

ACCESS for ELLs[®]

Listening, Reading, Writing, and Speaking

Sample Items
2008

Grades 1–12

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Foreword: WIDA ACCESS for ELLs® Sample Items

The WIDA Consortium is pleased to provide this collection of sample ACCESS for ELLs® test items for educators interested in a better understanding of this English language proficiency assessment. While the security of test items in actual use in WIDA assessments is a top priority, it is also extremely important that educators have good, freely available sample items that provide a strong sense for them, their students, parents, and the general public of what taking the ACCESS for ELLs® English language proficiency assessment entails. In addition, educators in university preparation programs can benefit from learning more about ACCESS for ELLs® prior to their work within school settings. While familiarity with the “look and feel” of the test is an important consideration, teachers can also greatly benefit from seeing connections between ACCESS for ELLs® test items and the WIDA English Language Proficiency Standards upon which the items are directly based.

We want to encourage teachers to “teach to the standards, not to the test.” More specifically, we want to promote the use of standards to guide students’ language learning rather than focusing instruction on preparing them for possible test items. In seeing the close relationship between the standards and the test, we believe that teachers can feel confident that by incorporating the standards into classroom instruction and assessment, they will better prepare their students for linguistic proficiency and in turn, provide access to academic success. Such preparation will, over time, help boost the academic achievement of English Language Learners, which should be reflected in future test scores.



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ACCESS for ELLs® Sample Items

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I. Purpose of this Document

The primary purpose of this document is to acquaint people with the features of the WIDA Consortium's ACCESS for ELLs® test. ACCESS for ELLs® is an English language proficiency assessment given annually to students in kindergarten through grade twelve who have been identified as English language learners (ELLs). The results of this test are used to monitor student progress in acquiring English for the academic environment, to plan support for continuing English language development, and to satisfy legal requirements for assessment and accountability.

Actual test items are reproduced in this booklet to provide educators with concrete examples of the testing material found within ACCESS for ELLs®. Items are provided from the grade clusters 1–2, 3–5, 6–8, and 9–12 in the domains of listening, speaking, reading, and writing. Although not all domains within all grade level clusters are represented here, there is a wide enough representation to obtain a good understanding of the item types, format, link to the WIDA ELP Standards, and general look and feel of the test. This document can be useful for a variety of stakeholders, including as a tool for professional development with educators and for students so that they may become familiar with the item types and format prior to testing.

Administration of the items in this document in a testing situation, in whole or in part, will not provide student results that are in any way meaningful as these items do not adhere to the requirements of a test form and never existed together in any one form of the test. This booklet is not to be used in its entirety as a sample, practice, or placement test. Students should not be graded for their performance on these sample items. WIDA does not advocate extensive test preparation for the ACCESS for ELLs® test, only acquainting students with the basic format of the test items and the ways in which they assess English language proficiency.

II. ACCESS for ELLs® Overview

a. Alignment to Standards

ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a large-scale test that provides a snapshot of how well students are using the English language within the school context. ACCESS for ELLs® is just one component of WIDA's comprehensive approach to promoting educational equity and academic achievement through English language development for English language learners (ELLs).

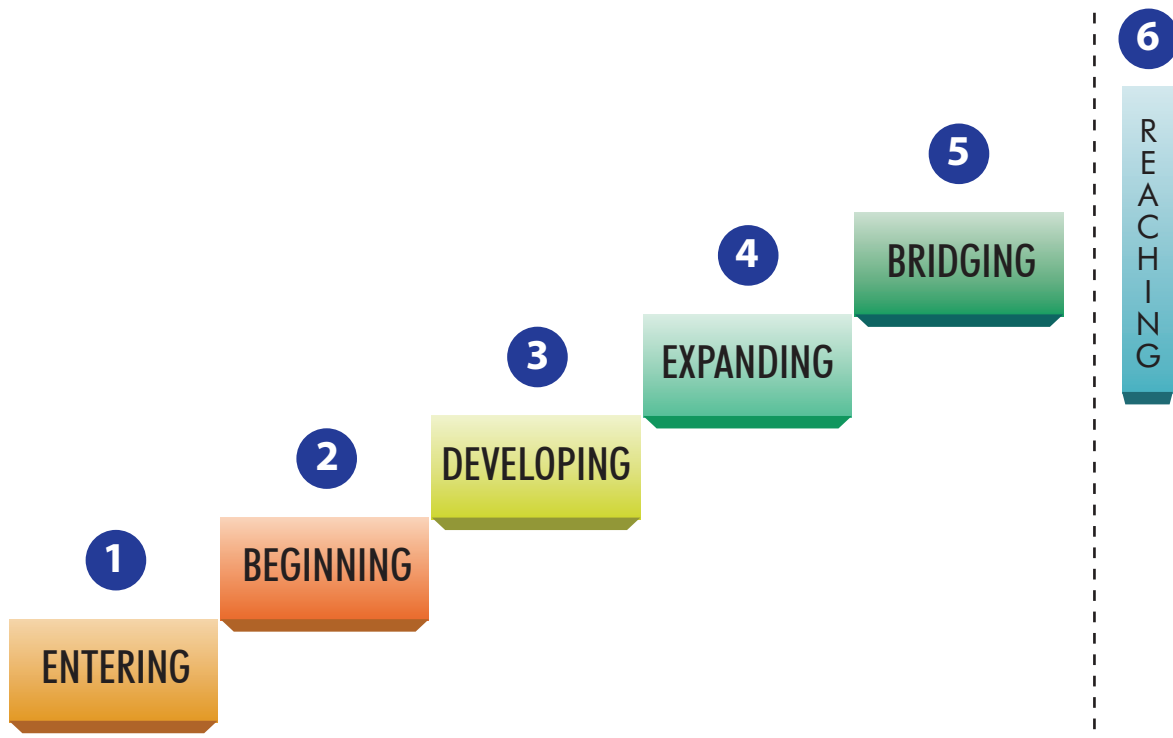
At the core of this system lie the WIDA English Language Proficiency (ELP) Standards for English Language Learners in PreKindergarten through Grade 12, available at www.wida.us. These standards express reasonable expectations for student performance at each level of the language development continuum, and they

inform both the instruction in Academic English Language and the development of assessments designed to measure student proficiency in English. To inform instruction, educators can use the standards to purposefully focus on teaching the language students need to move them toward higher levels of English language proficiency. In the development of the assessments, test specifications are derived from these descriptions of language proficiency. Therefore, the standards provide a link between what happens in the classroom and assessment.

The language associated with five content areas is addressed in the five WIDA ELP Standards. The first standard is called Social and Instructional language (SIL), which incorporates proficiencies needed to participate in the general language of the classroom and the school. The other standards include the language of English language arts (LoLA), the language of mathematics (LoMA), the language of science (LoSC), and the language of social studies (LoSS). Each ELP standard incorporates a set of model performance indicators (MPIs) that describe the expectations of the academic English language component that ELL students should exhibit in five different academic content areas.

The standards are further divided into grade level clusters that include PreK–K, 1–2, 3–5, 6–8, and 9–12. For each cluster the standards specify one or more strands of MPIs for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with six ELP levels.



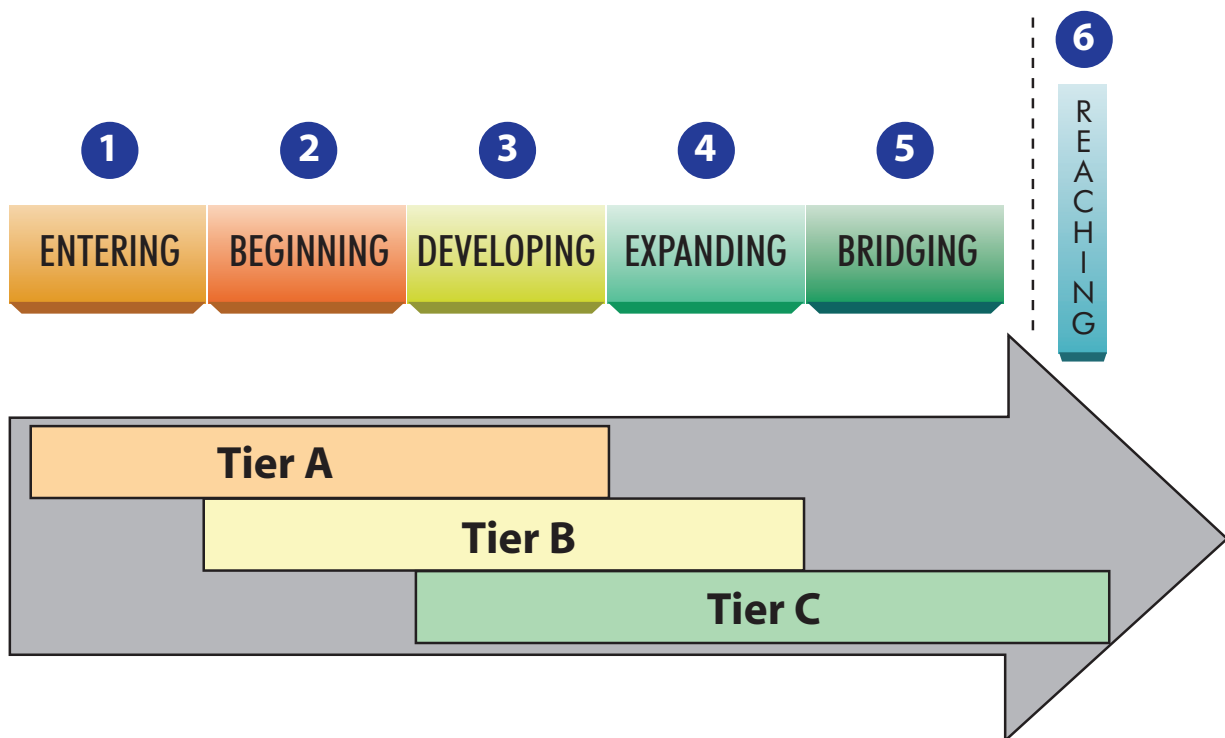
These levels describe the spectrum of a learner’s progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This final stage of ELL status is designated Level 6, Reaching.

b. From Standards to ACCESS for ELLs®

The goal of ACCESS for ELLs® is to provide students the opportunity to demonstrate their level of proficiency through items designed to assess the MPIs. Thus, drawn from the MPIs, the ACCESS for ELLs® test incorporates all five standards and ELP levels in sections that correspond to the four domains. However, there are far too many MPIs altogether to present to any single test taker. A test with questions assessing each and every MPI would be far too long to fit in any reasonable testing session. For any particular child, some of the questions on a comprehensive test might be dismissively easy, making it boring, while others would be exactly hard, making it frustrating. It is important to avoid both possibilities to achieve a reliable test.

c. Test Structure

WIDA’s solution to making the test appropriate for each individual is to present the test items in three tiers—A, B and C—for each grade level cluster. The following chart shows how the different tiers map to the English language proficiency levels



You can see from this test design that the tiers overlap, a necessity for making sure each tier is measuring to a common proficiency scale. In other words, you can think of ACCESS for ELLs[®] as one enormous test divided into multiple parts, each designed for students within a particular grade level cluster and range of proficiency levels. This design supports the delivery of test results that are comparable across grades and tiers.

Each tier, of course, is only able to discriminate performance on its portion of the proficiency scale. To make sure the whole ACCESS for ELLs[®] test works as intended, it is necessary to place each student into the tier that best matches his or her academic English proficiency level. The decision as to where the a student's proficiency currently falls on the scale is best made by the student's teachers, based on the information they have about the student's language proficiency, including performance on other language tests or screeners, such as the WIDA ACCESS Placement Test (W-APT)[™] or the WIDA MODEL[™].

III. Organization of this Document

This booklet of sample items contains test folders, or sets of items arranged thematically, for each grade level cluster (1–2, 3–5, 6–8, or 9–12). Since Kindergarten students are tested using a different testing format, sample items for the Kindergarten test are not included here. The sample items in this booklet are organized into test folders by language domain in this order: listening, reading, writing, and speaking. Within each domain, items are written to assess student proficiency as described by the model performance indicators of the WIDA ELP Standards.

a. Standards

Model performance indicators (MPIs) from the WIDA ELP Standards are linked with all sample and operational ACCESS for ELLs[®] test items. As mentioned above, the WIDA ELP Standards are written and organized by grade level cluster, content area language, language domain, and proficiency level. Each strand, or row, of performance indicators extends across the proficiency levels for a particular grade level and standard in order of increasing linguistic difficulty. These strands of MPIs, in tandem with the WIDA Performance Definitions, provide a model or sample of the developmental continuum of language skills necessary for successful negotiation in English of a particular topic within an academic content area.

The following example shows a page of the MPIs from the summative framework of the 2007 Edition of the WIDA ELP Standards for Grades 3–5, in the language of Science (LoSC), across the domains of Listening, Speaking, Reading, and Writing:

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	States of matter	Identify examples of states of matter from oral statements with visual support	Distinguish among examples of states of matter from oral statements and visual support	Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)	Hypothesize change in states of matter based on oral descriptions and visual support (e.g. “I take ice cubes out of the freezer. I put them in the sun. What will happen?”)	Determine relationships between states of matter from oral discourse
SPEAKING	Body or living systems	Answer questions that name basic parts of systems depicted visually and modeled (e.g., “Your arm is a bone. What is another bone?”)	Classify or give examples of parts of systems depicted visually (e.g., “Heart and blood go together.”)	Describe functions of systems or their parts using visual support	Discuss importance or usefulness of systems or their parts using visual support	Imagine how change affects systems or their parts (e.g., “How might breaking an arm change your daily life?”)
READING	Earth materials	Match labeled pictures representing earth materials with vocabulary (e.g., “Which one is a rock?”)	Sort descriptive phrases according to pictures of earth materials	Differentiate among earth materials using charts, tables or graphic organizers	Interpret information on earth materials from charts, tables or graphic organizers	Apply information on earth materials to new contexts using grade-level text
WRITING	Solar system	Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., “planets,” “stars”)	Describe features of astronomical objects from labeled diagrams	Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)	Discuss relationships between astronomical objects from diagrams or graphs	Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)

Level 6 - Reaching

ELP Standard 4: The Language of Science, Summative Framework



Grades 3-5

b. Theme Folders

Each test item on the ACCESS for ELLs[®] is written to address a specific MPI that, in turn, addresses a specific proficiency level. Further, items on the ACCESS for ELLs[®] are arranged into thematic folders, which are collections of approximately 3 test items at consecutive proficiency levels organized along a common content topic. Each folder is then placed onto a tiered (A, B, or C) test form for a particular grade level cluster. For example, a theme folder for tier B would typically contain items written to address the MPIs for levels 2, 3, and 4. As on the ACCESS for ELLs[®] operational test, the sample items in this booklet are arranged in folders, or distinct, thematically-based sections.

