ACCESS
for English Language Learners

Listening, Reading, Writing, and Speaking

Sample Items
The ACCESS for ELLs™ test is a product of a collaborative effort of states known as the WIDA Consortium.
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Please note: The test folders as you see them in this sample booklet do not appear exactly as they would in operational test booklets. We have annotated test items with the corresponding model performance indicators and have changed the format of the speaking test from a landscape layout (as found in the actual speaking test picture cue booklet) to a portrait layout for this sample booklet. These changes required some reductions in the size of graphics.
A. How to interpret folder titles

The folder title identifies all essential identifiers of the specification and follows the format: Domain, Grade Level Cluster, Tier, Standard. In addition, each folder title will have a word or short phrase indicating its content topic.

<table>
<thead>
<tr>
<th>1st position: Domain</th>
<th>2nd &amp; 3rd positions: Grade Level Cluster</th>
<th>4th position: Tier</th>
<th>5th &amp; 6th positions: Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening: L</td>
<td>Kindergarten: K</td>
<td>Proficiency levels</td>
<td>Social &amp; Instructional: SI</td>
</tr>
<tr>
<td>Speaking: S</td>
<td>1 to 2: 12</td>
<td>1 to 3: Tier A</td>
<td>Language Arts: LA</td>
</tr>
<tr>
<td>Reading: R</td>
<td>3 to 5: 35</td>
<td>2 to 4: Tier B</td>
<td>Math: MA</td>
</tr>
<tr>
<td>Writing: W</td>
<td>6 to 8: 68</td>
<td>3 to 5: Tier C</td>
<td>Science: SC</td>
</tr>
<tr>
<td></td>
<td>9 to 12: 91</td>
<td></td>
<td>Social Studies: SS</td>
</tr>
</tbody>
</table>

Example: L12A_SI

| L | 12 | A | SI |

Full title example: L12A_SI_Principal’sOffice
B. How Performance Indicators (PI’s) are manifested in items

Organization of PI’s Within Standards

The WIDA standards are written and organized by content area, language domain, grade level cluster, and proficiency level. Each strand of performance indicators, that is, a set of PI’s that extend across the proficiency levels for a particular grade level, describe the same content topic in terms of increasingly difficult language tasks. The following examples shows the Science standard exemplified by PI’s in the Reading domain.

**English Language Proficiency Standard 4:**
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

Language Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

<table>
<thead>
<tr>
<th>Grade Level Cluster</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>identify living organisms from icons, photographs, labels, graphs, or charts</td>
<td>classify living organisms (such as birds and mammals) using pictures or icons</td>
<td>complete graphs or charts using pictures or icons to address questions related to living organisms</td>
<td>respond to questions about graphs or charts related to living organisms using icons and text</td>
<td>interpret graphs or charts related to living organisms using icons and explicit, grade level science text</td>
</tr>
<tr>
<td>3-5</td>
<td>match pictures representing scientific objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines)</td>
<td>associate descriptive phrases with visual supported scientific objects or terms</td>
<td>classify or differentiate among scientific objects or terms based on illustrated sets of features, characteristics, or properties</td>
<td>interpret information on scientific objects, terms, or disciplines from charts, tables, graphic organizers, or written text</td>
<td>apply information on scientific objects, terms, or disciplines to new contexts using grade level science text</td>
</tr>
<tr>
<td>6-8</td>
<td>match pictures of systems or processes with vocabulary (such as body systems or photosynthesis; e.g., “An example of ___ is ___”)</td>
<td>match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “ ___ goes with ___.”)</td>
<td>sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., “before, after; goes with and belongs to; is like is different from...”)</td>
<td>identify systems or processes from descriptions from science text (e.g., “As a result of ___; ___ is caused by ___.”)</td>
<td>identify functions of systems or processes from grade level science text (e.g., “In order to ___ it is necessary to ___.”)</td>
</tr>
<tr>
<td>9-12</td>
<td>identify data from scientific studies from tables, charts, or graphs</td>
<td>match sources of data depicted in tables, charts, or graphs from scientific studies with research questions</td>
<td>extract information on the use of data presented in text and tables</td>
<td>interpret data presented in text and tables in scientific studies</td>
<td>evaluate scientific data and discuss the implications of the studies presented in grade level text</td>
</tr>
</tbody>
</table>
Each test item on the ACCESS for ELLs™ is written to address a specific performance indicator, which, in turn, addresses a specific proficiency level. The illustration below highlights one PI for Grade Level K-2 at Proficiency Level 2. This PI becomes the starting point for developing a test item.

