

Finish Line

ELLs 2.0 ePRACTICE

Grades 1–12

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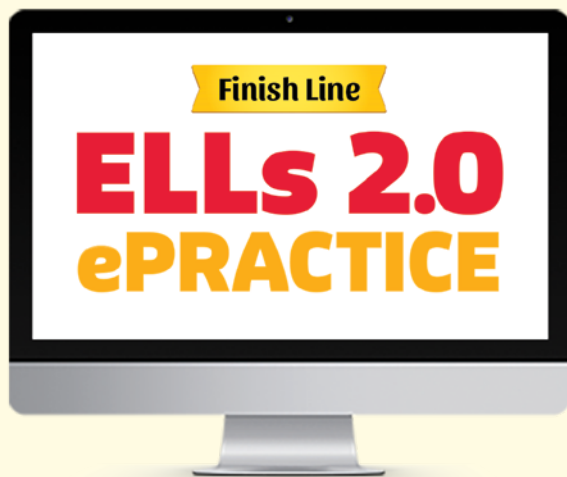
Continental
inspire every learner

How This Program Supports English Learners

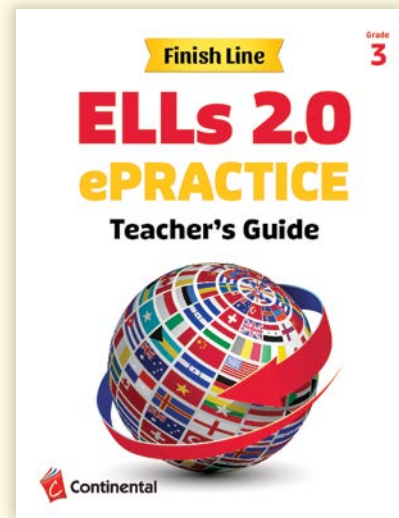
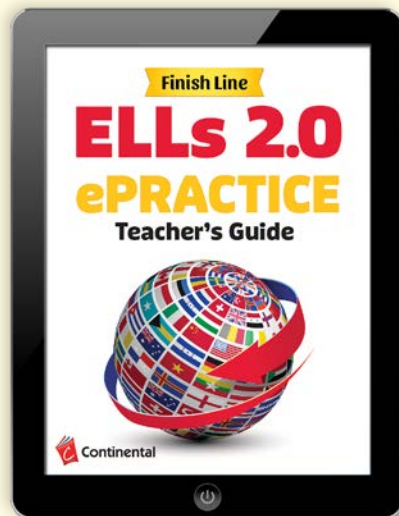
Updated for the latest WIDA ACCESS, *Finish Line ELLs 2.0 ePractice* provides targeted language practice to prepare English learners for test day. Optional AI scoring streamlines grading. Student licenses and teacher's guides are available.

Overview

2



Grades 1-12



Grade-Level Support

While WIDA ACCESS is assessed in grade bands, *Finish Line ELLs 2.0 ePractice* is grade specific, helping students build skills through targeted, grade-level practice.

Overview

3



Standards Alignment

Practice is aligned to the WIDA ELD Standards Framework (2020 Edition) to support language growth across proficiency levels.



<input type="checkbox"/> Contents	
<input type="checkbox"/> Unit 1 LISTENING Total Items : 11 Completed : 00	+
<input type="checkbox"/> Unit 2 READING Total Items : 11 Completed : 00	+
<input type="checkbox"/> Unit 3 WRITING Total Items : 10 Completed : 00	+
<input checked="" type="checkbox"/> Unit 4 SPEAKING Total Items : 14 Completed : 00	-
<input type="checkbox"/> Model Lesson Part A: Communities and Neighborhoods	
<input type="checkbox"/> Model Lesson Part B: Communities and Neighborhoods	
<input type="checkbox"/> Lesson 30 Part A School Life	
<input type="checkbox"/> Lesson 30 Part B School Life	
<input type="checkbox"/> Lesson 31 Part A All Shapes and Sizes	
<input type="checkbox"/> Lesson 31 Part B All Shapes and Sizes	

Language domain units with content-area lessons (ELD standards)

Grade 3

Model Lessons

Each unit opens with a model lesson to establish expectations and help teachers guide students through practice.