IV. Uses of this Document

The test folders of sample items in this document can be used for informational purposes for all stakeholders in the education of students who are English language learners (ELLs), from the students themselves to the parents, teachers and administrators who guide their educational progress. Below are some considerations for the use of this document with a variety of these stakeholders.

a. Students

For many ELLs new to US schools, whether they are new because they in the early grades or because they are new to the country in any grade, an English language proficiency test may be his or her first experience with large scale testing. It can be daunting. Not only must the student negotiate the language, he must also negotiate an unfamiliar format and process. For all students, but especially for those new to testing, a chance to become familiar with the format, the types of items, the mode of listening passages, the expectations for speaking and writing tasks, the process of marking answers, and other procedural aspects of test-taking before facing the test is important. It is good practice and, more importantly, provides not only more equitable opportunities for children but also allows them to concentrate on demonstrating what they can do with the English language, rather than confounding this with test taking skills or lack thereof. The sample items in this booklet, while not extensive, should provide adequate examples for students so that they may be familiar with the test prior to taking the operational form.

b. Parents and Families

Oftentimes parents or guardians of students who are ELLs learn of their child's test score and program placement, but they receive little information about the criteria upon which these decisions were made. The ACCESS for ELLs[®] sample items can be shared with families so that they are better informed about the type of test their child or children are taking. Together with test score reports and WIDA's CAN DO Descriptors (available at www.wida.us), parents who are comfortable with English or have the benefit of a translator or translation, can be more knowledgeable of and involved with their child's progress in developing academic English language.

c. Teachers

The samples provided in this booklet can be used by teachers in multiple ways. First, teachers and other educators who administer the ACCESS for ELLs[®] and the companion WIDA ACCESS Placement Test (W-APT)[™] can, like their students, also use these samples to help them become more familiar with the test and to practice administering some of the item types, especially Speaking and Listening. In addition, as mentioned above, these items can be shared with students and their families to better prepare them to take the test and to open a dialog on the criteria for determining English language proficiency.

Furthermore, because ACCESS for ELLs[®] is a secure test usually seen by only the test administrators and their students, the sample items are an excellent way to share information about the test itself and the resulting scores with educators who do not administer it. For example, it is common for a school's English as a second language (ESL) teacher to administer the test. However, the test is measuring the language of language arts, of mathematics, of science and of social studies. It would be beneficial for the students if the content area teachers were familiar with the ways in which ACCESS for ELLs[®] operationalizes this language in a testing situation. Thus, the sample items can serve as an entry into the WIDA ELP Standards and professional development centering on academic language in the content areas.

All of the items within this booklet include an introductory notation of the standard and the model performance indicator that the item addresses. These explicit references should be used as a guide to understanding the standards and their relationship to the assessment. Again, these can be used as an entry to or as one of multiple tools for understanding the standards, articulating what academic English means, and as a starting point for collaboration among the educators of ELLs, particular English language specialists and their content area or general education colleagues.

d. Administrators

As professionals who must often focus on the "Big Picture" at the expense of familiarity with details, school and district administrators frequently lack the time and or opportunity to become familiar with the many tools and assessments their teachers and students use. These sample items provide a quick way for administrators to better understand the assessments for ELLs and their link to ELP standards and content area classrooms.

Furthermore, for those administrators directly responsible for educational programs for ELLs, such as district ESL coordinators, the samples give them an entry to talking about ELL issues with other administrators. They can also provide ideas for professional development for all educators. For example, an administrator might plan for professional development focusing on writing and on scoring writing with the WIDA Writing Rubric. Looking at the types of writing tasks found on ACCESS for ELLs[®] and the rubrics (i.e., the three criteria) by which they are scored could be the genesis of a powerful professional development initiative involving educators across disciplines. Similarly, a study of the speaking items and the criteria for scoring them is not only good preparation for administering the Speaking test, it is also a reminder and an example of the necessity of engaging students in academic dialog in the classroom. Again, this could be the start of an initiative to elevate consciously the quality and quantity of speaking in the classrooms and schools.

e. Higher Education Students and Instructors

As preservice and in-service teachers learn about standards-based curriculum, instruction and assessment of English language learners in their college courses, it would be illuminating for them to be exposed to actual English language proficiency test

items such as these samples. Additionally, the samples can be used to inform planning for instructors of undergraduate and graduate-level education courses. Readings and assignments could be developed that would challenge students to work with WIDA's ELP standards and sample test items to develop their own lessons addressing content and language objectives along with original test items.

WIDA hopes that these sample items will be useful in a variety of contexts above and beyond those suggested here. It is recommended that they be used in conjunction with a variety of other resources, including those offered by WIDA, to encourage best practices in standards-based instruction and assessment of English language learners. To learn more about any of the tools mentioned in this document, such as the WIDA ELP Standards or CAN DO Descriptors, please visit www.wida.us.

Please email info@wida.us, or call toll free 1-866-276-7735 if you have any comments or questions.

Grades 1-2 Reading Test Sample Items

Please note: The test folders in this booklet do not appear exactly as they do in operational test booklets. Items are annotated with the corresponding model performance indicators from the WIDA ELP Standards. The format of the Speaking test has been changed from a landscape layout (as found in the Speaking test picture cue booklet of the operational ACCESS for ELLs® test) to a portrait layout for this sample booklet. This change required some reduction in the size of graphics.

Folder A

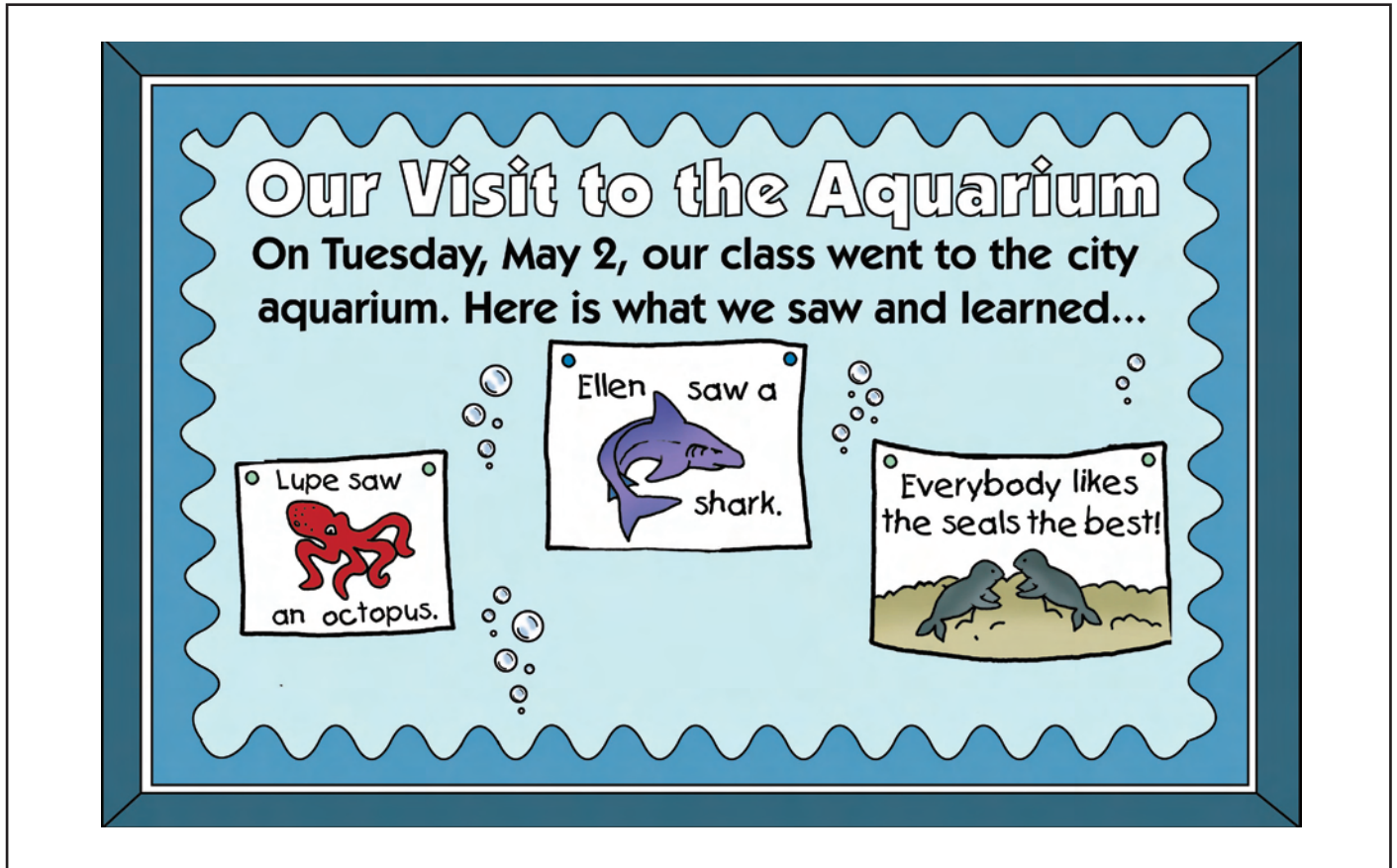
Folder Title: A Field Trip to the Aquarium

Reading, Grades 1–2, Tier B, Social & Instructional Language

Item number	Answer Key	Proficiency level	Model Performance Indicator
1	B	2	Extract information from environmental print (such as signs, bulletin boards, or menus)
2	A	2	Extract information from environmental print (such as signs, bulletin boards, or menus)
3	C	3	Restate information found in visually supported print (such as school schedules, field trips, or celebrations)
4	B	4	Summarize information found in visually supported print on classroom or school activities

Folder A: A Field Trip to the Aquarium

Here is a bulletin board found in a classroom.



1

When did the class visit the aquarium?

March

May

November

2

What kind of animal did Ellen see?

A shark

A seal

An octopus

3

What was everybody's favorite animal?

Octopus

Shark

Seal

4

What kinds of animals are in the aquarium?

Animals that live on land

Animals that live in water

Animals that live in the air

Folder B

Folder Title: Butterflies

Reading, Grades 1–2, Tier C, Language of Science

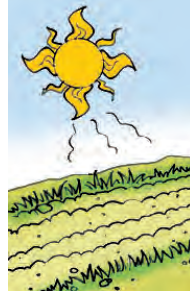
Item number	Answer Key	Proficiency level	Model Performance Indicator
1	C	3	Complete graphs or charts using pictures or icons to address questions related to living organisms
2	B	4	Respond to questions about graphs or charts related to living organisms by using icons and text
3	C	5	Interpret graphs or charts related to living organisms by using icons and explicit, grade level science text

Folder B: Butterflies

Miss Robin's class is starting a butterfly garden. Look at the chart. Read about what they do to make butterflies come to their garden.

How to Start a Butterfly Garden

1. Choose a sunny spot so the butterflies can stay warm.



2. Keep the dirt wet so the butterflies can get water.



3. Plant orange, yellow, and red flowers so the butterflies can have a place to rest.



1

Look at the chart.

Which picture goes where the “?” is in the chart?



2

What important thing do the butterflies get from the wet dirt?

Sun

Water

Warmth

3

Look at the chart. Why do butterflies need to be in the sun?

To stay safe

To stay dry

To stay warm

Grades 3-5 Listening Script & Listening Test Sample Items

Please note: The test folders in this booklet do not appear exactly as they do in operational test booklets. Items are annotated with the corresponding model performance indicators from the WIDA ELP Standards. The format of the Speaking test has been changed from a landscape layout (as found in the Speaking test picture cue booklet of the operational ACCESS for ELLs® test) to a portrait layout for this sample booklet. This change required some reduction in the size of graphics.

Folder A

Folder title: The Density of Objects

Listening, Grades 3–5, Tier C, Language of Science

Ramon's class is learning about the density of different objects.

Number 1	Answer Key	Proficiency level	Model Performance Indicator
	B	3	Make predictions or hypotheses about science experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns

Number 1

Ramon's class learned that if something is more dense than water, it sinks. If something is less dense than water, it floats. The density of water is one gram per cubic centimeter.

If the density of coal is more than one gram per cubic centimeter and the density of a wax crayon is less than one gram per cubic centimeter, choose the picture that shows what will happen when the two objects are placed in a beaker of water. PAUSE.

Go to the top of the next page.

Number 2	Answer Key	Proficiency level	Model Performance Indicator
	C	4	Compare/contrast relationships that verify or contradict hypotheses as described orally in science experiments pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns

Number 2

Take a moment now to read the answer choices. PAUSE 5 SECONDS.

Now listen to number 2.

The density of steel is about eight grams per cubic centimeter. When Ramon puts a steel ball in water it sinks. However, when he carefully lays a steel paper clip on the water, he can make it float. He wants to know why. His teacher explains that the surface tension of the water can hold up a paper clip because it is light, but it could not hold up a heavy steel ball.

Ramon learns from this experiment that in addition to density, another characteristic affects whether an object will float on water.

What characteristic is this? PAUSE.

Number 3	Answer Key	Proficiency level	Model Performance Indicator
	D	5	Show proof or disproof of hypotheses based on results from science experiments read orally pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns

Number 3

Take a moment now to read the answer choices. PAUSE 5 SECONDS.