<table>
<thead>
<tr>
<th>Grade Level Cluster</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td></td>
<td>classify living organisms (such as birds and mammals) using pictures or icons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Classify living organisms (such as birds and mammals) using pictures or icons
Items in the ACCESS for ELLs™ test are arranged into theme folders, which are collections of test items organized along some content topic. For example, a theme folder for grades 9-12, Reading, Science may consist of 3-6 items related to the water cycle. Each theme folder addresses three proficiency levels, or three performance indicators, and the items always increase in difficulty throughout the folder.

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Language Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

<table>
<thead>
<tr>
<th>Grade Level Cluster</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td><strong>Match sources of data depicted in tables, charts, or graphs from scientific studies with research questions</strong></td>
<td><strong>Extract information on the use of data presented in text and tables</strong></td>
<td><strong>Interpret data presented in text and tables in scientific studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9-12</td>
<td></td>
<td></td>
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</tbody>
</table>
Theme folders consist of a theme graphic followed by items that correspond to the three proficiency levels/performance indicators being assessed. The items may also have additional graphic stimuli, and the response choices will be either graphic or text depending on the grade levels and tier being tested. Below is a sample theme folder for Science, Listening, for Grades 1-2, Tier A. Since this is a Tier A folder, the proficiency levels covered are 1, 2, and 3.

**Part B — Growing plants for science**

1. **PI (Level 1)** Identify objects according to chemical or physical properties from pictures and oral statements
   - Script: "A seed is small. Find the small seed."

2. **PI (Level 2)** Match objects with their chemical or physical properties from pictures and oral statements
   - Script: "One day the seed will grow into something large, round and heavy. Find what the seed grows into."

3. **PI (Level 3)** Identify and group objects according to chemical or physical properties from oral statements
   - Script: "Seeds grow into plant. Find something else that grows."
6-8
Listening
Scripts
**Part A Weather**

*Look at the big picture. It shows a science class.*
Pause 3 seconds.

*Tom’s science class is learning about weather.*
*They will use several different instruments that tell about weather. Each group of students will use the instruments to predict what the weather will be.*

<table>
<thead>
<tr>
<th>Number 1</th>
<th>Pause</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of these weather instruments is a wind vane. It tells which direction the wind is blowing. It shows the four directions of the compass: north, south, east, and west.</td>
<td></td>
</tr>
<tr>
<td><em>Which picture shows a wind vane?</em></td>
<td></td>
</tr>
</tbody>
</table>

Go to the top of the next page.

<table>
<thead>
<tr>
<th>Number 2</th>
<th>Pause.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You use another tool to measure the temperature of the air. Numbers on it go from low numbers at the bottom to higher numbers at the top. It is filled with a liquid. The liquid in the tube rises or falls as the temperature in the air rises or falls.</td>
<td></td>
</tr>
<tr>
<td><em>Which picture shows this tool?</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number 3</th>
<th>Pause.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A barograph is a kind of barometer that is linked to a pen and a paper cylinder. As the cylinder turns around, the pen, which is attached to a long arm, records the pressure of the atmosphere. The barograph draws a line that shows how the air pressure increases or decreases over time.</td>
<td></td>
</tr>
<tr>
<td><em>Which picture shows a barograph?</em></td>
<td></td>
</tr>
</tbody>
</table>

**Turn the page.**
**Part B  Resources**

*Look at the big picture. It shows a class working on a project. Now I am going to tell you about the class project.*

Pause 3 seconds.