Student Experience

5

The screenshot shows a digital learning interface for a lesson titled "Helping Your Neighbors". The interface is divided into several sections:

- Header:** "ELLs 2.0, G3, Speaking, Model Lesson Part A, Academic Social Studies" and "Question: 1 of 1".
- Section:** "1.1".
- Video Player 1:** A video player with a play button and a progress bar. Below it, text reads: "To volunteer means to do work without getting paid. Anyone can volunteer. You are not too young to help. Look around your neighborhood. You might help someone rake leaves. You could take someone's dog for a walk. Maybe you can help people plant a garden. Look for ways that you can help others." Below the text is an illustration of a person raking leaves, a person walking a dog, and a person planting a tree.
- Video Player 2:** A video player with a play button and a progress bar. Below it, text reads: "Now it is your turn. Serena's neighbor has trouble walking. It is hard for her to go up and down stairs. How can Serena volunteer to help her neighbor?" Below the text is an illustration of a house with a person using a walker on the stairs.
- Video Player 3:** A video player with a play button and a progress bar. Below it, text reads: "Eric sees his neighbor in her driveway. She has three small children. She is trying to unload groceries. Mia, how can Eric volunteer to help his neighbor?" Below the text is an illustration of a person loading groceries into a car.
- Recording Area:** A large white box containing a microphone icon and the text "Start Recording". Above the box, it says "Time Limit: 2 minute (s)".
- Buttons:** "SAVE" and "SUBMIT" buttons at the bottom.

Grade 3

Listening

Students listen to the audio and answer the multiple-choice questions that follow. Items within each lesson grow progressively more difficult from Proficiency Level 2 to Proficiency Level 5.

Student
Experience

6

The screenshot shows a digital assessment interface for Grade 3. At the top, it reads "ELLs 2.0, G3, Listening, Lesson 9, Academic Science" and "Question: 1 of 1". The interface is divided into two main sections. On the left, titled "Types of Weather", there is an audio player with a progress bar from 0:00 to 0:15 and a map of the United States with weather icons. On the right, under "Section:", there are three sub-sections labeled 1.1, 1.2, and 1.3. Each sub-section contains a circular avatar of a student and an audio player. Below these are three multiple-choice options, each featuring a map of the United States with different weather patterns. At the bottom right, there is a "SUBMIT" button.

Grade 3

The screenshot shows a digital assessment interface for a driver education lesson. At the top, it reads "ELLs 2.0, G9-12, Listening, Lesson 1, Social and Instructional Language" and "Question: 1 of 1". The interface is divided into two main sections. On the left, titled "Hoshi's Driver Education Lesson", there is an audio player with a progress bar from 0:00 to 0:17 and an illustration of a car with a driver and a passenger. On the right, under "Section:", there are three sub-sections labeled 1.1, 1.2, and 1.3. Each sub-section contains a circular avatar of a student and an audio player. Below these are three multiple-choice options, each featuring an illustration of a road with a speed limit sign. At the bottom right, there is a "SAVE & NEXT" button.

Grades 9–12

Reading

Paragraphs and passages are followed by multiple-choice questions that assess and strengthen language proficiency and comprehension. Items progress in difficulty to support continued skill development.

Student Experience


7

ELLs 2.0, G3, Reading, Lesson 12, Academic Language Arts

Question: 1 of 1


Nonna Ruffino Comes to America

Nonna Ruffino is my great-grandmother. Nonna was born in Italy.



Section: 1.1 1.2 1.3

Nonna did not speak English when she arrived in the United States. School was hard for her. Nonna was very good at math, though. She met a girl named Anna at school. Anna spoke English and Italian. Anna helped Nonna with English, and Nonna helped Anna with math. Both girls loved school, and they became good friends.



How are Nonna and Anna alike? Choose a phrase to replace the question mark.

- Lived on a farm
- Enjoyed school
- Did not like school


Grade 3

ELLs 2.0, G9-12, Reading, Lesson 20, Academic Mathematics

Question: 1 of 1


Using Scale to Build a Model

A scale model is smaller—or sometimes larger—than life-size. All parts of the model are in proportion and identical to the original object. Architects, designers, and hobbyists use scale models in their pursuits.




Section: 1.1 1.2 1.3

Sometimes you have to measure a map or drawing and then use the scale to find the actual measurement. Suppose the United States map below measures 10 inches from one side to the other and the scale is 1 inch to 300 miles. Look at the proportion and the solution below. You see that the United States is about 3,000 miles from coast to coast.



The drawing shows a 2-inch model of a jet plane. The scale is 1 inch in the model to 50 feet of the actual jet.



1 inch = 50 feet

Which proportion would you use to find the length of the actual jet?