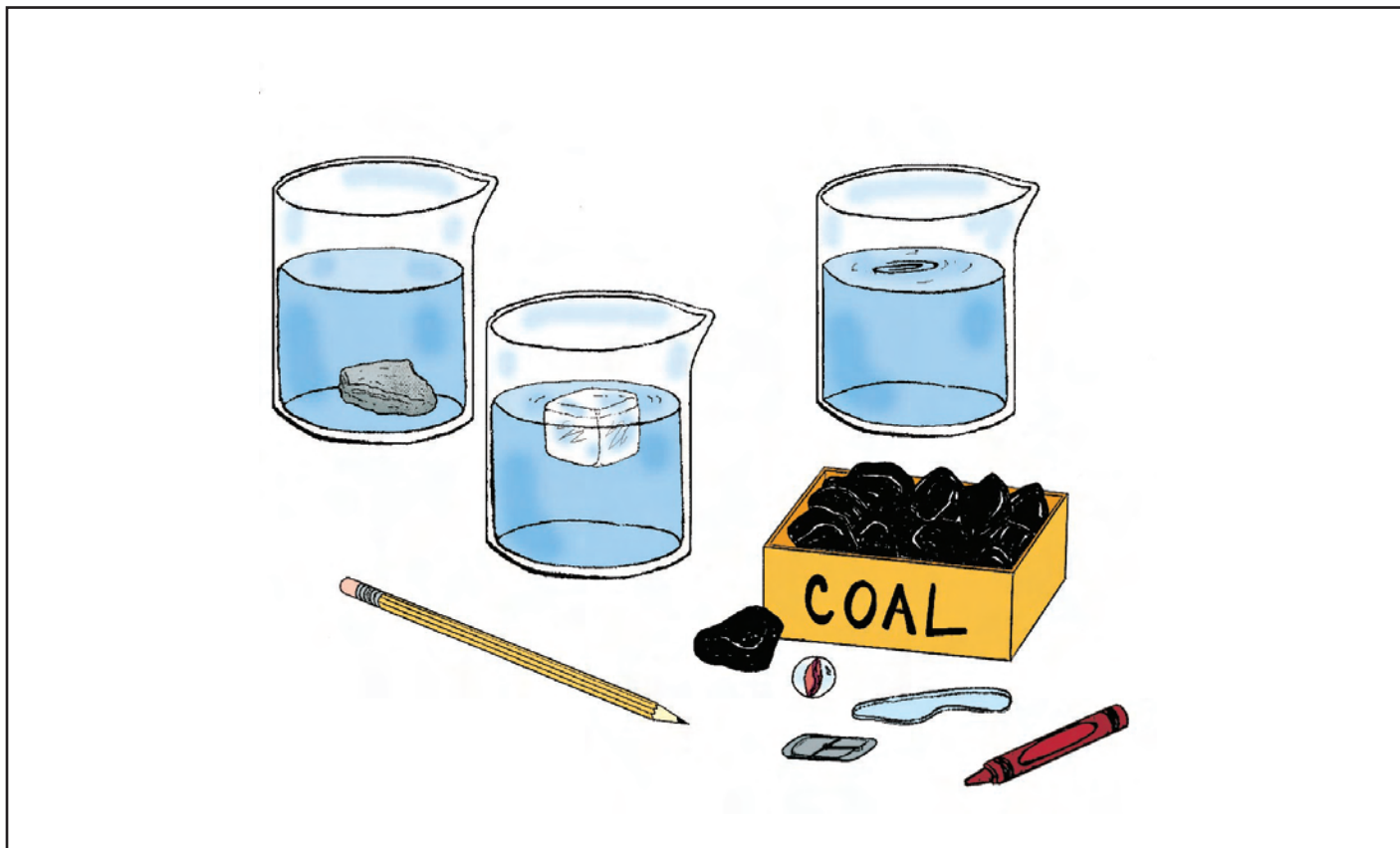
Now listen to number 3.

The teacher tells Ramon to carefully add a soapy solution to the water and then put in a steel ball and a paper clip, just as he did before. She explains that water has surface tension. That means water molecules on the surface stick tightly together. When molecules do not stick together tightly, even very light objects placed on the water's surface will sink. Soap, however, will prevent the water molecules on the surface from sticking together tightly. Ramon adds soap to the water and then puts in the steel ball and the paper clip.

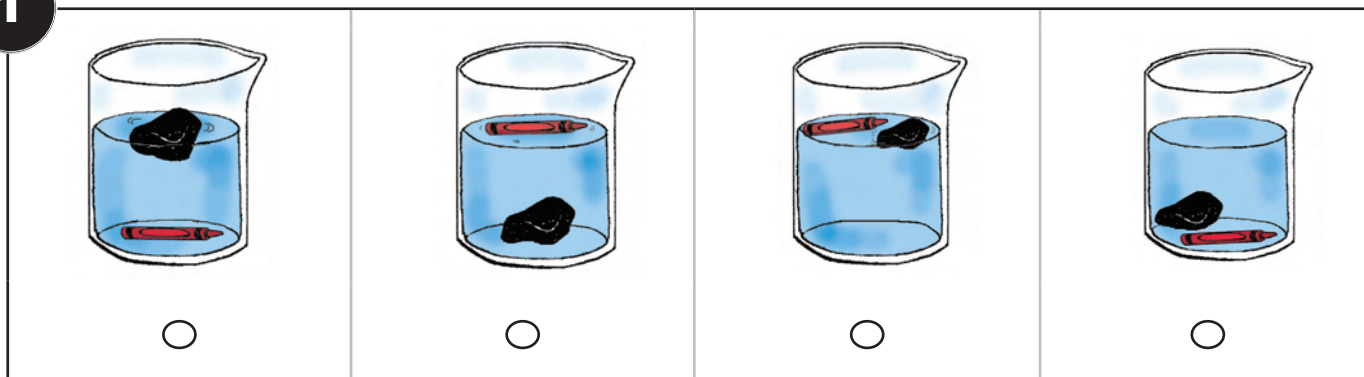
What will prove what the teacher says? PAUSE.

Turn the page.

Folder A: The Density of Objects



1



2

- The object's shape
- The object's color
- The object's weight
- The object's size

3

- The steel ball will float.
- The paper clip will float.
- The steel ball will sink.
- The paper clip will sink.

Grades 3-5 Speaking Test Sample Items

Please note: The test folders in this booklet do not appear exactly as they do in operational test booklets. Items are annotated with the corresponding model performance indicators from the WIDA ELP Standards. The format of the Speaking test has been changed from a landscape layout (as found in the Speaking test picture cue booklet of the operational ACCESS for ELLs® test) to a portrait layout for this sample booklet. This change required some reduction in the size of graphics.

Folder A

Folder Title: Heart Rate

Speaking, Grades 3–5, Tier C, Language of Math and Science

T1

Standard	Proficiency level	Model Performance Indicators
Language of Science	1	Name organisms or parts of systems depicted visually (such as food webs or biomes)
Language of Math	1	Tell place values of large whole numbers (such as using manipulatives for numbers of 3 to 7 digits)

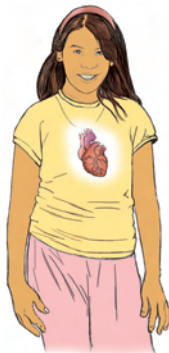
Now we are going to talk about science and math. Each of us has a heart. Our hearts are always beating. We're going to talk about heart rates -- how fast your heart beats. Look at this picture. I'm going to read what's in the box next to the picture. You can follow along while I read it aloud.

The average child's heart rate is about 90 beats per minute.
There are 60 minutes in an hour.
How many times does a child's heart beat in one hour?
Well, to figure that out we take:
 $90 \text{ beats per minute} \times 60 \text{ minutes per hour} = 5,400 \text{ beats per hour}$

That's a lot!

Now I am going to ask you some questions about this picture.

- Q1: (Point to HEART) **What is this?**
Q2: (Point to ARM) **What body part is this?**
Q3: (Point to 90) **What number is this?**
Q4: (Point to "x") **What does this (math symbol) mean?**
Q5: (Point to "=") **What does this (math symbol) mean?**
Q6: (Point to 5,400) **Can you say this number?**

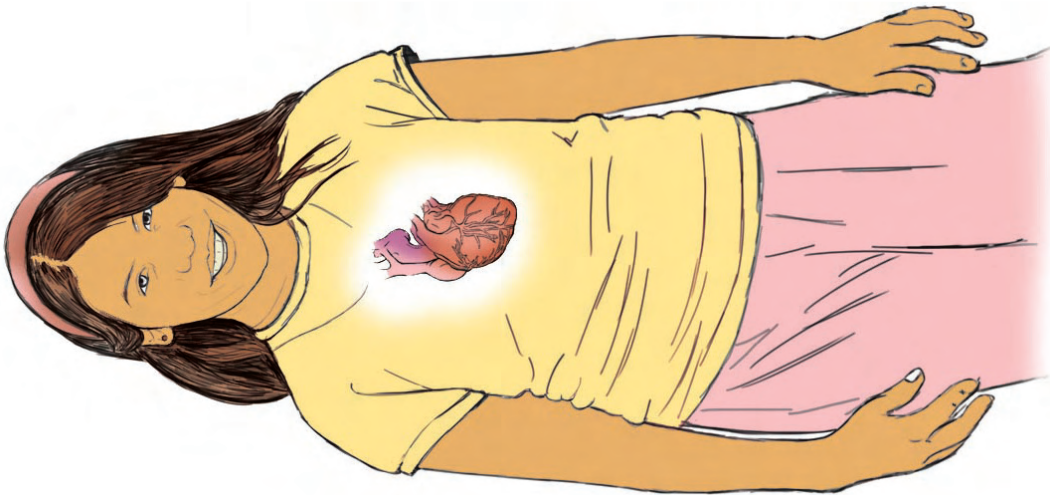


The average child's heart rate is about 90 beats per minute.

There are 60 minutes in an hour.

How many times does a child's heart beat in one hour?

$90 \text{ beats per minute} \times 60 \text{ minutes per hour} = 5,400 \text{ beats per hour.}$



The average child's heart rate is about 90 beats per minute.

There are 60 minutes in an hour.

How many times does a child's heart beat in one hour?

90 beats per minute x 60 minutes per hour = 5,400 beats per hour.

T2

Standard	Proficiency Level	Model Performance Indicators
Language of Science	2	Classify or give examples of organisms or types of systems depicted visually
Language of Math	2	Describe large whole numbers from pictures of everyday objects

Look at these pictures.

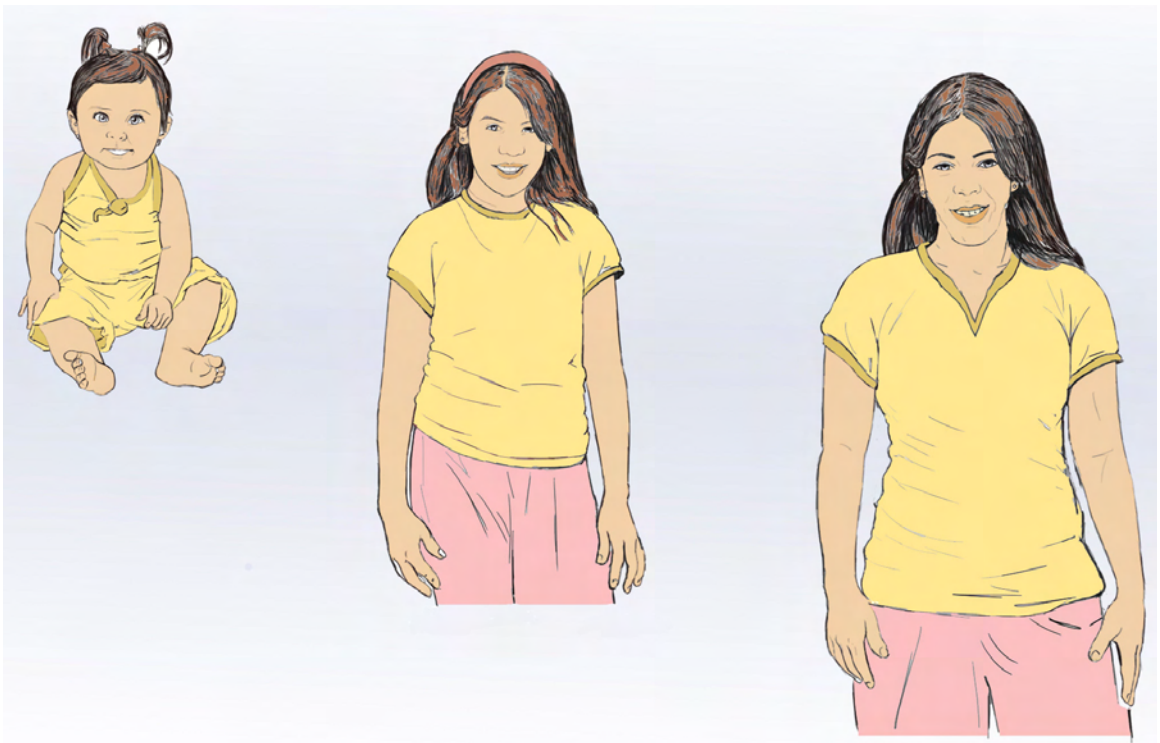
Q1: (Point to BABY) What is this?

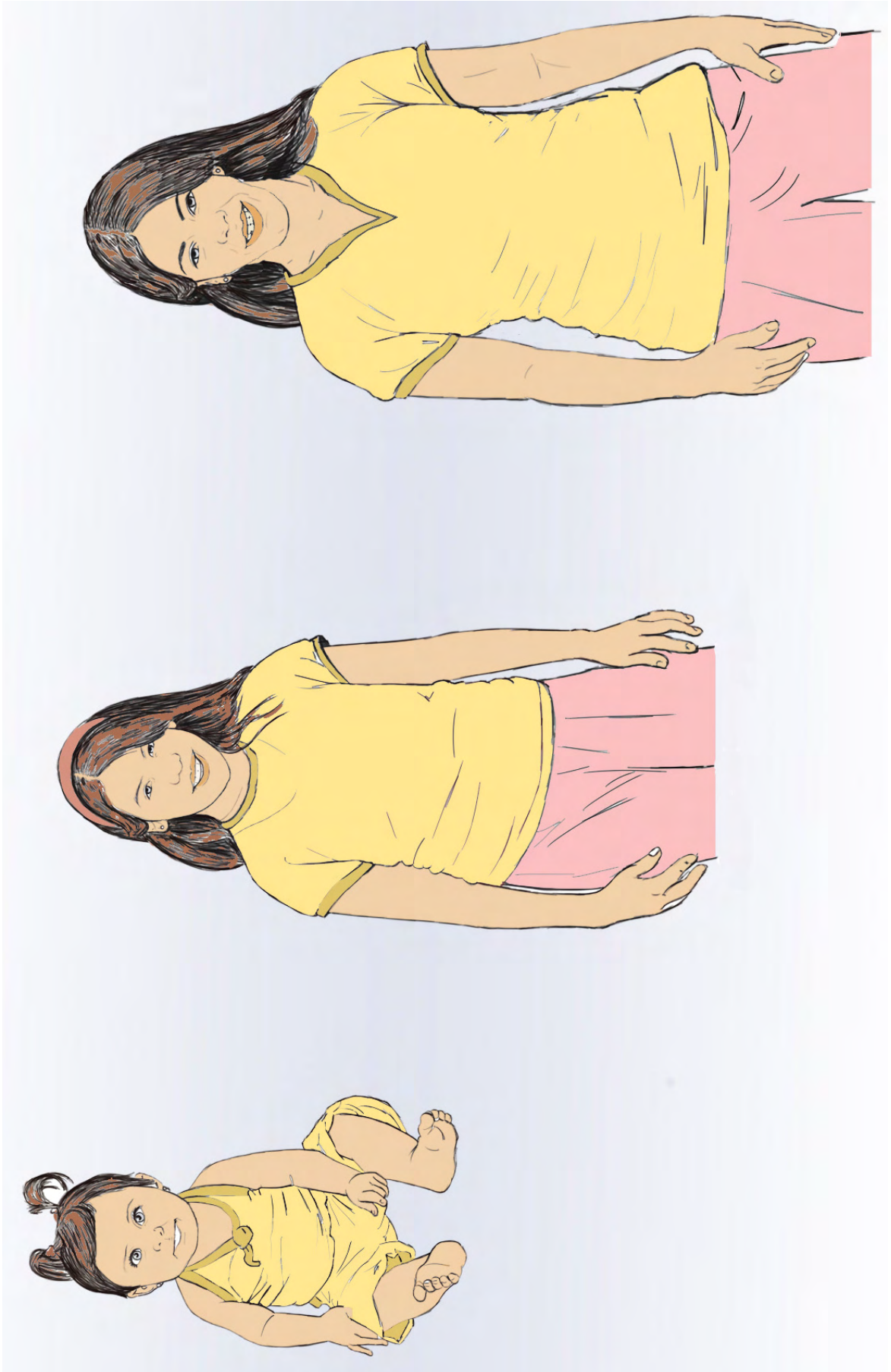
Q2: (Point to CHILD) What is this?

