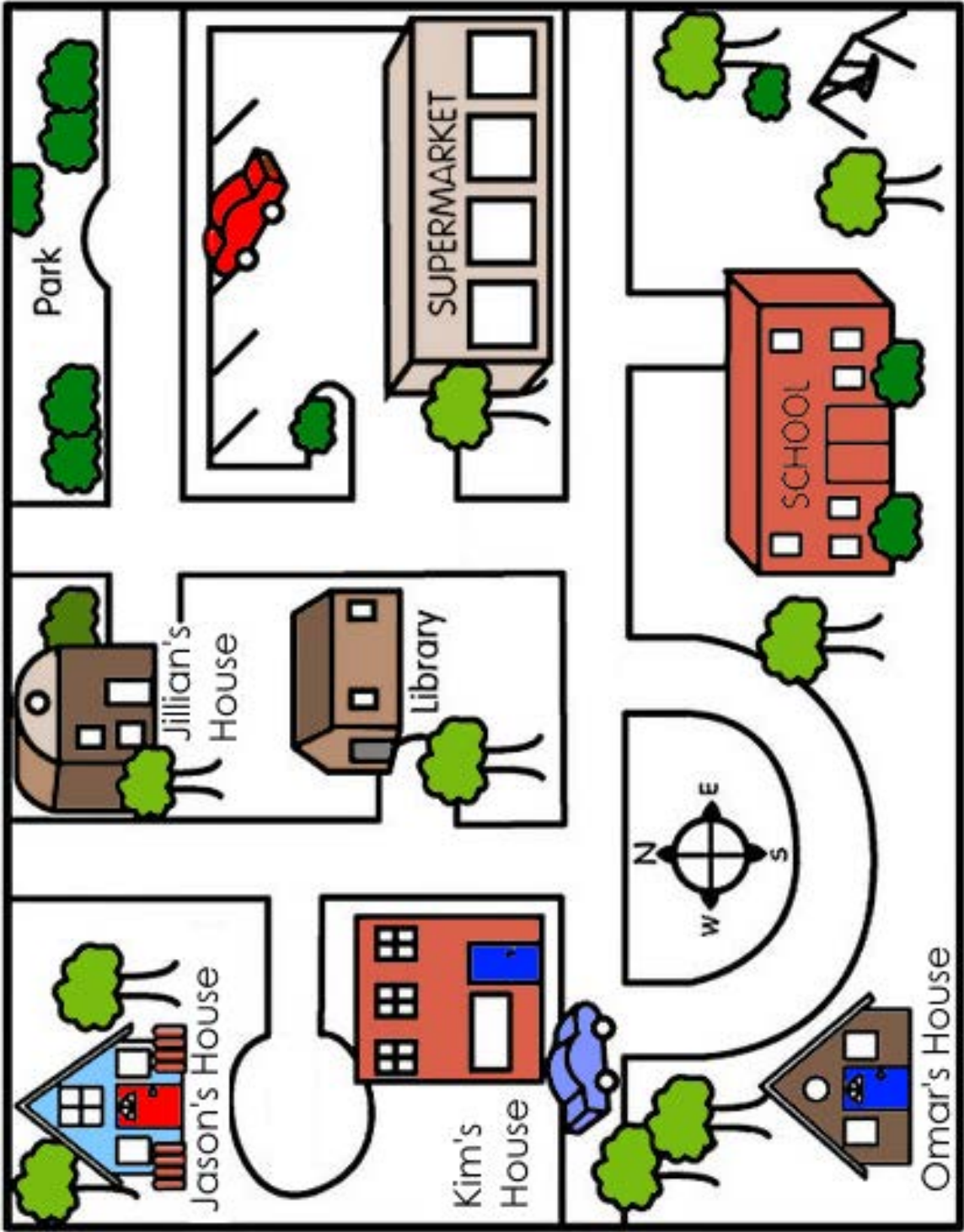
Task	Expect	Meets	Approaches	No Response	Not Administered
4	write word related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