- $\frac{1 \text{ in.}}{50 \text{ ft}} = \frac{2 \text{ in.}}{n \text{ ft}}$
- $\frac{50 \text{ ft}}{2 \text{ in.}} = \frac{n \text{ ft}}{1 \text{ in.}}$
- $\frac{n \text{ ft}}{1 \text{ in.}} = \frac{1 \text{ in.}}{50 \text{ ft}}$

Grades 9–12

Writing

Students read and listen to texts and interpret graphics to answer written-response questions.

Student Experience

8

ELLs 2.0, G3, Writing, Lesson 22, Academic Science


Question: 1 of 1

Marks: 7

Healthy Eating

0:00 | 1:38

People sort food into groups. Food in each group give us different things to help us grow strong and healthy. The combination of foods we eat is called a diet. A healthy diet means eating foods from five groups each day.



Section: 1.1

Think about what you eat each day. Do you eat from all five food groups? Write a paragraph explaining why your diet is healthy or unhealthy. Give examples of foods you eat from different food groups.

0:00 | 0:13

Paragraph A¹ AI B I U S X₂ X²

ADD FILE

SAVE SUBMIT

Grade 3

ELLs 2.0, G9-12, Writing, Lesson 29, Academic Language Arts and Social Studies

Question: 1 of 1

Marks: 7

Life on the Home Front

0:00 | 0:35

In December 1941, the United States entered World War II, the most destructive war in history. Even though the war was fought in Europe and the Pacific Islands, many changes came to the lives of American families.

When the United States got involved in World War II, many men joined the military. They went to Europe and to the Pacific to fight with the United States' allies. Many young women left home to join the military as well, serving both at home and overseas.






Image & Caption	Media	Media Type
 A woman working in a factory during World War II.	Text	Text
 A woman in a military uniform during World War II.	Text	Text

0:00 | 0:08

Imagine that you are a high-school student during World War II. Write a journal entry from the point of view of a high-school student, telling how you and your family are helping the war effort. Use details to support your writing.

0:00 | 0:14

Paragraph A¹ AI B I U S X² X₂ X²

ADD FILE

Note: Max. file size supported is 5 MB only.

SAVE SUBMIT

Grades 9-12

Speaking

In each lesson, students read or listen to information, use related visuals to support understanding, and hear a model response before answering questions. This sequence repeats with additional practice to reinforce learning.

Student Experience

9

ELLs 2.0, G3, Speaking, Lesson 32 Part A, Academic Language Arts and Social Studies

Question: 1 of 1

Mark: 4

In the Neighborhood

Section: 1.1

Beto and his family just moved to the town of Seaside. Beto makes some new friends at school. They invite him to play soccer with them at the park.

Now it is your turn. Based on the map, what might Beto say about his new town?

Time Limit: 2 minute (s)

Start Recording

SAVE SUBMIT

Grade 3

ELLs 2.0, G9-12, Speaking, Lesson 31 Part A, Academic Mathematics and Science

Question: 1 of 1

Mark: 4

Fractals

Section: 1.1

A fractal is a geometric pattern. In a fractal, the same shape is repeated over and over. The same shape becomes smaller each time it is repeated. The Sierpinski triangle is a mathematical fractal. A snowflake is an example of a fractal in nature.

You may have noticed that a head of broccoli is made of large stems that look like the whole broccoli head, only smaller. Each of these large stems is made up of smaller stems. Each successively smaller part of the broccoli head looks exactly the same as the larger stem it is a part of. The only difference is size. This exact repetition except for a proportional change in size is an important characteristic of fractals.

Now it is your turn. What else in nature might be a fractal? Explain.

Time Limit: 2 minute (s)

Start Recording

Mia, what is the geometric pattern that exists in a head of broccoli called? Describe the pattern.

SAVE SUBMIT

Grades 9–12


Scoring

- Instant scoring for multiple-choice questions
- Scoring options for open-ended questions:
 - Teacher evaluations
 - Optional AI scoring for eligible accounts, with teacher review and override capabilities

Optional AI scoring

Bryn Diaz's Response

(1.1)



0:00 | -0:05

Now it is your turn. Do you think this restaurant has a good breakfast menu? Why?

Breakfast Menu		
Main Dishes		
Scrambled eggs	Oatmeal with raisins	Waffles with syrup
Fried eggs	Cold cereal with fruit	Blueberry pancakes
Breakfast burrito		Egg sandwich
Side Dishes		
Muffin	Bacon	Grapedfruit
Taco	Sausage	Melon
	Hot brown potatoes	
Beverages		
Milk	Orange juice	Apple juice
Coffee	Tea	

Answer

0:00 | -0:55

Avg. Points : 4

Sentence 4 / 4 Exemplary

AI Judgement - The student provided a clear, automatic, and fluent delivery in their response.