*Mrs. Barnes’ class is doing a unit on the Aztec people. She has divided the class into four groups of students. Each group will work on a different project.*

<table>
<thead>
<tr>
<th>Number 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong> is going to study where the Aztecs lived.</td>
</tr>
</tbody>
</table>

*Look at the pictures and choose the resource they need to use to prepare a map of where the Aztecs lived.*

<table>
<thead>
<tr>
<th>Number 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 2</strong> will make a calendar similar to one made by the Aztec people.</td>
</tr>
</tbody>
</table>

*Which of the resources shown are they going to need to use to make their calendar?*
### Number 6

**Take a moment now to read the answer choices.**

*Pause 10 seconds.*

**Now listen to...**

**Number 6**

The teacher tells the students in Group 3 that they are going to need to use encyclopedias, their social studies text, and the Internet to get the information they need for their project.

**What kind of assignment is Group 3 working on?**

### Number 7

**Take a moment now to read the answer choices.**

*Pause 10 seconds.*

**Now listen to...**

**Number 7**

Group 4 decides they will make a three-dimensional scale model of an Aztec city. They are going to create temples, gardens, and canals to show the other students what an Aztec city might have looked like.

**What resources will they need to do this assignment?**

### Number 8

**Take a moment now to read the answer choices.**

*Pause 10 seconds.*

**Now listen to...**

**Number 8**

Each student must also write a brief report about something that they learned in their study of the Aztecs. Omar has written a first draft of his report. He has misspelled some words and he has used some words too frequently. He is ready to edit and revise his report.

**Which resources will he need to finish his report?**
### Part C Crops of the Midwest

Look at the big picture. It shows a map of the Midwest region of the United States and the crops those states produce.

*Pause 3 seconds*

---

**Number 9**

Corn is the most important of all American crops, and the Midwest is the biggest producer of corn. The areas of western Indiana, Illinois, Iowa, Missouri, eastern Nebraska, and eastern Kansas produce more corn than the rest of the country combined.

Look at the graph to answer the question I am going to ask you.

According to this graph, which state had the largest yield for corn in 2002?

---

**Number 10**

Location and climate are major factors that affect the economies of various states. Due to these factors, different regions of the United States have different sources of income. Some regions produce many crops, while others rely on tourism for most of their income and do not produce any crops at all. States with coastlines on the Atlantic or Pacific Oceans harvest fish. In the warm Southern states, citrus fruits such as oranges and grapefruit are produced.

Florida is a Southern state on the Atlantic Ocean. Based on what you heard, which is probably true for Florida?
| Go to the top of the next page. | **Number 11**  
The grain crops of the Midwest require hundreds of acres of land to grow, but not a large population to harvest them. Large machines called combines allow a small number of farmers to harvest a huge quantity of crops. There is less manufacturing here than in coastal states with their access to ocean freighters to carry goods all over the world. There is little tourism in the Midwest and fewer large metropolitan areas.  
According to the passage, which of these statements is true? | Pause.  
*Turn the page.*  
Now you’re at the end of the Listening Test. Please put your pencil in the test booklet and close your test booklet.  
To demonstrate, put your pencil down to mark your place in the test booklet. Then close your test booklet.  
*(Take a break now before turning to the Reading Test.)* |
68
Listening Test
Part A: Weather

1

SC P1 match science domains or their tools with pictures from oral statements (such as earth, life, or physical science)
SC P2  categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens)

SC P3  identify science domains or their tools from oral descriptions of examples
Part B: Resources

SI P2 match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)
SI P2  match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)

SI P3  categorize needed resources with types of assignments based on pictures and oral descriptions

SI P4  analyze assignments and match with needed resources based on oral discourse
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>An atlas and a computer</td>
</tr>
<tr>
<td>☐</td>
<td>A thesaurus and dictionary</td>
</tr>
<tr>
<td>☐</td>
<td>A calculator and ruler</td>
</tr>
<tr>
<td>☐</td>
<td>A history book and a tape recorder</td>
</tr>
</tbody>
</table>

SI P4  analyze assignments and match with needed resources based on oral discourse
This page has no questions. Turn to the next page.
Part C: Crops of the Midwest

- Corn
- Soybean
- Rice
- Wheat
- Oats

Map of the Midwest showing the distribution of various crops.
SS P3  categorize resources or products of regions (on maps or graphs) from oral descriptions (e.g., “IL grows corn and wheat; AR produces cotton and rice.”)