WRITING

Part A

Task 4 Continued

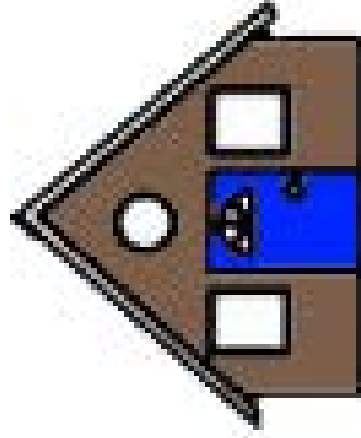
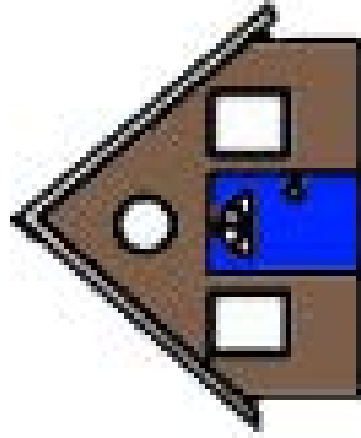


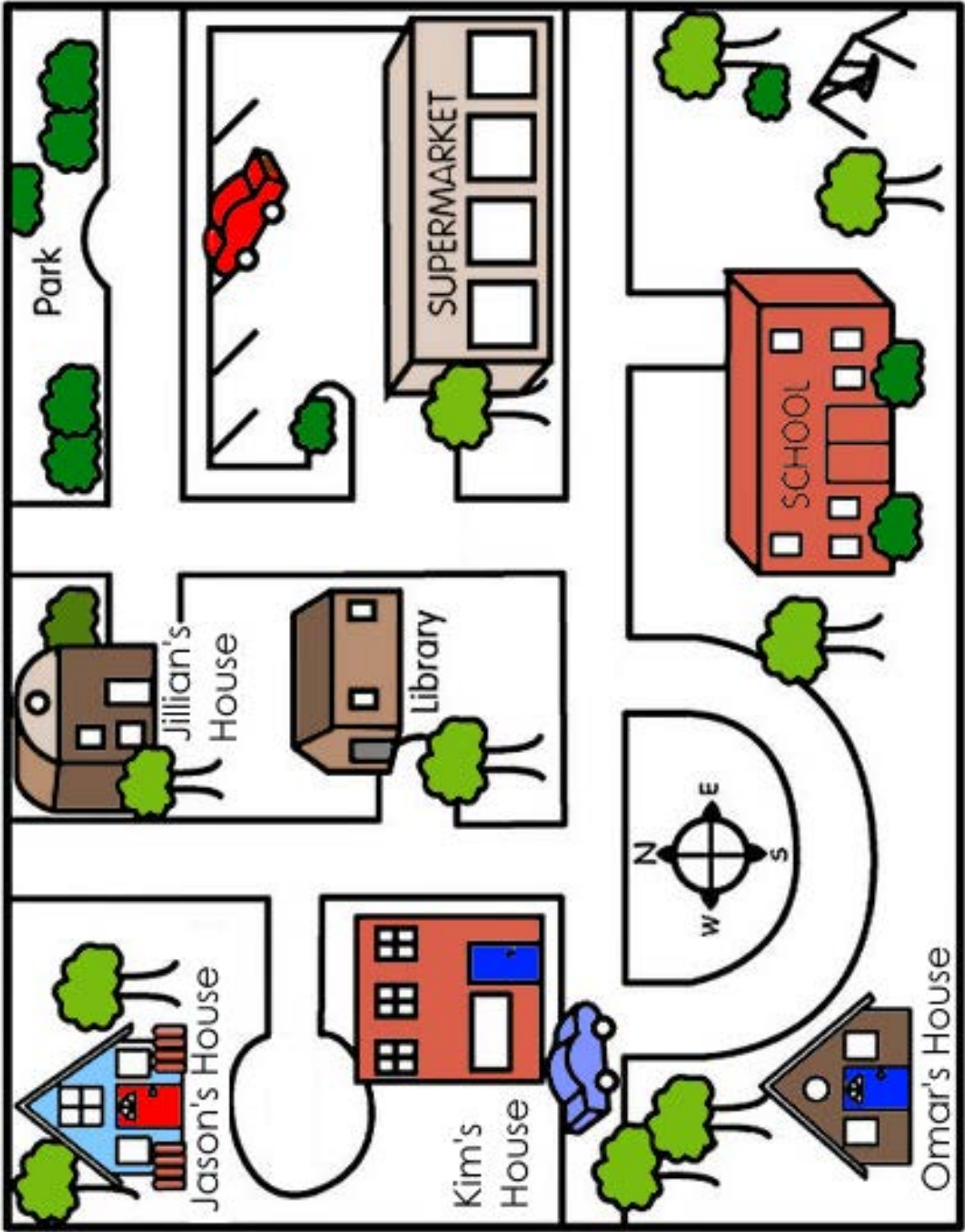
Task	Expect	Meets	Approaches	No Response	Not Administered
5	intentional mark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WRITING