Q3: (Point to ADULT) What is this?

Q4: (Sweep across pictures) **How are these three pictures similar**
(OR) **alike** (OR) **the same?**

Q5: (Sweep across pictures) **How are they different in age?**





Standard	Proficiency Level	Model Performance Indicators
Language of Science	3	Describe how organisms or systems work from short text with visual support
Language of Math	3	Give examples of large whole numbers from real life experiences

Now we're going to talk about how heart rates change.

Remember we said that a child's heart rate is about 90 beats per minute.

This is shown in this graph here (Point to 90). Here's the child (Point to CHILD) and the graph shows us 90 (Point to BAR LABELED '90') beats per minute (Point to 'Beats Per Minute' on VERTICAL AXIS). Now let me ask you some questions about this graph.

Q1: (Point to BABY AND 130 on bar graph)

What does this part of the graph show us?

Q2: (Point to ADULT AND 70)

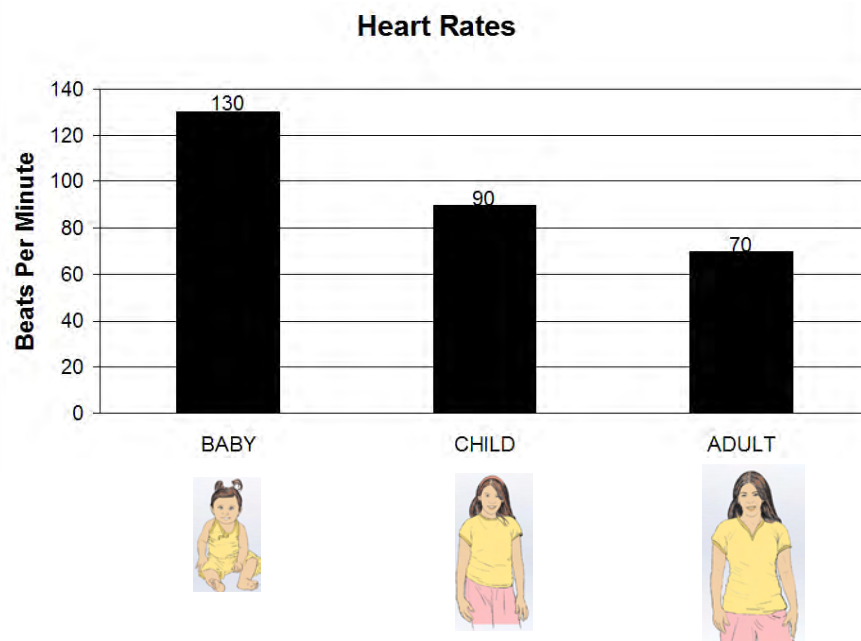
What does this part of the graph show us?

Q3: (Point to or encircle ENTIRE GRAPH)

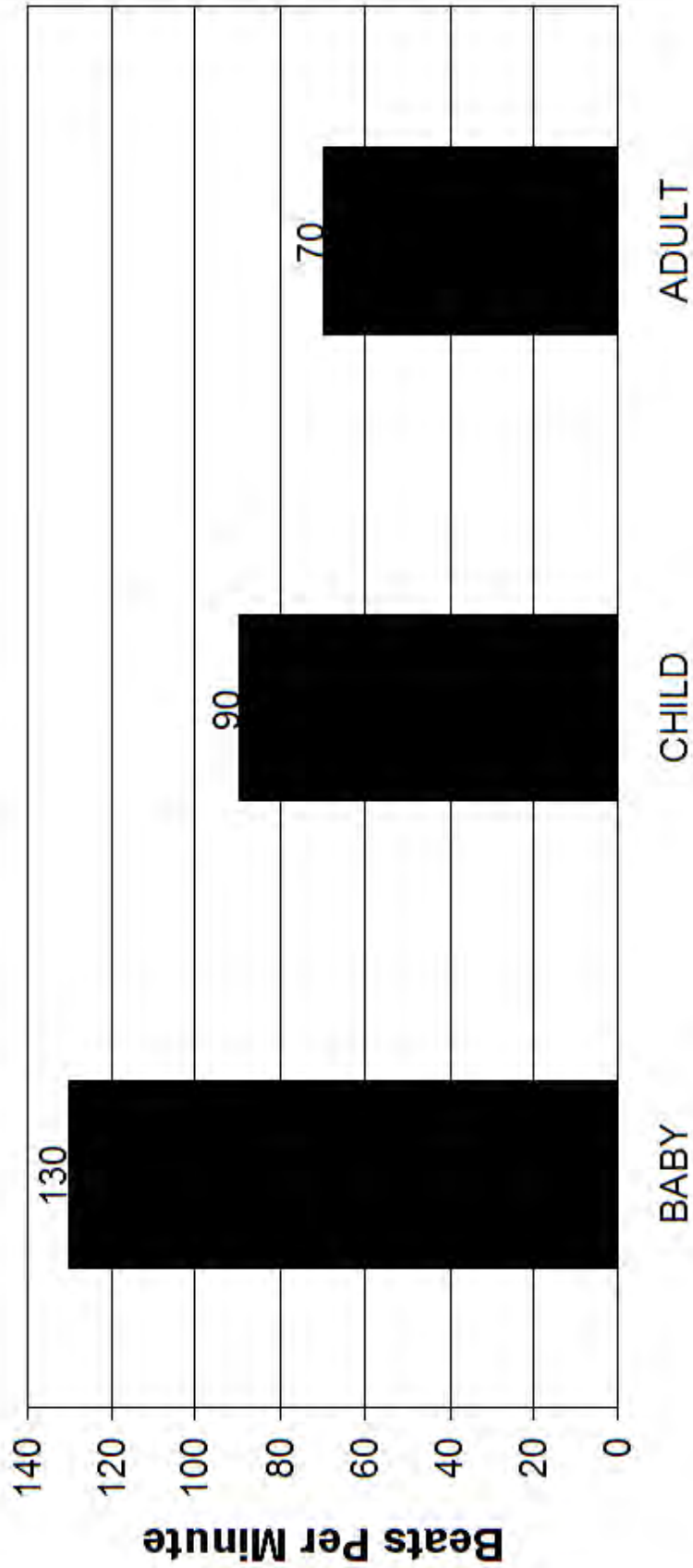
When you look at the whole graph, what do you learn about how heart rates change as we grow? (OR) What do we learn from the entire graph? (OR) What does this whole graph show us?

Q4: (If necessary) **What is the difference between a baby's heart rate and a child's heart rate?**

Q5: (If necessary) **How did you figure that out? (OR) How do you know that?**



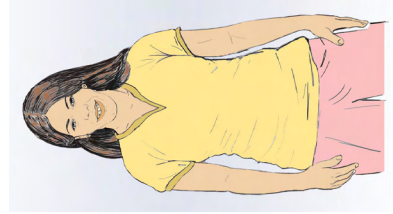
Heart Rates



BABY



CHILD



ADULT

Standard	Proficiency level	Model Performance Indicators
Language of Science	4	Explain or discuss how the functions of organisms or systems impact everyday life
Language of Math	4	Explain use/reasons for large whole numbers presented orally from math texts

Now we're going to talk some more about how heart rates change.

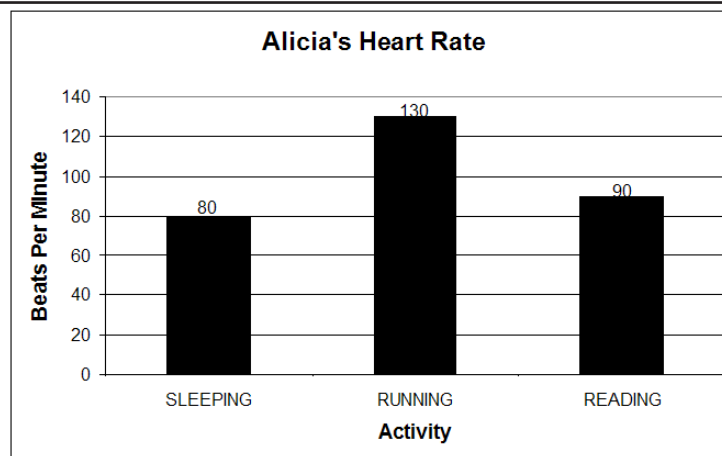
We saw how a person's heart rate changes as they grow from a baby to a child to an adult. Now we are going to see how a child's heart rate changes as she does different activities.

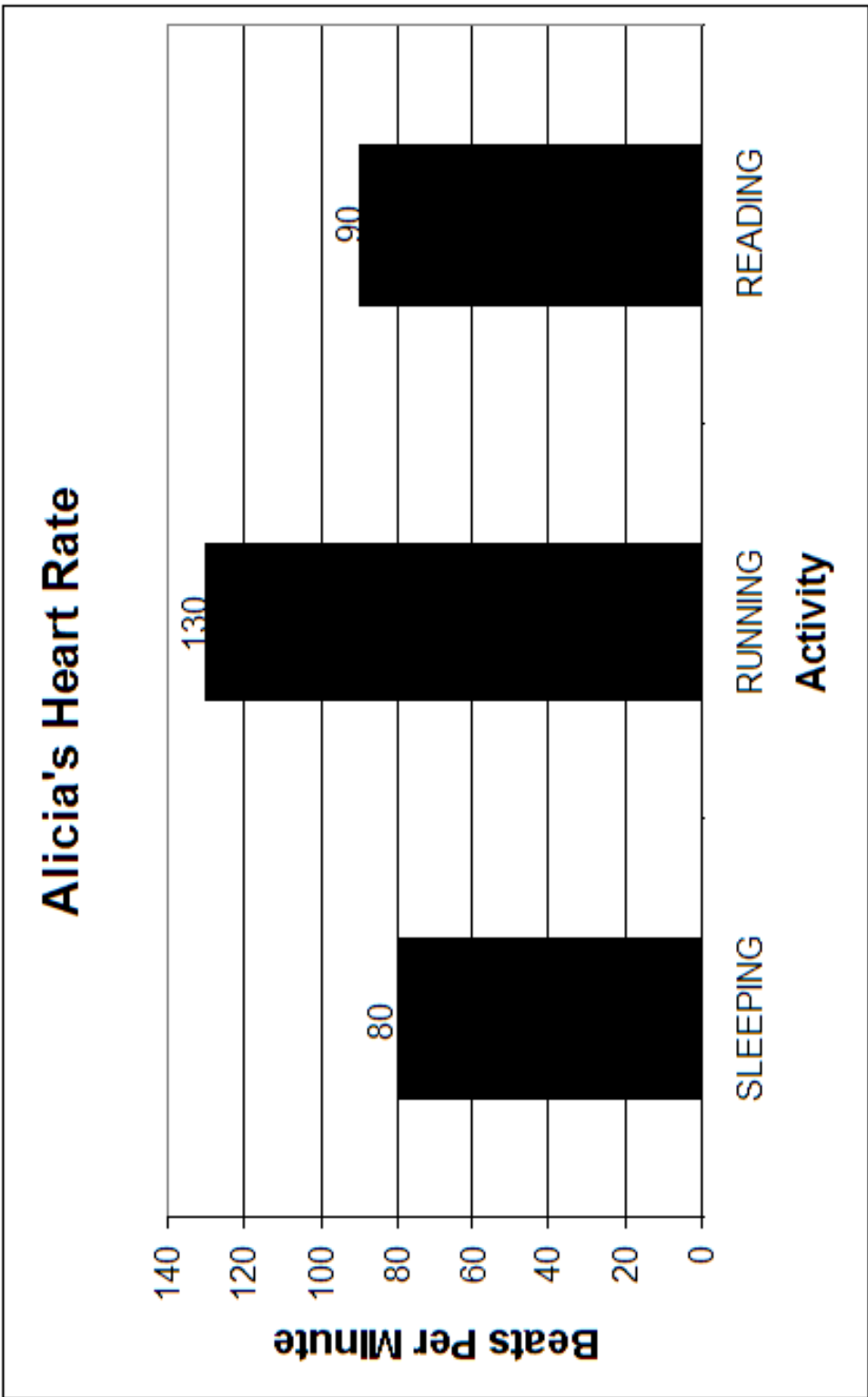
This is another graph. It shows the heart rate of a girl named Alicia as she does different activities, like sleeping, running, and reading. (Point to ALICIA DOING ACTIVITIES at bottom of page.)

This graph shows Alicia's heart rate as she does these things. (Point to GRAPH.)

Q1: Look at this graph and tell me what happens to Alicia's heart rate when she does these different activities.

Q2: (As necessary) 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?