SS P4  find patterns associated with resources or products of regions described orally (e.g., “The Northeast and Midwest manufacture more goods than the South.”)
| ☐ | Tourists like to visit agricultural areas. |
| ☐ | It is difficult to travel by land in the Midwest. |
| ☐ | How land is used influences population density. |
| ☐ | Manufacturing requires a large number of farmers. |

**SS P5** draw conclusions about resources or products in various regions based on oral descriptions (e.g., “There is more manufacturing near rivers.”)
This page has no questions.
68
Reading Test
Part A: Water Circulation

Read about water circulation in the atmosphere.

Water is very important for plants, animals and people. Water moves in a cycle, which is a process that repeats over and over again. Water in lakes and rivers evaporates (turns into gas), and as a gas, it can float up into the sky. In the sky it condenses (changes from gas to liquid) and turns into clouds. Water then falls to the earth as precipitation (snow or rain). Rain water soaks into the soil or is used by living organisms. The rest runs off into rivers and lakes and the cycle continues.
### Which picture is part of the water cycle?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Bicycle" /></td>
<td><img src="image2" alt="Rain" /></td>
<td><img src="image3" alt="Heart" /></td>
</tr>
</tbody>
</table>

**SC P1** match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., “An example of ___ is ___.”)

### Which picture shows precipitation?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Snow" /></td>
<td><img src="image5" alt="Sun" /></td>
<td><img src="image6" alt="Cloud" /></td>
</tr>
</tbody>
</table>

**SC P2** match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “__ goes with __.”)

### What happens after rain falls to the earth’s surface?

- [ ] The water forms clouds in the sky.
- [ ] The water droplets turn into precipitation.
- [ ] The water cycle ends and new water must be added.
- [ ] The sun makes water from the earth’s surface evaporate.

**SC P3** sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., “before, after; goes with and belongs to; is like, is different from…”)

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6-8 Samples Reading  
Copyright © State of Wisconsin. All rights reserved.
Oaks Middle School has a Multicultural Club. The students in the club are planning a “Many Cultures Festival.” They will invite speakers from the community. They will have foods that come from different cultures. Some of the students will wear traditional clothing from their native countries. They want to decorate the large bulletin board in the school’s lobby with flags from many countries and posters to advertise their festival.

The students want to make a border of flags from many nations to go all around the outside of the bulletin board. The bulletin board is 6 feet wide and 4 feet tall.

Which geometric measurement do students use in order to figure out how many flags can fit around the outside of the bulletin board?

<table>
<thead>
<tr>
<th>Area</th>
<th>Circumference</th>
<th>Perimeter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MA P2 classify written examples supported visually of math procedures used in real world problems (such as perimeter or area)
There are a total of 600 students at Oaks Middle School, in 30 homerooms. The students in the club asked each teacher to get an estimate of how many of their students plan to attend. The total number of students expected to attend is 300. The club members want to have enough speakers so that there is 1 speaker for every 50 students who attend.

Which equation will help them to figure out how many speakers will be needed?

600 ÷ 50 = 12
300 ÷ 50 = 6
600 ÷ 30 = 20
300 ÷ 30 = 10

The students also must plan for enough food so that every person who attends has a chance to sample some of the foods from different cultures. They want each person to be able to sample five kinds of cookies, fruits, or snacks.

What should the students do first, second, and third to figure out how many servings they must provide?

First, they must multiply the number of students in the school by five. Second, they must divide that number by the number of speakers they invite. Third, they must subtract the number of students in the club.

First, they must subtract the number of teachers from the number of speakers. Second, they must multiply that result by five. Third, they must add the number of students who will attend.

First, they must find the ratio of speakers to students. Second, they must change that number to a percentage. Third, they must divide that number by five.