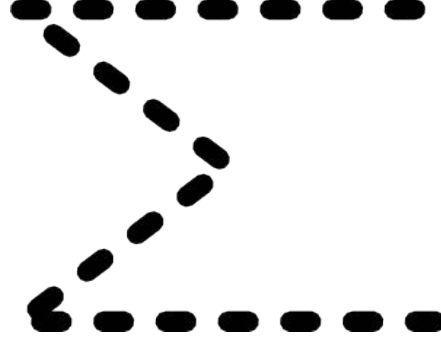
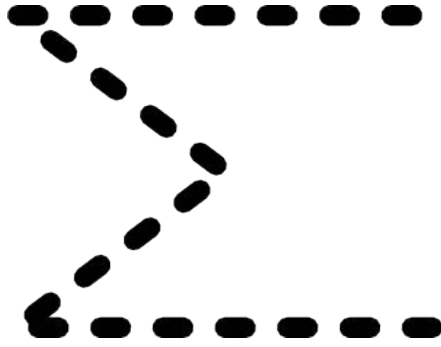
Part B

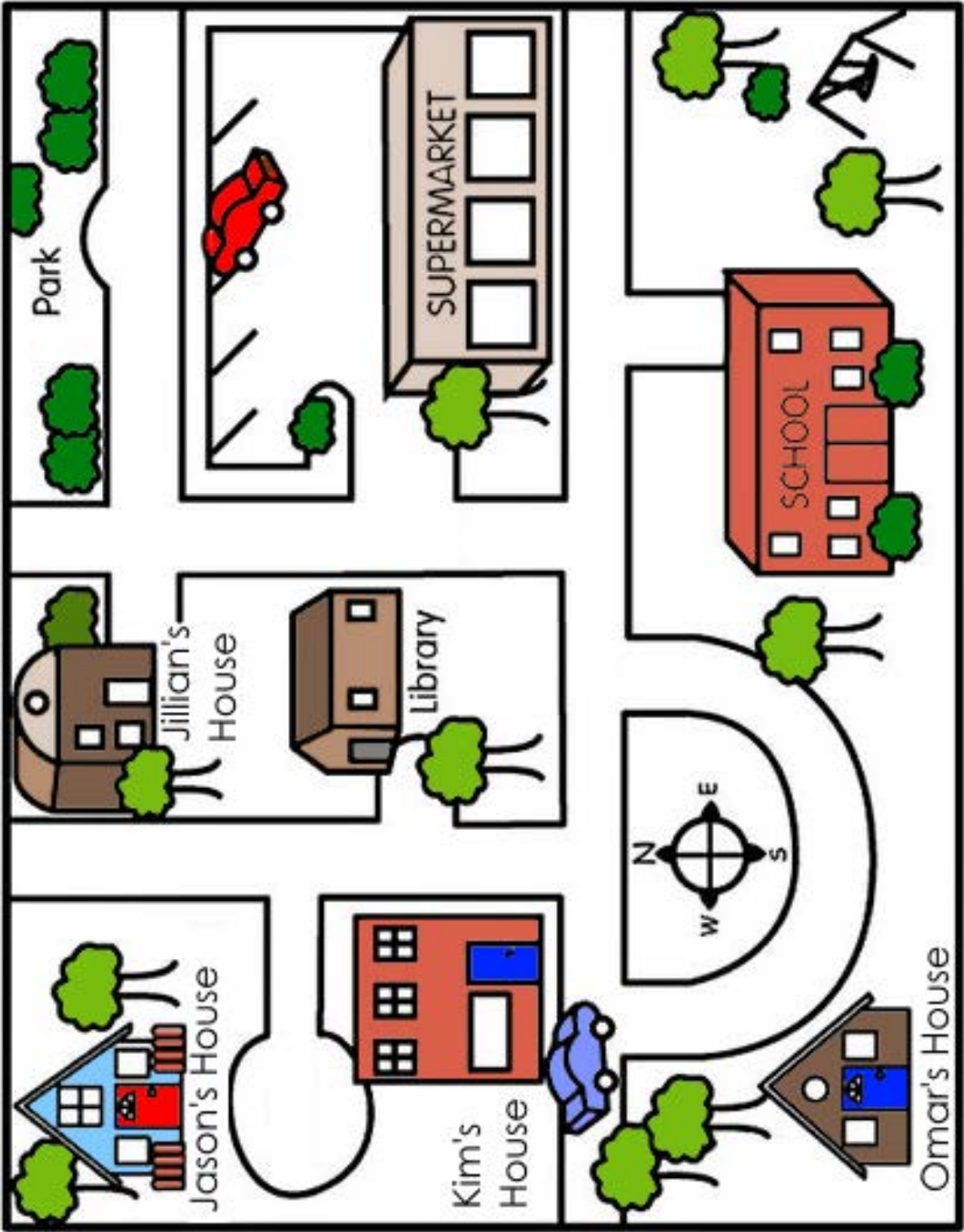
Task 5





Task	Expect	Meets	Approaches	No Response	Not Administered
6	trace "M"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Task	Expect	Meets	Approaches	No Response	Not Administered
7	copy "park"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WRITING