Reason for Judgement - The response is coherent and fluid, demonstrating a natural flow of ideas without unnecessary pauses or hesitations.

Word/Phrase 4 / 4 Exemplary

AI Judgement - The student used precise and appropriate word choices throughout their response.

Reason for Judgement - The vocabulary used is varied and fitting for the context of discussing a breakfast menu, showcasing a good command

Student Report Snapshot

Reports allow you to review each student's performance in key areas:

- Language domain
- Content
- Proficiency levels
- Key language use
- Mode of communication

Performance Reports

Feb-11-2026 - May-11-2026 | ELLs 2.0 Grade 3 Section 1 | Finish Line ELLs 2.0 ePractic... | FL ELLs 2.0 ePractice

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

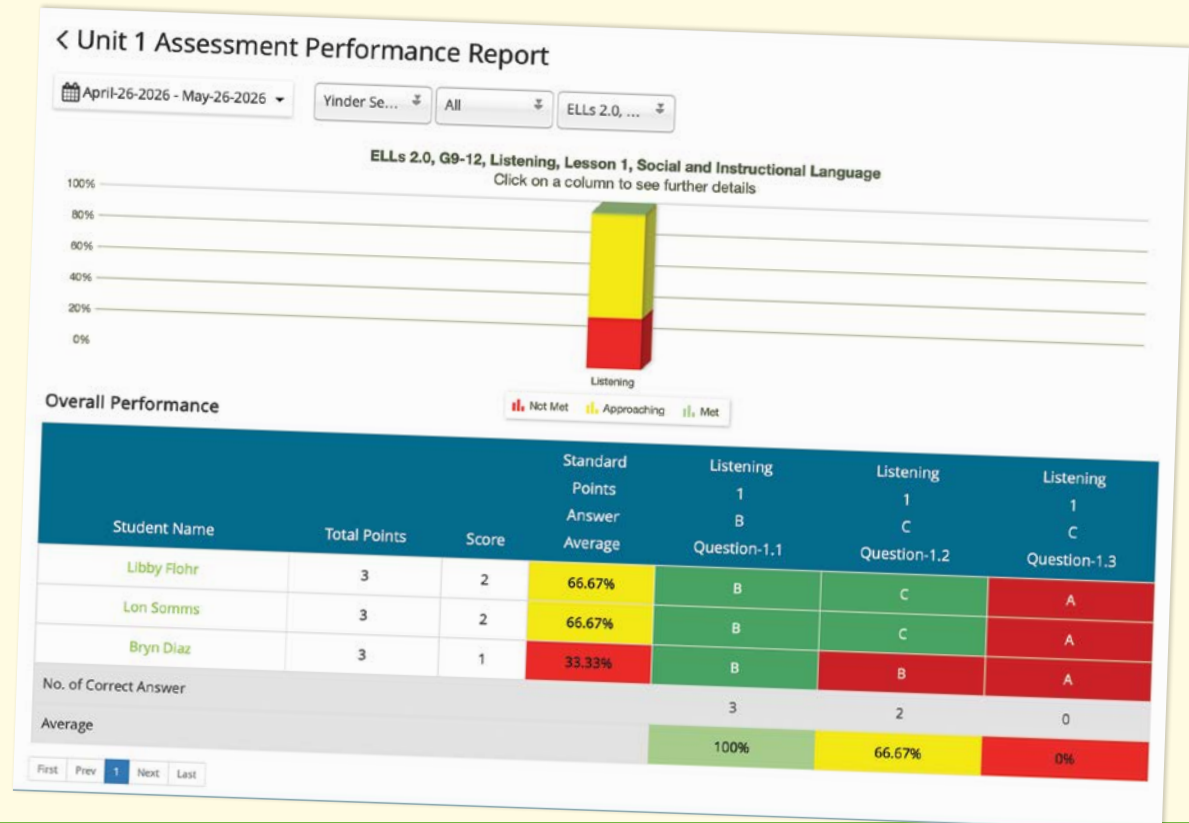
Student Name	Average	Grades 9-12	Speaking	Social and Instructional Language	Level 3	Argue
Bryn Diaz	38.1%	38.1%	87.5%	87.5%	87.5%	87.5%
Lon Somms	52.39%	52.39%	62.5%	62.5%	62.5%	62.5%
Libby Flohr	28.58%	28.58%	0%	0%	0%	0%
Todd Letter	-	-	-	-	-	-
Sam Reese	-	-	-	-	-	-