First, they must count the number of students planning to attend. Second, they must add the number of speakers and teachers they will invite to the number of other adults who may attend. Third, they need to multiply that number by five.
Part C: Community Service Project at the Animal Shelter

This is a story about how Mr. White’s 7th grade class used math to help an animal shelter.
One of the first problems Mr. White’s 7th grade class had to solve was which type of cat food to buy. The manager of the shelter asked them for either “Feline’s Friend” or “Cat’s Meow” brand of food. One of the students called the pet store and found out the prices. They could buy a 50 pound bag of “Feline’s Friend” for $35, or a 40 pound bag of “Cat’s Meow” for $30. They wanted to figure out which was a better deal, so they needed to know the cost of each type of food per pound. To do that, they divided the price per bag by the number of pounds in that bag.

Which math sentences show how they compared the costs?

- They compared (35÷40) to (30÷50)
- They compared (35÷50) to (30÷40)
- They compared (50÷30) to (40÷35)
- They compared (50÷35) to (40÷30)

The students wanted to find out how often they would need to buy more cat food. They knew three things to start. First, they knew that the shelter usually has about 24 adult cats in its care, next that a big bag of cat food weighs 60 pounds, and last that a cat eats about a quarter of a pound of food a day. So, first they multiplied 1/4 pound by 24 cats, then they divided 60 by that answer. They found that a bag of cat food would last 10 days.

What did the students do to figure out how often they needed to buy a new bag of cat food?

- First they found out how many cats were in the shelter and then they found how many pounds each cat would eat in ten days.
- First they found out how many pounds of cat food one cat would eat in ten days and then found how long all the cats would take to finish one bag of food.
- First they found out how much food the cats would eat in one day and then found how many days one bag of food would last before it was empty.
- First they found how long one bag of food would feed one cat and then how many days it would feed all the cats.
In the spring, the shelter had a large number of kittens to care for. The class had $75.00 left in their account. They had purchased enough cat food to last through June. They wanted to spend the extra money to do something for the kittens. Some students wanted to buy toys for the kittens. Other students thought the money should be spent on KMR, which is a special milk for kittens. Still other students felt it was more important to have the shelter manager buy vaccines for the kittens. In the end, they decided to spend 1/4 of the remaining money on toys, 1/3 of it on KMR, and the remainder on vaccines. To figure out how much was to be spent for each of the three, they divided 75 by 3, then divided 75 by 4. They added those two amounts together and subtracted the total from 75.

Why did they subtract the total from 75?

- To figure out how much was left for vaccines
- To figure out what they could spend on toys
- To figure out how much KMR they could buy
- To figure out if they had anything left for more cat food

**MA P5 select reasons for the uses of procedures in grade level math problems**
This page has no questions.
End of Test
68
Writing
Test
Part A: Improving Our School

Read these four ideas on how to improve our school.

A local charity donated $10,000 to your school. The principal has asked the students for ideas on how to spend the money. These are the most popular ideas.

Some students want to spend the money to buy new books and materials for the library.

Some students want to spend the money on new and better computers for the computer lab.

Some students want to repaint, repair and redecorate the school hallways.

Some students want to spend the money to buy new equipment for the sports teams.
Now it's your turn to write!

Write about your idea on how the school should spend the money.
You can write about one of the four most popular ideas or you can write about your own new idea. Try to give 3 good reasons to explain why your way to spend the money is best.

1 Prepare Your Ideas for Writing

Think carefully about these questions to get some ideas for your writing.

   How do you think the school should spend the $10,000?
   What is the first reason why your idea is the best one?
   What is the second reason why your idea is the best one?
   What is the third reason why your idea is the best one?

Turn to the next page to prepare your plan to write.