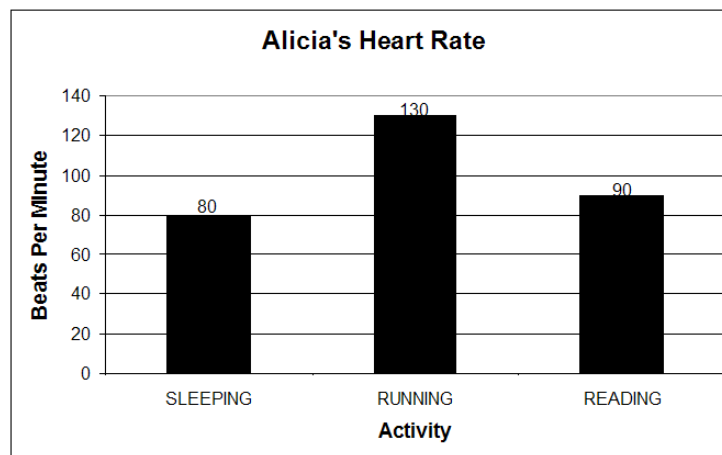


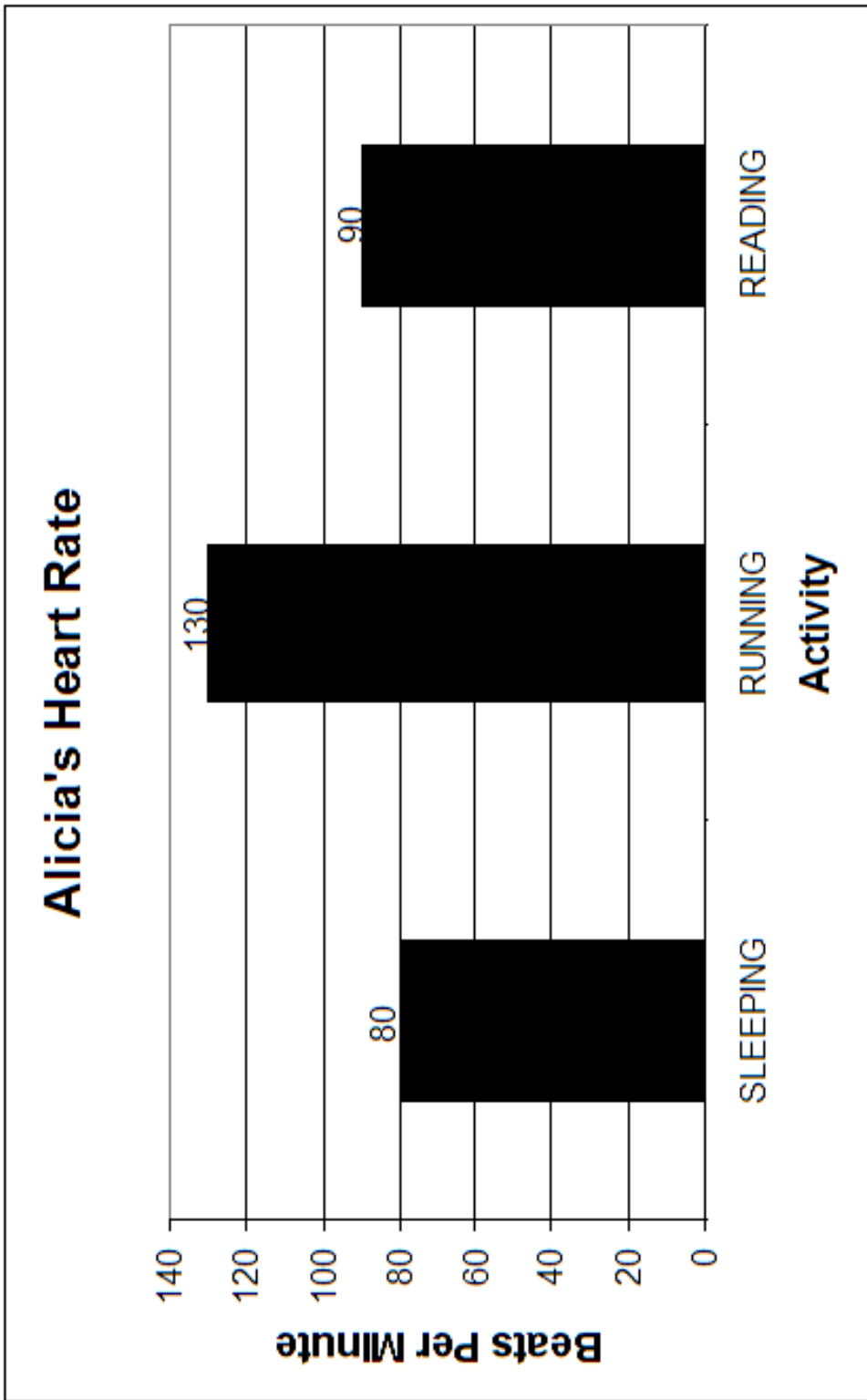


Standard	Proficiency level	Model Performance Indicators
Language of Science	5	Hypothesize or describe the causes or effects of changes in organisms or systems
Language of Math	5	Create word problems involving large whole numbers presented orally from grade level math texts

(Note: Picture is repeated for student.)

- Q1: Why do you think Alicia's heart rate changes when she is doing these different activities? (OR) In general, what do you think is the relationship between Alicia's heart rate and her activities? (OR) Can you see any relationship between Alicia's heart rate being lower and higher and what she does? (Pause.) Explain that to me.**
- Q2: Now imagine that Alicia wants to ride her bike. (About) what number do you think her heart rate will be?**
- Q3: Explain to me why you say that. (OR) Why do you say that?**
- Q4. (As necessary) Can you elaborate? (OR) Can you give me more details? (OR) Can you be more specific? (OR) Can you give me an example?**





Grades 6-8 Listening Script & Listening Test Sample Items

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Folder A

Folder Title: Weather

Listening, Grades 6–8, Tier A, Language of Science

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 report the weather.

Number 1	Answer Key	Standard	Proficiency Level	Model Performance Indicator
	B	Language of Science	1	Match science domains or their tools with pictures from oral statements (such as earth, life or physical science)

Number 1

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.

Which picture shows a wind vane? PAUSE.

Go to the top of the next page.

Number 2	Answer Key	Standard	Proficiency Level	Model Performance Indicator
	A	Language of Science	2	Categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens)

Number 2

Another tool measures the temperature of the air. Numbers on it go from lower 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.

Which picture shows this tool? PAUSE.

Number 3	Answer Key	Standard	Proficiency Level	Model Performance Indicator
	D	Language of Science	3	Identify science domains or their tools from oral descriptions of examples

Number 3

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.

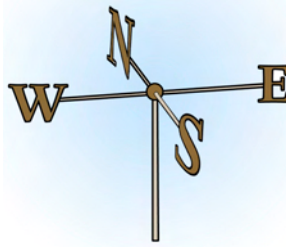
Which picture shows a barograph? PAUSE.

Turn the page.

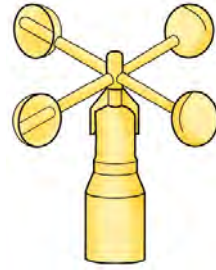
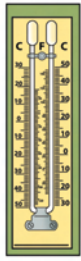
Folder A: Weather



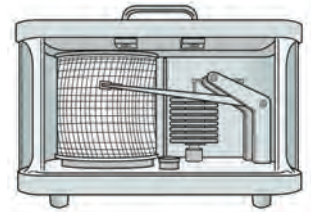
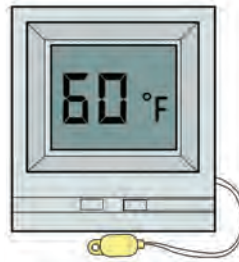
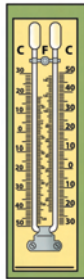
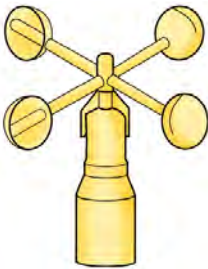
1



2



3



Folder B

Folder Title: Resources

Listening, Grades 6–8, Tier B, Social & Instructional Language

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's 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.

Number 1	Answer Key	Standard	Proficiency Level	Model Performance Indicator
	B	Social & Instructional	2	Match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)

Number 1

Group One is going to study where the Aztecs lived.

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

Number 2	Answer Key	Standard	Proficiency Level	Model Performance Indicator
	A	Social & Instructional Language	2	Match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)

Number 2

Group Two will make a calendar similar to one made by the Aztec people.

Which of the resources shown are they going to need to use to make their calendar?

PAUSE.

Go to the top of the next page.

Number 3	Answer Key	Standard	Proficiency Level	Model Performance Indicator
	D	Social & Instructional Language	3	Categorize needed resources with types of assignments based on pictures and oral descriptions

Number 3

Take a moment now to read the answer choices. PAUSE 10 SECONDS.

Now listen to number 3.

The teacher tells the students in Group Three 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 Three working on? PAUSE.

Number 4	Answer Key	Standard	Proficiency Level	Model Performance Indicator
	C	Social & Instructional Language	4	Analyze assignments and match with needed resources based on oral discourse

Number 4

Take a moment now to read the answer choices. PAUSE 10 SECONDS.

Now listen to number 4.

Group Four 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? PAUSE.

Number 5	Answer Key	Standard	Proficiency Level	Model Performance Indicator
	B	Social & Instructional Language	4	Analyze assignments and match with needed resources based on oral discourse

Number 5.

Take a moment now to read the answer choices. PAUSE 10 SECONDS.

Now listen to number 5.

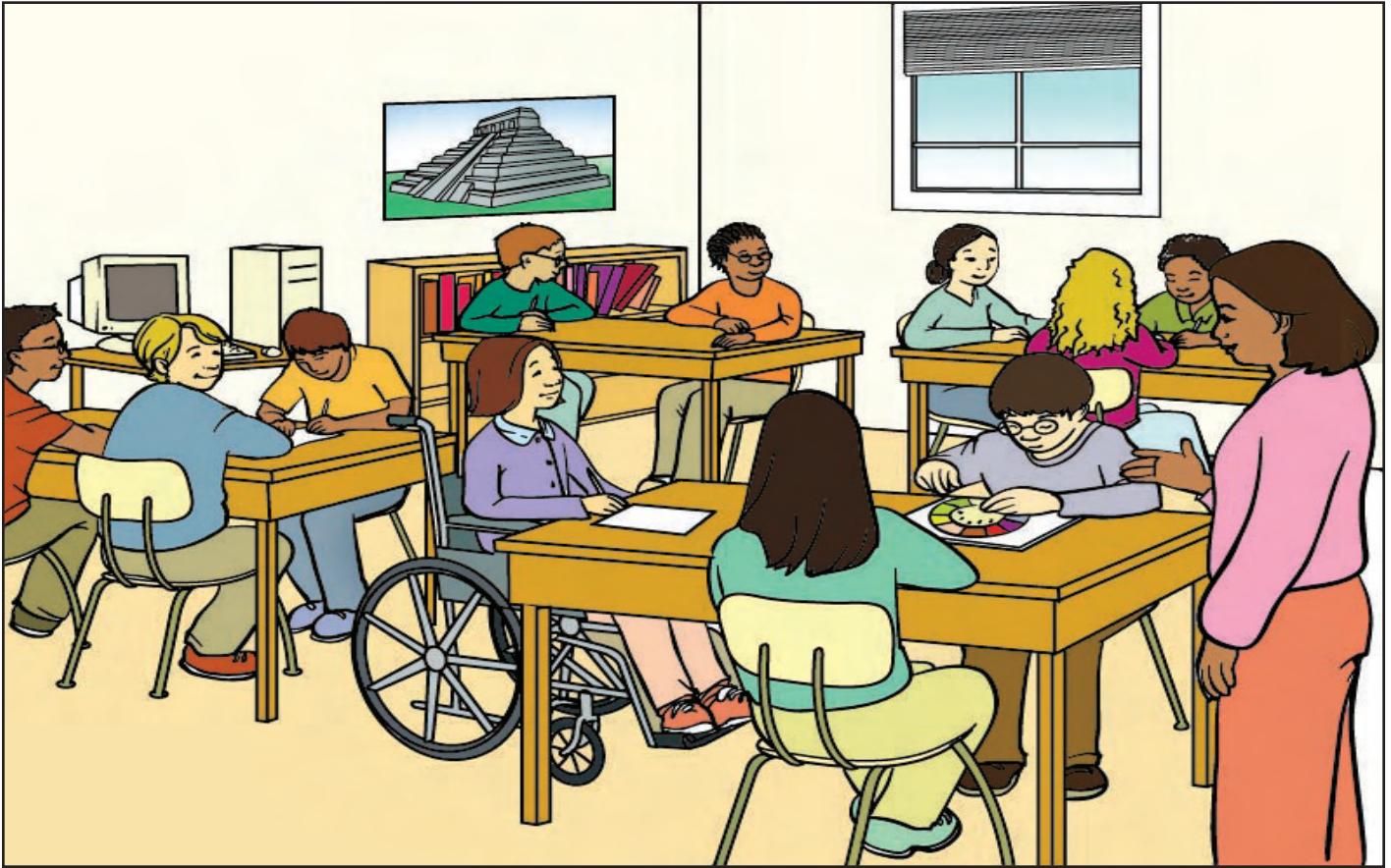
Each student must also write a brief report about something that they learned in their study of the Aztecs. Omar has written a first draft of his report. He has misspelled some words and he has used some words too frequently. He is ready to edit and revise his report.

Which resources will he need to finish his report? PAUSE.

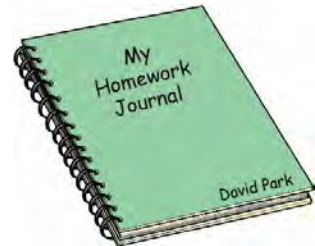
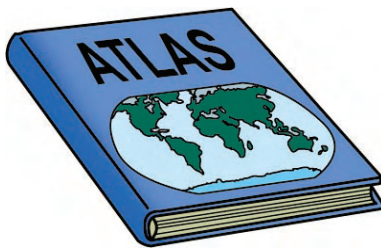
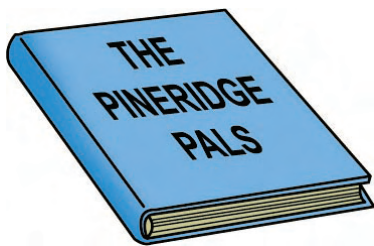
Turn the page.

This page has no questions. Turn to the next page.