First Prev 1 Next Last

Student and Class Report by Lesson

Use report data to pinpoint areas that need additional support:

- % Class proficiency: not met, approaching, met
- Student's scores
- Student's multiple-choice answers, each identified as correct or incorrect

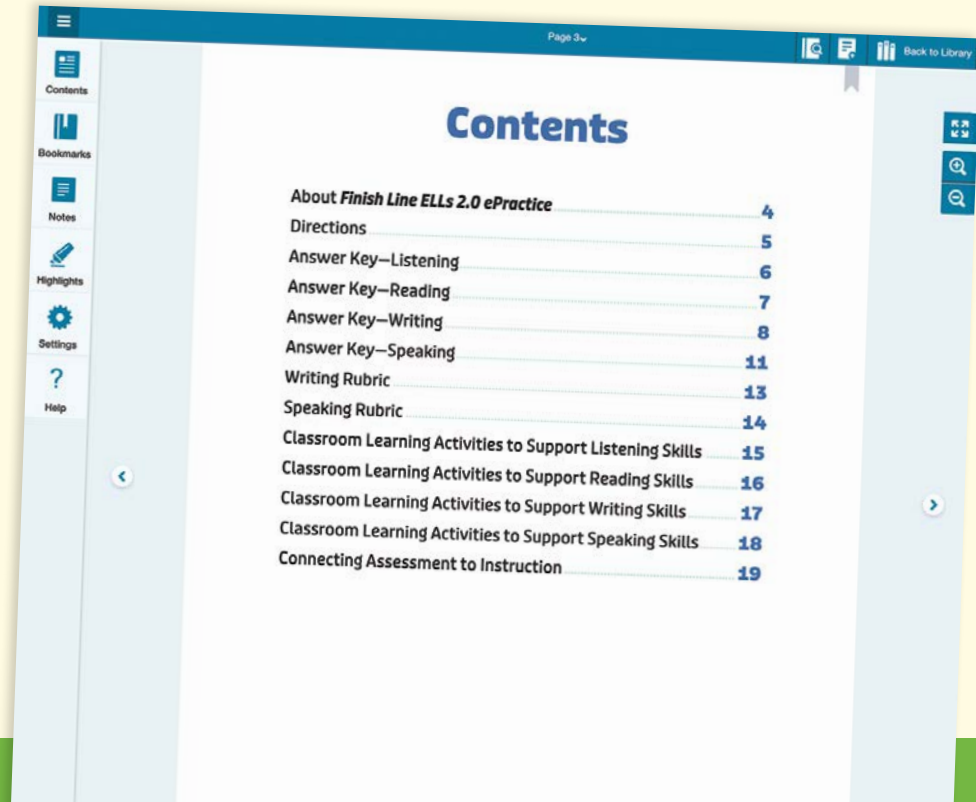


Teacher's Guides

eBook and print options

Teacher's guides provide additional support to guide instruction:

- An answer key with correlations to the WIDA ELD Standards Framework (2020 Edition), key language use, mode of communication, proficiency level, and sample speaking and writing answers
- Speaking and writing rubrics
- Language domain activities
- Connecting Assessment to Instruction guide



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Affordable Pricing

Student License with Teacher Management

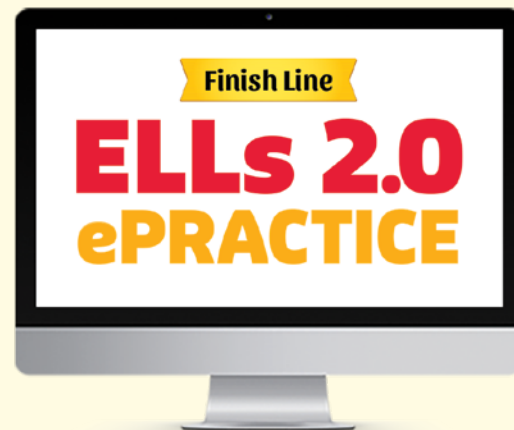
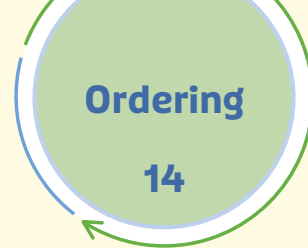
Valid for one year from activation date. Minimum order of 20 licenses of the same grade.

\$18.75 each

Teacher's Guide

One-time-purchase eBook or printed book

\$18.95 each



Grades 1-12



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