Model Performance Indicators

LA P3 construct paragraphs to convey information (such as produce journal entries)
LA P4 create original ideas by synthesizing information
LA P5 defend positions or stances using original ideas with supporting details

SI P3 describe a typical school day and discuss favorite school subjects
SI P4 suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., “I would like to…”)
SI P5 write a proposal to add school subjects and give reasons for choices
Plan Your Writing

Use this page to organize your ideas. You can make notes, an outline, a web, or any other kind of organizer. Add details. Make sure your plan includes:

- Introduction
- First Reason
- Second Reason
- Third Reason
- Conclusion
3 Write Your Composition

Now write a full composition about your idea on how best to spend the money. In the first paragraph describe your idea clearly. Use each of the next three paragraphs to give reasons to support your idea. The last paragraph should be a conclusion to your composition.

When you have finished, be sure to check your writing.
Now check your writing. Ask yourself:

- Did I write an introduction?
- Did I give three main points?
- Did I support my main points with details?
- Did I write a conclusion?
- Does my writing make sense?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I write my best?
End of Test
68
Speaking Test
Now we are going to talk about science, math, and communication. Here are some pictures that show different types of communication. Now I am going to ask you some questions about these pictures.

Q1: (Point to the PEOPLE TALKING) What are they doing?
Q2: (Point to the TELEPHONE) What is this?
Q3: (Point to the LETTER) What is this?
Q4: (Point to the COMPUTER) What is this?
Q5: (If necessary) What other things do you see in these pictures? (OR) What else do you see in these pictures?

Model Performance Indicators

SC P1  use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines)
MA P1  identify line segments from pictures of everyday objects
Now we are going to talk about math a little. 

Look at this picture of a computer.

Q1: What different shapes do you see in this drawing of a computer?
Q2: Tell me something about the lines that make up the computer. For example, tell me about straight lines or other lines you see.

Model Performance Indicators

SC P2 describe scientific events or discoveries based on illustrations

MA P2 define or describe types of line segments from pictures of everyday objects (e.g., “Opposite sides are parallel.”)
Now let’s think about the telephone and the computer. Both are technological inventions that affect how people communicate.

Q1: (Point to the TELEPHONE) How do people communicate using the telephone?
Q2: (Point to the COMPUTER) How do people communicate using the computer?
Q3: Can you tell me how the telephone and the computer are similar?
Q4: (If necessary) Can you tell me how the telephone and computer are different?

Model Performance Indicators

SC P3 compare/contrast scientific events or discoveries described orally with visual support (e.g., “__ is similar/ different from ___ because __.”)

MA P3 compare/contrast types of line segments from pictures presented orally from math text (such as parallel v. perpendicular lines)
Now let’s talk about other inventions. A more recent invention that affects communication is the cell phone. Now let’s think about the future. Perhaps in the future cell phones will have a video screen so you can see and hear the person you are talking to clearly, as if they were right there with you. I want you to think of something that doesn’t exist, but that you would like to have or invent in the future. I’ll give you a moment to think about your new invention. (Pause.)

Q1: Now, tell me about what you thought of.
Q2: (As necessary) Tell me more about _____ (your invention). (OR) How does _____ (your invention) work? (OR) How do you use _____ (your invention)?
Q3: Tell me more. (OR) Can you tell me anything else? (OR) Can you elaborate? (OR) Can you give me more details? (OR) Can you be more specific? (OR) Can you give me an example?

(Or if necessary)
Q1: Explain to me how you think people will communicate with each other in the future.
Q2: Tell me more about _____ (that). (OR) Can you tell me more about _____ (that)?

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Model Performance Indicators

SC P4 predict future scientific events or discoveries based on oral or graphic evidence (e.g., “__ could/will/may/might/ lead to __.”)

MA P4 explain how to use different types of line segments presented orally from math text (such as in geometric figures)
Telephones, computers, and cell phones have changed the way people live. Think about (_____ OR your new invention OR a clear video cell phone) and the future.

Q1: Explain to me how you think (_____ OR your new invention OR a clear video cell phone) might change the way people live. (OR) How do you think (_____ OR your new invention OR a clear video cell phone) will change the way people live in the future?

Q2: (As necessary) Can you tell me anything else? (OR) Can you elaborate? (OR) Can you give me more details? (OR) Can you be more specific? (OR) Can you give me an example?
End of Test
## Answer Keys

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