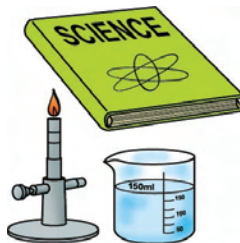
Folder B: Resources



1



2



3

- A creative writing assignment
- A math assignment
- A science lab assignment
- A history research assignment

4

- A notebook, a pen, and some drawing paper
- A calculator, a math book, and some graph paper
- Some modeling clay, paints, and cardboard boxes
- Some markers, a globe, and an atlas

5

- An atlas and a computer
- A thesaurus and a dictionary
- A calculator and a ruler
- A history book and a tape recorder

Grades 6-8 Reading Test Sample Items

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Folder A

Folder Title: Water Circulation

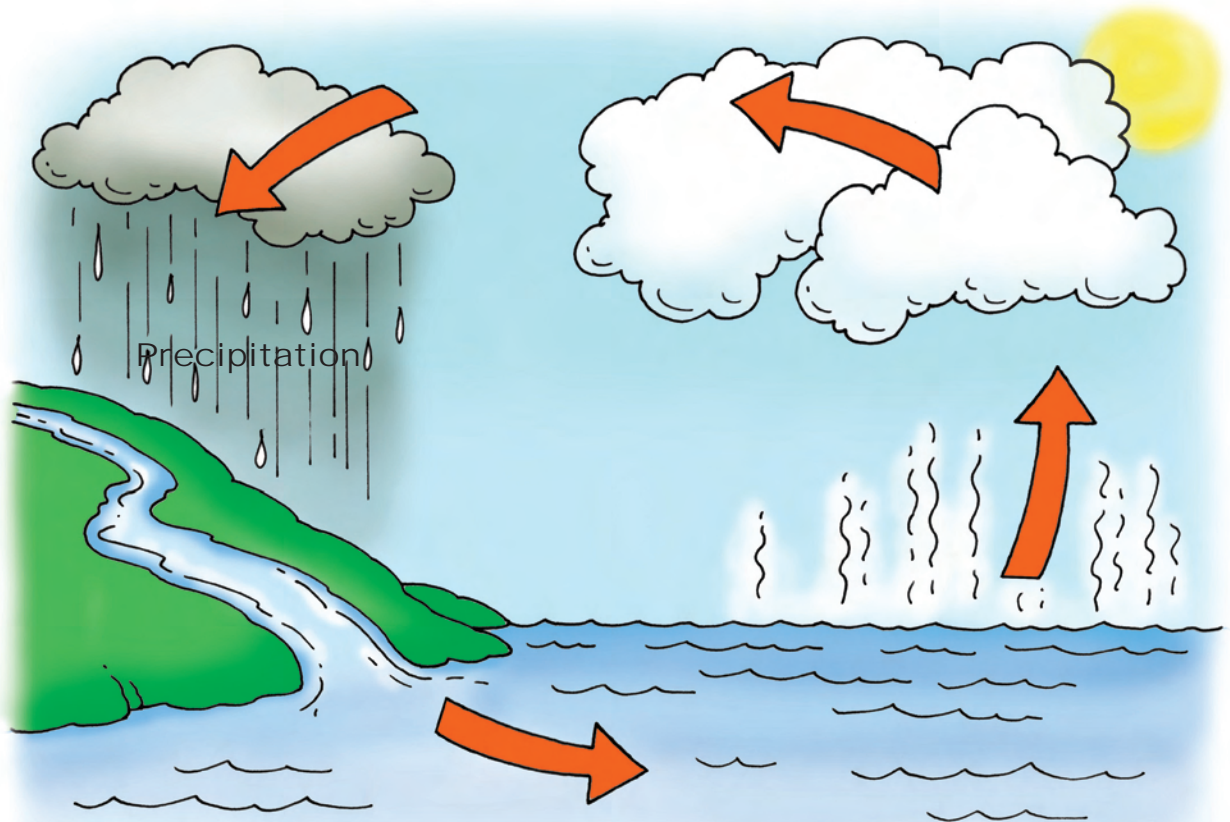
Reading, Grades 6–8, Tier A, Language of Science

Item number	Answer Key	Proficiency Level	Model Performance Indicator
1	B	1	Match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., “An example of ___ is ___.”)
2	C	2	Match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “___ goes with ___.”)
3	D	3	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...”)

Folder 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). Some rain water soaks into the soil or is used by living organisms. The rest runs off into rivers and lakes, and the cycle continues.



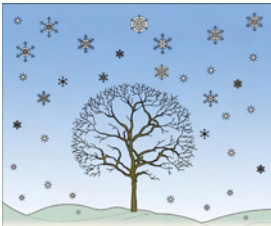
1

Which picture shows a part of the water cycle?

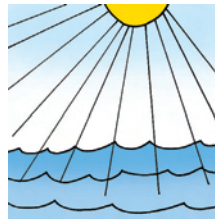


2

Which picture shows condensation?



Snow



Sunlight



Cloud

3

Which of these happen after rain falls to the earth's surface?

- The water forms clouds in the sky.
- The water droplets turn into precipitation.
- The water evaporates from the Earth's surface.
- The water absorbs into the ground.

Folder B

Folder Title: Multicultural Club

Reading, Grades 6–8, Tier B, Language of Math

Item number	Answer Key	Proficiency Level	Model Performance Indicator
1	C	2	Classify written examples supported visually of math procedures used in real world problems (such as perimeter or area)
2	B	3	Classify written examples of math procedures used in text-based problems
3	D	4	Order steps of procedures involved in problem solving using sequential language

Folder B: Multicultural Club

Oaks Middle School has a Multicultural Club. The students in the club are planning a “Culture 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.



1

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?

Area

Circumference

Perimeter

2

The club members want to have enough speakers so that there is 1 speaker for every 50 students who attend the Culture Festival. To find out how many speakers they will need, the club members must divide the number of students who plan to attend by 50.

There are a total of 600 students at Oaks Middle School, in 30 homerooms. However, only 300 students are expected to attend the Culture Festival.

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

$600 \div 50 = 12$

$300 \div 50 = 6$

$600 \div 30 = 20$

$300 \div 30 = 10$

3

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.

Grades 6-8 Writing Test Sample Items

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Folder A

Folder Title: Improving Our School

Writing, Grades 6–8, Tier C, Language of Language
Arts and Social & Instructional Language

Standard	Proficiency Level	Model Performance Indicator
Language of Language Arts	3	Construct paragraphs to convey information (such as produce journal entries)
Language of Language Arts	4	Create original ideas by synthesizing information
Language of Language Arts	5	Defend positions or stances using original ideas with supporting details
Social & Instructional Language	3	Describe a typical school day and discuss favorite school subjects
Social & Instructional Language	4	Suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., “I would like to...”)
Social & Instructional Language	5	Write a proposal to add school subjects and give reasons for choices

Folder 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.

DO NOT WRITE HERE.

2

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

Grades 6-8 Speaking Test Sample Items

Folder A

Folder Title: Inventions

Speaking, Grades 6–8, Tier C, Language of Math and Science

T1

Standard	Proficiency Level	Model Performance Indicator
Language of Science	1	Use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines)
Language of Math	1	Identify line segments from pictures of everyday objects

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.

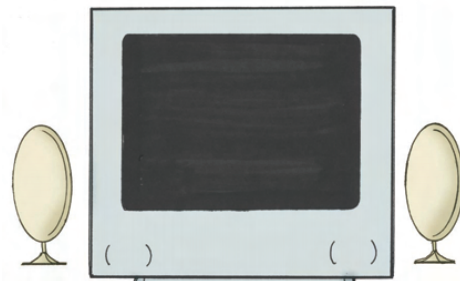
Q1: (Point to the PEOPLE TALKING) **What are they doing?**

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?**



T2

Standard	Proficiency Level	Model Performance Indicator
Language of Science	2	Describe scientific events or discoveries based on illustrations
Language of Math	2	Define or describe types of line segments from pictures of everyday objects (e.g., "Opposite sides are parallel.")

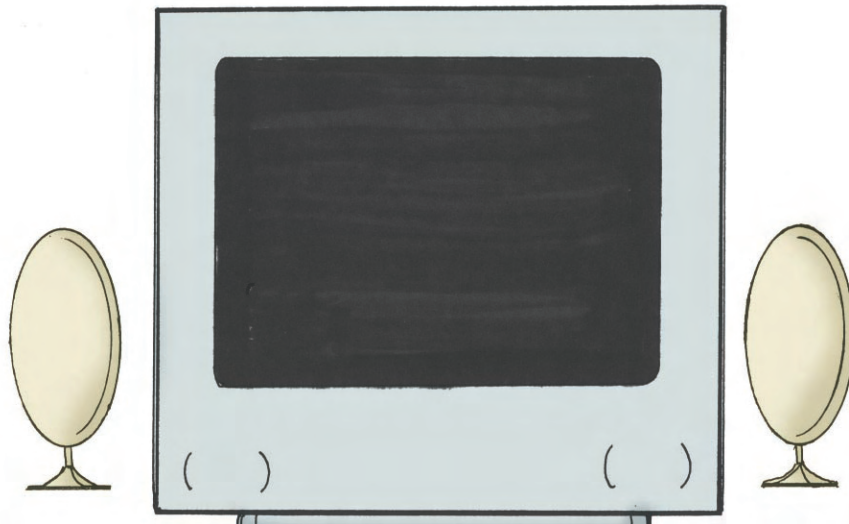
Now we are going to talk a little about math.

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.



Standard	Proficiency Level	Model Performance Indicator
Language of Science	3	Compare/contrast scientific events or discoveries described orally with visual support (e.g., “__ is similar/different from __ because __.”)
Language of Math	3	Compare/contrast types of line segments from pictures presented orally from math text (such as parallel v. perpendicular lines)

Now let’s think about the telephone and the computer. Both are inventions that affect how people communicate.

Q1: (Point to the TELEPHONE)

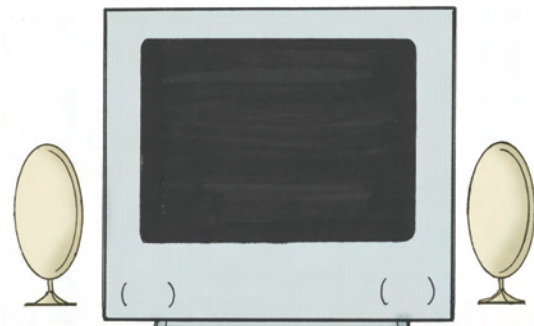
How do people communicate using the telephone?

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?**



Standard	Proficiency Level	Model Performance Indicator
Language of Science	4	Predict future scientific events or discoveries based on oral graphic evidence (e.g., “__ could/will/may/might lead to__.”)
Language of Math	4	Explain how to use different types of line segments presented orally from math text (such as in geometric figures)

(Note: Picture is repeated for student.)

Now let's talk about other inventions. One invention that affects communication is the cell phone.

Now let's think about the future. Perhaps in the future cell phones will be able to connect to television stations, so you can watch any television show you want on your cell phone screen.

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)?

Standard	Proficiency Level	Model Performance Indicator
Language of Science	5	Predict the effects of future scientific events or discoveries based on oral evidence
Language of Math	5	Create math problems using different types of line segments presented orally

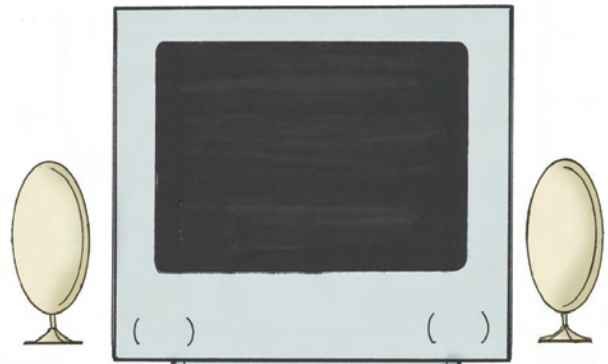
(Note: Picture is repeated for student.)

Telephones, computers, and cell phones have changed the way people live.

Think about (your new invention) OR a cell phone that connects to television stations and the future.

Q1: Explain to me how you think (your new invention) OR a cell phone that connects to television stations might change the way people live. (OR) How do you think (your new invention) OR a cell phone that connects to television stations 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?



Grades 9-12
Listening Script
&
Listening Test
Sample Items

Folder A

Folder Title: Sources of Information About Aspirin

Listening, Grades 9–12, Tier B, Language of Language Arts

Look at the big picture. It shows a bottle of aspirin and different types of resources. Mrs. Duval's health class wants to find some information about aspirin.

PAUSE 3 SECONDS.

Number 1	Answer Key	Proficiency Level	Model Performance Indicator
	A	2	Select or sort sources of information based on oral descriptions and visual support

Number 1

The Internet is a fast and easy way to get information on many different subjects, like aspirin. However, students have to be sure to use reliable websites.

Where can students go to find information about aspirin quickly? PAUSE.

Go to the top of the next page.

Number 2	Answer Key	Proficiency Level	Model Performance Indicator
	B	3	Compare and contrast sources of information based on oral discourse

Number 2

Take a moment now to read the answer choices.

PAUSE 10 SECONDS.

Listen carefully. This is long. You may take notes in the space provided.

Now listen to number 2.

The students look at two different websites for information on aspirin. The Corvo Corporation, a company that makes aspirin, has a website that tells readers all about the benefits of using their products. The United States Food and Drug Administration, a government agency, has a website that gives both the positive and negative effects of food and drug products sold in the United States, including aspirin.

Mrs. Duval says the website of the Food and Drug Administration is more reliable for factual information about aspirin than the Corvo Corporation website.

Why do you think she says that? PAUSE

Number 3	Answer Key	Proficiency Level	Model Performance Indicator
	C	4	Connect information from various sources based on oral discourse

Number 3

Take a moment now to read the answer choices.

PAUSE 10 SECONDS.

Listen carefully. This is long. You may take notes in the space provided.