Part B

Task 7

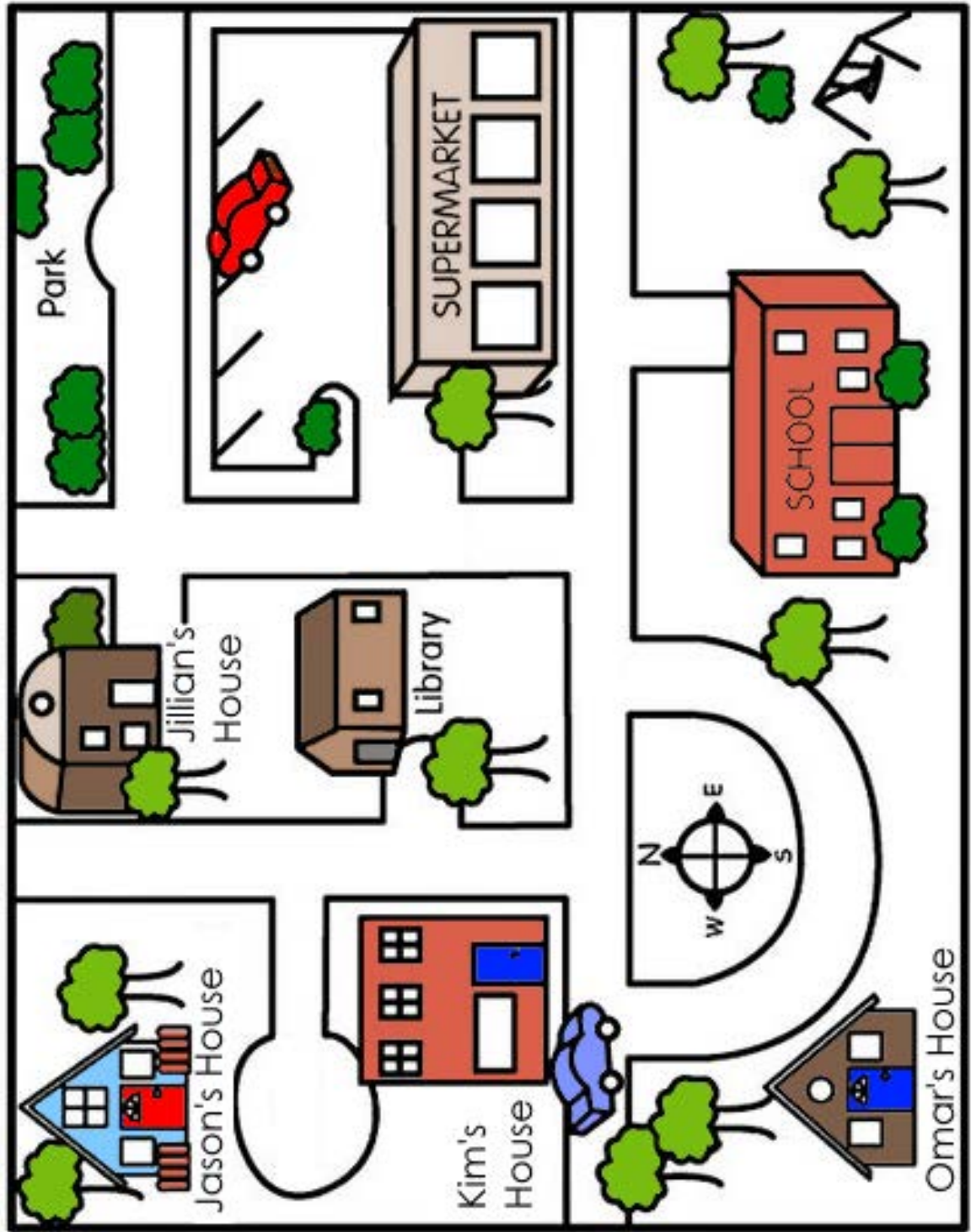
park

park

WRITING

Part B

Task 8



Mark student's score on page 26.