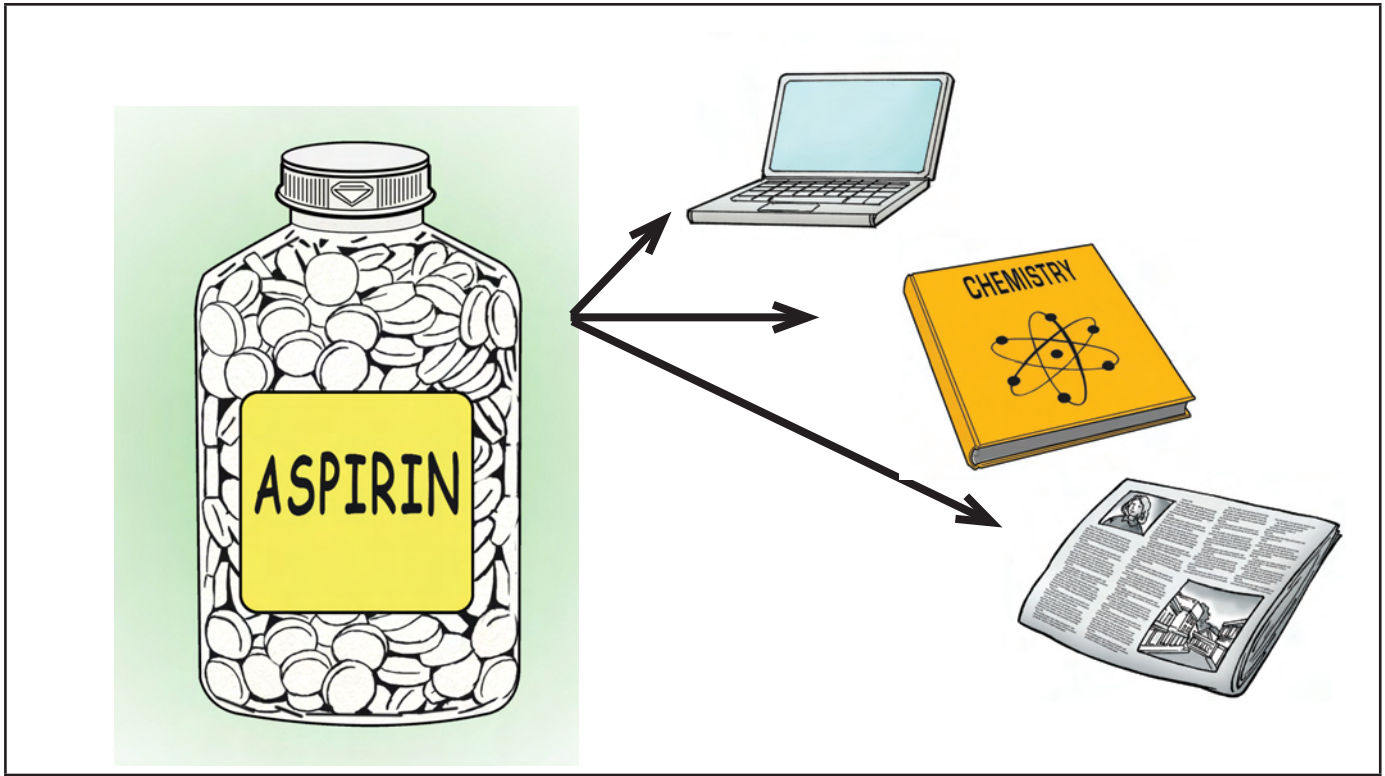
Now listen to number 3.

Mrs. Duval identifies other differences between the two websites. She says that the Corvo Corporation website states that aspirin quote “may help prevent a first heart attack in individuals at moderate risk of coronary heart disease” unquote. But she points out that the Food and Drug Administration website says: quote “Most health professionals agree that long-term aspirin use to prevent a heart attack or stroke in healthy people is unnecessary. If you are using aspirin to lower the risk of heart attack and stroke and you haven’t talked with a health professional about it, you may be putting your health at risk” unquote.

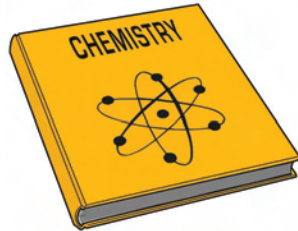
What do these two websites seem to disagree about? PAUSE.

Turn the page.

Folder A: Sources of Information About Aspirin



1



2

Write notes here.

- It is used by more people.
- It is not trying to sell aspirin.
- It includes public information.
- It recommends alternatives to aspirin.

3

Write notes here.

- Improving the quality of aspirin
- Taking aspirin after a heart attack
- Using aspirin to prevent a heart attack
- Speaking with doctors about heart attacks

Folder B

Folder Title: Mr. Sethi's Computer Class

Listening, Grades 9–12, Tier C, Social & Instructional Language

Look at the big picture. It shows Mr. Sethi explaining a project to his students. They will need some supplies from the computer classroom to complete their projects.

PAUSE 3 SECONDS

Number 1	Answer Key	Proficiency Level	Model Performance Indicator
	C	3	Respond (non-verbally) to explicit language pertaining to classroom instruction

Number 1

Mr. Sethi says,

On the bulletin board is a list of project groups. I want you to go to the board and see who is in your group. After that each group will go to the calendar and sign up for a time to meet with me to discuss your project. Take the rest of the class period to discuss possible project ideas with your group. To do this you can look at Chapter Two in your textbook. So, find your group listed on the bulletin board, sign up on the calendar for a time to meet with me, and then decide on a project idea.

Which of these pictures shows the first thing that Mr. Sethi asks the students to do?
PAUSE.

Go to the top of the next page.

Number 2	Answer Key	Proficiency Level	Model Performance Indicator
	B	4	Respond (non-verbally) to idiomatic expressions pertaining to classroom instruction (e.g. "What do you do when you hit the books?")

Number 2

Take a moment now to read the answer choices. PAUSE 10 SECONDS.

Listen carefully. This is long.

Now listen to number 2.

Mr. Sethi tells the students that when they finish their projects, they will have to save them to a CD. Each group can have only one CD because there are not enough CDs for all the students to have one of their own. Mr. Sethi says, "Have one person in the group be responsible for your group's CD. Be careful with your CD and do not lose it. Remember, CDs don't grow on trees. If you lose your CD, you will have to pay three dollars for a new one."

Which sentence below explains what Mr. Sethi means by the expression, "CDs don't grow on trees?" PAUSE.

Number 3	Answer Key	Proficiency Level	Model Performance Indicator
	D	5	Respond (non-verbally) to figurative language pertaining to classroom instructions (such as to the use of hyperbole or metaphor)

Number 3

Take a moment now to read the answer choices.

PAUSE 10 SECONDS.

Listen carefully. This is long.

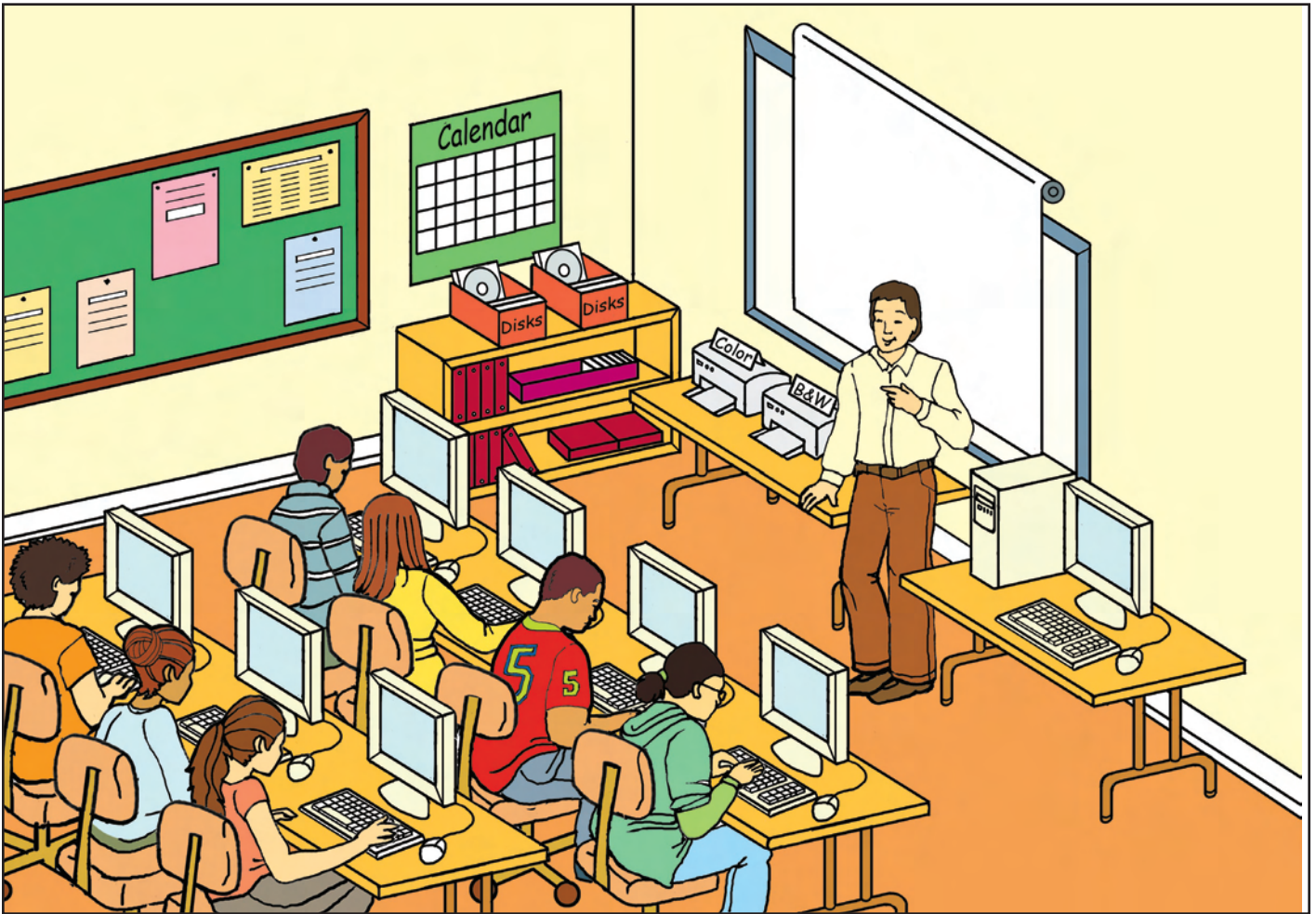
Now listen to number 3.

Mr. Sethi tells the students that when their projects are finished they will have to print one final copy of the project on the color printer. He tells students to sign up to use the printer. He reminds them to sign up as soon as they finish their projects and says, “It will take a while for one color copy to print, so be patient. You could read your entire textbook while one color page prints.”

Which sentence below explains what Mr. Sethi means by “You could read your entire textbook while one color page prints?” PAUSE.

This is the end of the listening test.

Folder B: Mr. Sethi's Computer Class



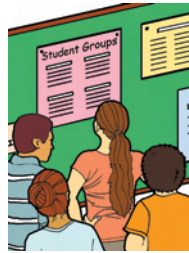
1



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2

- The school does not have the right CDs for its computers.
- The school does not have money for extra CDs.
- The school's CDs do not work anymore.
- The school does not pay for CDs.

3

- The students need to sign up to use the printer.
- The students must read their textbooks to complete the project.
- The project must be longer than a chapter in the textbook.
- The project will require a long time to be printed.

Grades 9-12 Speaking Test Sample Items

Folder A

Folder Title: Solar System

Speaking, Grades 9–12, Tier C, Language of Math & Science

T1

Standard	Proficiency Level	Model Performance Indicator
Language of Science	1	Identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles)
Language of Math	1	State which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration)

Now we are going to talk about things related to science and math.

There are eight planets in our solar system. At the center of our solar system is the sun.

Here is a picture of the three planets that are closest to the sun.

Now I'm going to ask you some questions to make sure you understand the picture.

Q1: (Point to the SUN) **What is this?**

Q2: (Point to the EARTH) **What is this?**

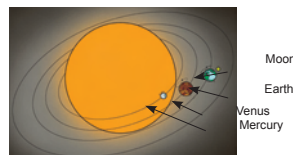
Q3: (Point to the column labeled 'TIME TO SPIN AROUND ONCE')
Look at the data table. According to the data in this column, how long does it take for Mercury (Point to row labeled 'MERCURY') to spin around once?


Q4: **How long does it take for Earth (Point to row labeled 'EARTH') to spin around once?**

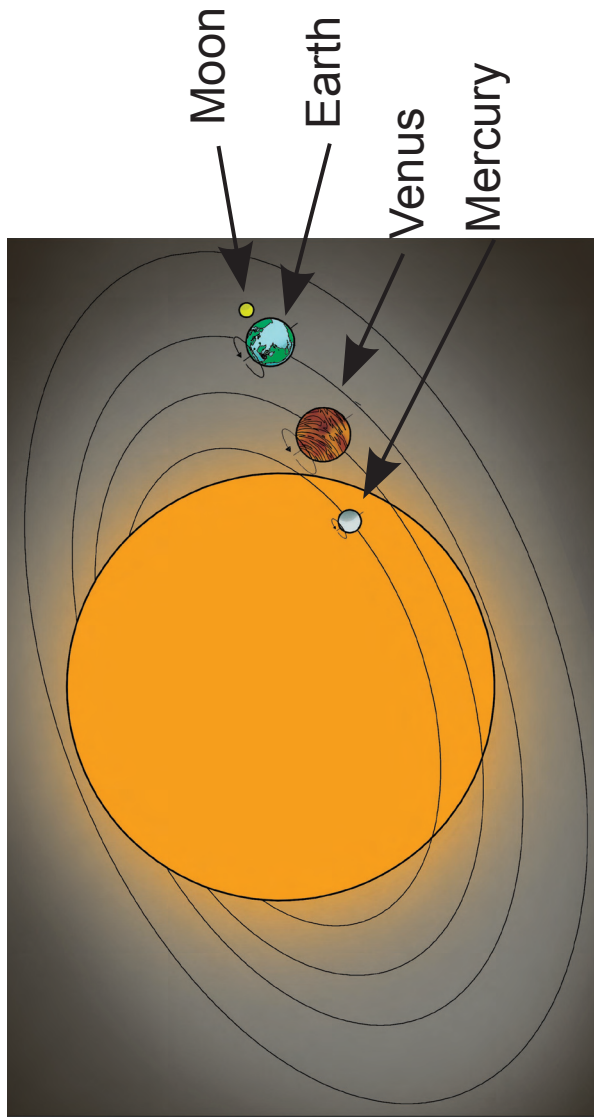
Q5: (Point to the column labeled 'TIME TO GO AROUND THE SUN ONCE')
According to the data in this column, how long does it take for Mercury to go around the sun once?

Q6: **How long does it take for the Earth to go around the Sun once?**

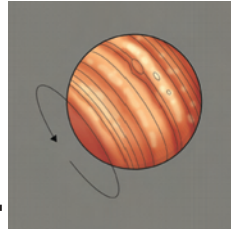
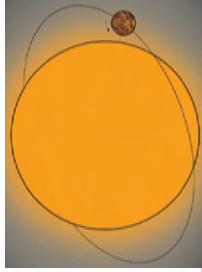
Q7: (If necessary) **What other things do you see in the picture? (OR) What else do you see in the picture?**



Planet	Time to Spin Around Once	Time to Go Around the Sun Once
		
Mercury	58 Earth Days	88 Earth Days
Venus	243 Earth Days	224 Earth Days
Earth	1 Earth Day	365 Earth Days



Planet	Time to Spin Around Once	Time to Go Around the Sun Once
Mercury	58 Earth Days	88 Earth Days
Venus	243 Earth Days	224 Earth Days
Earth	1 Earth Day	365 Earth Days



T2

Standard	Proficiency Level	Model Performance Indicator
Language of Science	2	Give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries or the circulatory system)
Language of Math	2	Describe derived attributes and their units of measurement using pictures and notation

(Note: Picture is repeated for student.)