WRITING

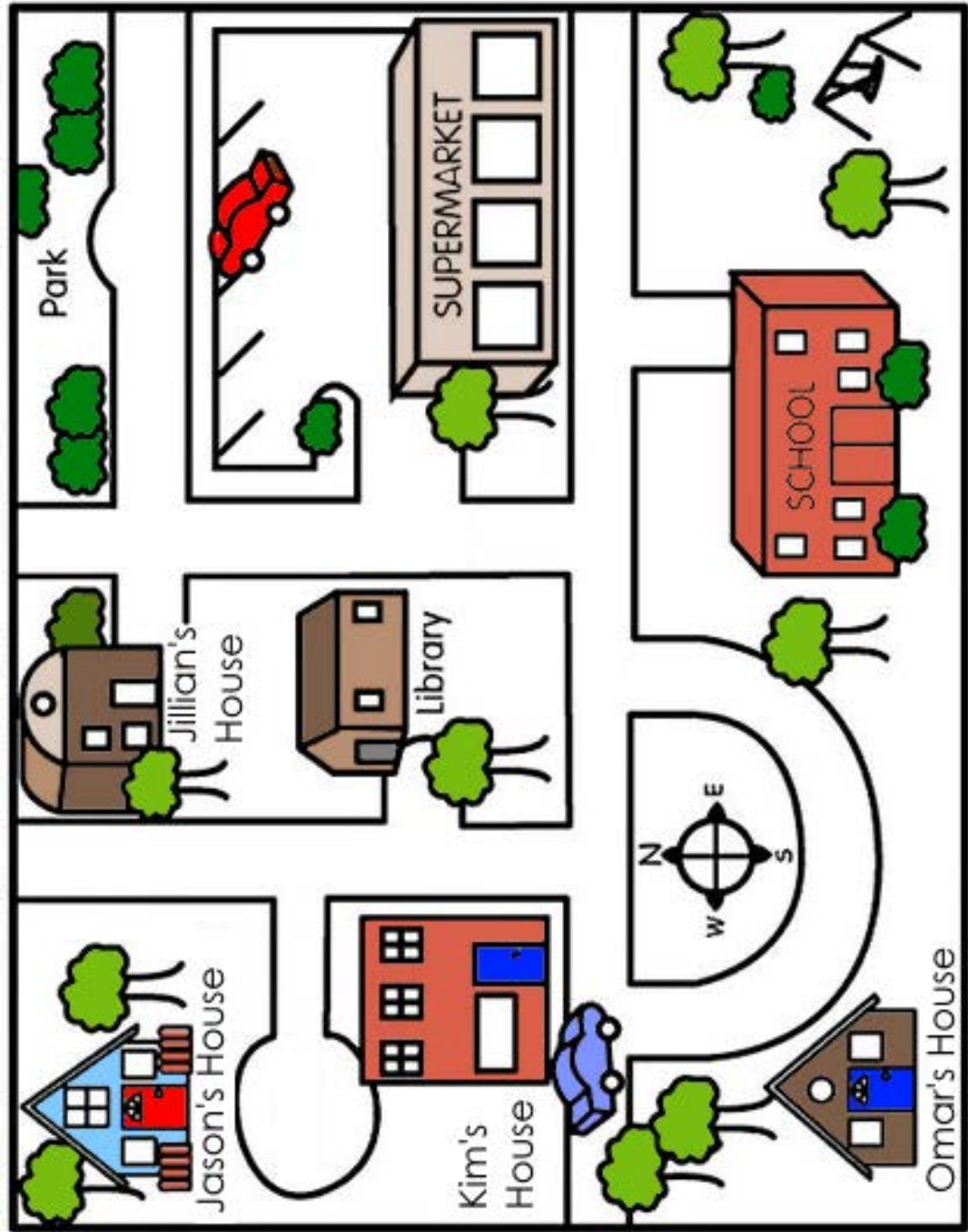
Part B

Task 8

WRITING

Part B

Task 8 Continued



Task	Expect	Meets	Approaches	No Response	Not Administered
8	write word related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WRITING

Part B

Task 8 Continued

MOVING ON

Administer *PART C* only if student scored Meets on 7 or more tasks.
If student scored Meets on fewer than 7 tasks, stop the testing session.



Record student's score in Student Response Booklet.
Go to **TASK 9** (Page 30 in Student Response Booklet).



Record student's score in Student Response Booklet.
Record all remaining tasks Not Administered.

Did you scribe the student's responses? Yes ☐ No ☐

Scoring Guidance for Task 9 and 10

Writing Rubric	
Level	Text Features
Meets	3–Developing One or more simple and expanded sentences. Words in the sentence(s) may be original or adapted from model or source text. Generally comprehensible. Comprehensibility may be impeded from time to time by errors when text becomes more complex. Text is related to the task.
	2–Beginning One or more simple phrases. Text is original or adapted from the model or source text. Comprehensible when text is adapted from model or source text. Comprehensibility may be impeded by errors in original text. Text is related to the task.
	1–Entering One or more general content words. Text is original or adapted from the model or source text. Generally comprehensible when text is adapted from model or source text. Comprehensibility may be significantly impeded in original text. Text is related to the task.
Approaches	A3–Engaging Single words and numbers. All or part of text is copied. If original text is present, it is not related to the task. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
	A2–Exploring Common single-digit numbers, letters, symbols, or syllables. All or part of text is copied. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
	A1–Initiating Pictorial representations and imprecise, but intentional markings, such as drawings and scribbles. Representations may or may not be related to the task.



Mark student's score on page 32.

WRITING

Part C

Task 9

WRITING

Part C

Task 9 Continued

Part C

[illegible]

WRITING

Part C
Task 9 ContinuedPart C
Task 9 Continued[illegible]

WRITING	Task 10
Part C	

Part C

[illegible]

WRITING

Part C

Task 10

computer boy read

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated five times.