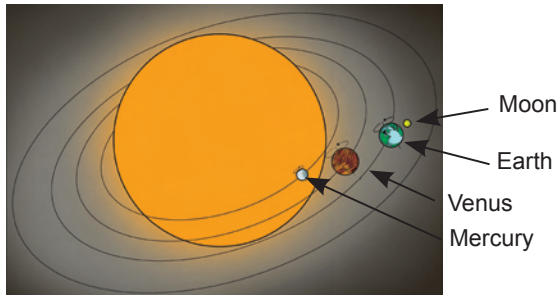
(If necessary) **Now look at the data table again.**


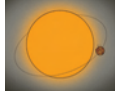
Q1: Which planet takes the most time to spin around once?

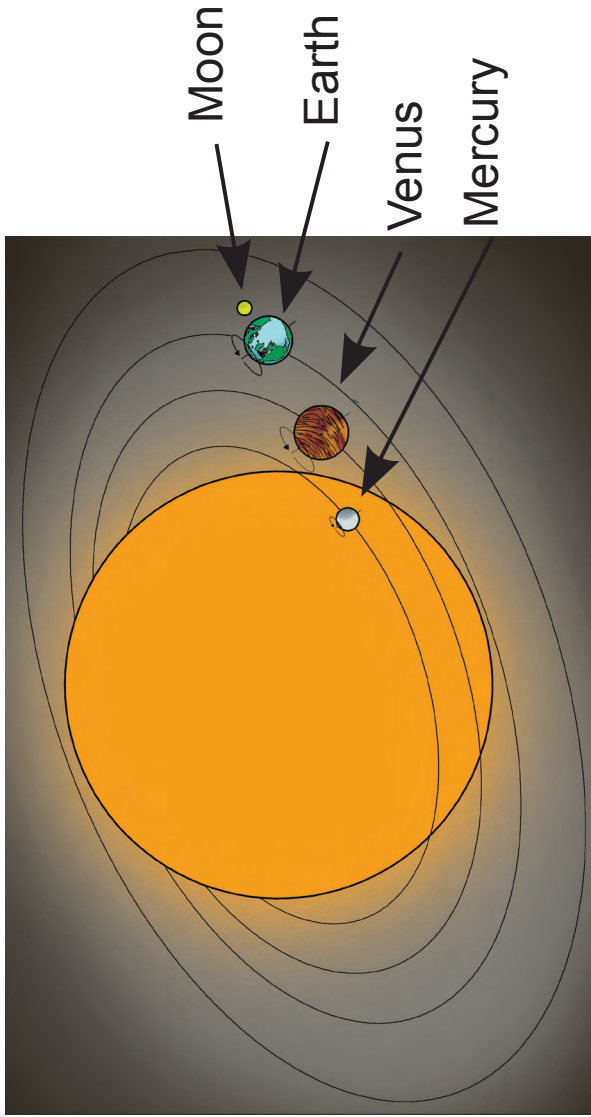
Q2: How did you figure that out?

Q3: Which planet goes around the sun in the shortest time?

Q4: How did you figure that out?



Planet	Time to Spin Around Once 	Time to Go Around the Sun Once 
Mercury	58 Earth Days	88 Earth Days
Venus	243 Earth Days	224 Earth Days
Earth	1 Earth Day	365 Earth Days



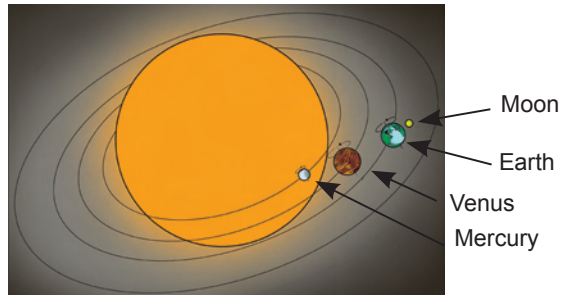
Planet	Time to Spin Around Once	Time to Go Around the Sun Once
Mercury	58 Earth Days	88 Earth Days
Venus	243 Earth Days	224 Earth Days
Earth	1 Earth Day	365 Earth Days



T3

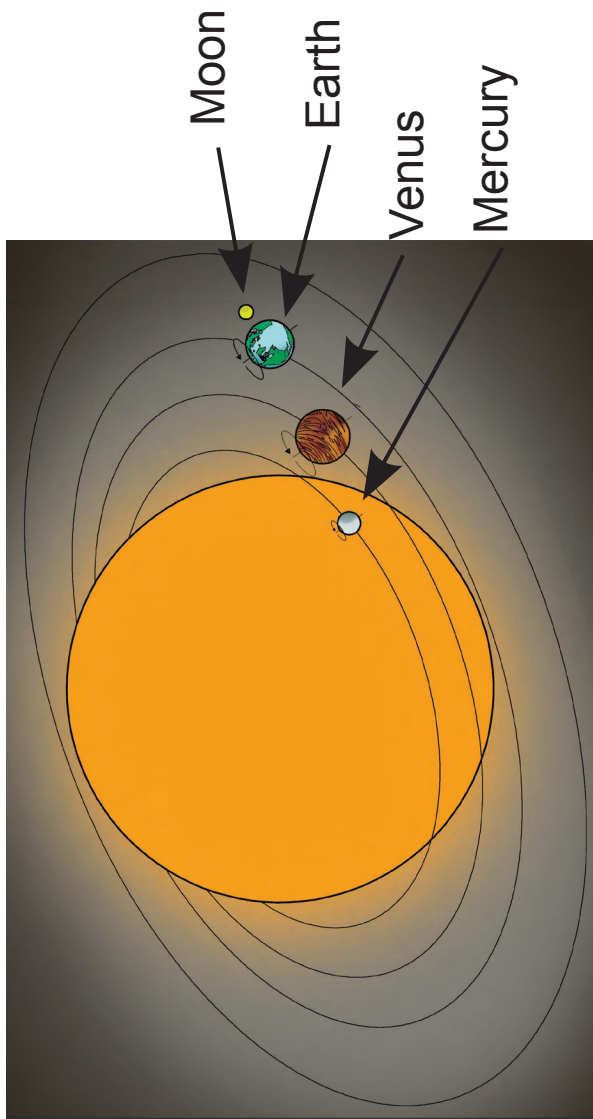
Standard	Proficiency Level	Model Performance Indicator
Language of Science	3	Describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle)
Language of Math	3	Give examples of derived attributes along with their units of measurement presented orally from math text

Now let's look at the picture again. While we are sitting here, it may not seem like we're moving at all. But as you probably know, Earth and all the other planets are always moving in space.

- Q1: Using the drawing and the information in the table, tell me something about how the Earth is moving in space.**
- Q2: How does Mercury's going around the sun compare with how the Earth goes around the Sun?**



Planet	Time to Spin Around Once 	Time to Go Around the Sun Once 
Mercury	58 Earth Days	88 Earth Days
Venus	243 Earth Days	224 Earth Days
Earth	1 Earth Day	365 Earth Days



Planet	Time to Spin Around Once	Time to Go Around the Sun Once
Mercury	58 Earth Days	88 Earth Days
Venus	243 Earth Days	224 Earth Days
Earth	1 Earth Day	365 Earth Days

Standard	Proficiency Level	Model Performance Indicator
Language of Science	4	Discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems)
Language of Math	4	Describe the use of derived attributes presented orally from text-based math problems

Let's look at the next picture.

As you know, it takes Earth three hundred sixty-five days, that is one year, to go around the Sun. During the year we have four seasons: fall, winter, spring, and summer. The seasons depend on the Earth's tilt.

Do you understand the word 'tilt'? (If not, say:) If I say, 'tilt your head,' it means do this. (Gesture with your head.) O.K.?

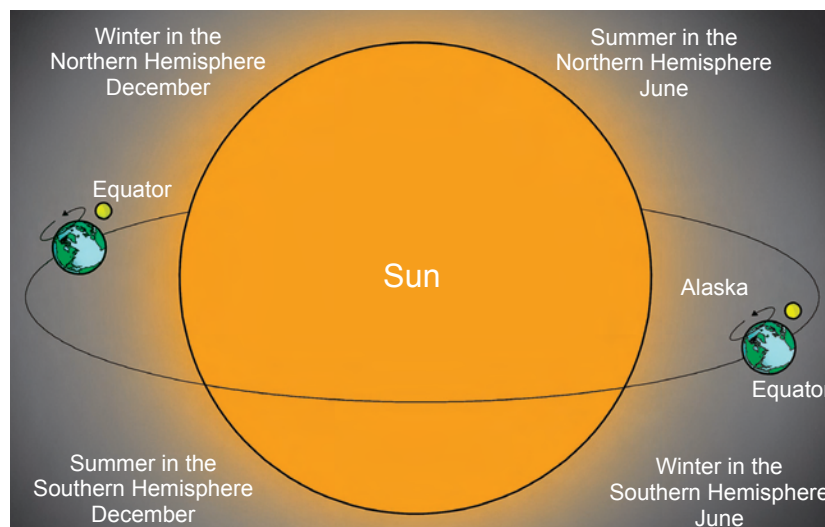
The axis of Earth does not go straight up and down. It tilts and, as I said, the seasons depend on Earth's tilt.

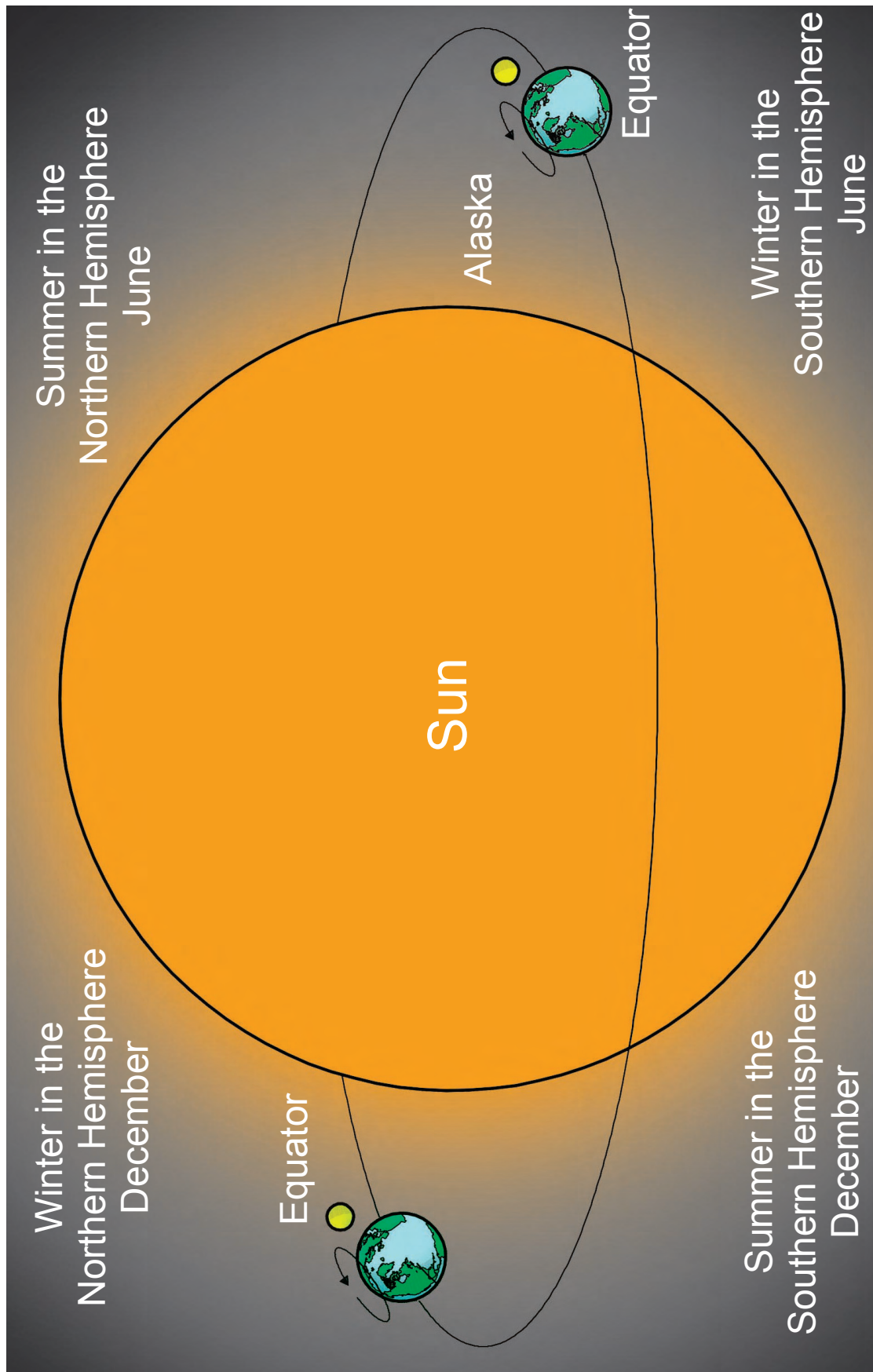
As you probably know, the seasons are different in the northern hemisphere, the top part of Earth, and the southern hemisphere, the bottom part of Earth. That means that when it's winter here in the northern hemisphere, it's summer in the southern hemisphere, in countries like Australia.

Look at this picture again. It shows the relationship between the Sun, the Earth's tilt, and the four seasons.

Q1: Now explain to me the relationship between the Sun, the Earth's tilt and the four seasons.

Q2: (As necessary) 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?





T5

Standard	Proficiency Level	Model Performance Indicator
Language of Science	5	Explain and give examples of the principle of interdependence of systems or the iterative nature of chains and cycles (such as endocrine system)
Language of Math	5	Justify the use of derived attributes presented orally from grade level text-based math problems

(Note: Picture is repeated for student, with Alaska labeled.)

Alaska is the northernmost state in the United States. It is near the north pole.

(Point to EARTH in JUNE diagram on the right-hand side of the page.)

During the summertime in Alaska, the days are very long. In fact, sometimes the Sun doesn't set until after midnight.

(Point to EARTH in DECEMBER diagram on the left-hand side of the page.)

However, in the wintertime, the days are very short, sometimes lasting only four hours.

Q1: Using the diagram in the picture, explain why you think these extremes of daylight happen in Alaska.

Q2: (As necessary) 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?

